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

KANSAS STATE BOARD OF EDUCATION

**SEPTEMBER 9 & 10, 2025 BOARD MEETING MATERIALS**

In this packet please find the following:

1. Minutes from August 2025
2. September Agenda
3. Consent Agenda (contains many items including 11 districts asking for bond elections and capital improvements)

**TUESDAY ITEMS**

4. State Assessment Scores
5. Kansas Educational Leadership
6. Reading Corner
7. Act on ARC Recommendations
8. Act on America Learns for AmeriCorps
9. Act on Higher Ed Program approvals
10. Receive RFP Request for Proposal for license agreement
11. Receive item to continue work on the Kansas Assessment Program
12. Overview and Budget Request from Kansas School for the Deaf (KSD)
13. Overview and Budget Request from Kansas State School for the Blind (KSSB)
14. Receive KSSB and KSD request to raise out of state tuition prices
15. Student data privacy with third party access

**WEDNESDAY ITEMS**

1. Digital Health and Safety Concerns for Students
2. Impact of AI
3. Update on Computer Science
4. Starting the school year from the administrator's point of view
5. Act on approval of the National Association of State Boards of Education dues
6. Report on Kansas School for the Deaf negotiations
7. Various Board reports

Please use the bookmarks for the packet. They make it much easier to page through the items. If you have trouble figuring out how to find them or use them: please call me! Deborah Bremer 785-296-3203 and hopefully I can help.

TUESDAY MINUTES *To be Approved in September 2025*

Time Stamps are from KSDE YouTube Livemedia channel

Kansas State Board of Education
August 12th, 2025

## Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, August 12, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins recited the Board mission statement and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

## Roll Call

The following Board members were present:
Mrs. Betty Arnold
Mrs. Michelle Dombrosky
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair
Mr. Mark Ferguson, Board Attorney and Commissioner Watson were seated at the Board table.

## APPROVAL OF THE MINUTES FOR JULY 2025

Minutes Agenda and Consent 4:20

Mrs. Arnold moved that the Kansas State Board of Education approve the minutes for the July 8 & 9, 2025 meeting. Mrs. Dombrosky seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

## APPROVAL OF THE AGENDA

Mrs. Haas moved that the Kansas State Board of Education approve the agenda, removing item 17 on Tuesday, and replacing item 4 on Wednesday with a NASBE dues receive item. Mrs. Arnold seconded the motion. Motion carried 10-0.

## ACT ON CONSENT AGENDA

a. Receive personnel report
b. Kansas State School for the Blind (KSSB) item on accessible arts
c. KSSB item on Resource officer

d. KSSB item on KCK policy security contract
e. Kansas State School for the Blind and Kansas School for the Deaf item on out of state contracts for Missouri students
f. Act on local professional development plans
g. Act on recommendation for a visiting scholar license
h. Act on recommendations of the Licensure Review Committee

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

## COMMISSIONER'S REPORT

Dr. Watson 6:22

Dr. Randy Watson

Dr. Watson shared some of his experience at the Council of Chief State School Officers (CCSSO) that he recently attended. Many of the discussions were about AI Technology. There is a disruption of federal funding across the country. His recent visit with the Jobs for America's Graduates (JAG), a high school organization that has a big impact on graduating students, showed the power of people who are passionate about helping students. He invited the Board to listen to the most recent Insight Podcast, an episode with Ben Proctor and Blake Vargas about the importance of academic rigor.

Expanding on the concept of rigor, Dr. Watson suggested that the standards need to be taught to levels 3 & 4 EVERY day to EVERY student. Accelerating students in middle and high school and increasing the percentage of students in 2-5 activities will increase student success.

Technology, AI, screentime, personal devices, district owned devices, are all vital topics that the Board has and will continue to address. Dr. Watson envisions two more sections of research and guidance to districts; one focused on AI and the other on district issued technology devices.

## CITIZENS' FORUM

Forum 37:00

Kim Whitman, Overland Park, representing Kansas students, spoke about returning to traditional teaching methods that are proven effective. She shared a resolution, adapted from Burke County Schools in North Carolina, which focused on traditional methods, and less dependency on digital devices/curriculum.

Judith Deedy, Mission Hills, Game On for Kansas Schools, spoke in support of amending the cut scores to more accurately reflect student achievement. Her personal experience with her children has led her to believe there is a disconnect between an assessment test that is 10 years old, and the abilities of her kids.

Emily Brownlee, Overland Park, representing Kansas students, spoke about how screentime affects the developing brain of a child. She read a section from *Reset Your Child's Brain* by Victoria Dunckley. Screentime in schools has detrimental effects on the cognitive and social development of young children and teenagers' brains.

## ACT ON BOARD GOALS

Board Goals 49:30

Dr. Randy Watson, Commissioner

Mrs. Arnold moved that the Kansas State Board of Education accept the Board goals as presented. Mr. Hershberger seconded the motion. Motion carried 8-2, with Mrs. Dombrosky and Mrs. Potter voting no.

### Quality School Improvement

We will support and emphasize the four fundamentals of school improvement in the KESA process.

### Quality Leadership Development

We have a culture of high expectations in our classrooms, buildings and districts so that each student has access to quality instruction, grade level standards and expectations for success.

### Policy, Regulation & Alignment

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

## Presentation on timeline for updating the Kansas Assessment Program

KAP timeline 1:25:56

R. Scott Gordon, Kansas State Department of Education, General Counsel

Mr. Gordon explained the differences and the interplay between academic standards, assessment standards, the role of the Kansas State Board of Education, and the timelines for the most recent reviews, revisions, and adoptions of each. He also described the timeline for negotiating and executing the current contracts that support the Kansas Assessment Program.

## PROFESSIONAL PRACTICES COMMISSION RECOMMENDATION

PPC 1:38:24

R. Scott Gordon, General Counsel

Mrs. Arnold moved that the Kansas State Board of Education accept the surrender and revoke the license in case 25-PPC-06. Mrs. Haas seconded the motion. Motion carried 10-0.

PPC members 1:45:00

APPOINTMENT OF NEW PROFESSIONAL PRACTICES COMMISSION MEMBERS
R. Scott Gordon, General Counsel

Middle School Principal
Mrs. Arnold moved that the Kansas State Board of Education appoint Clinton Shipley to the Professional Practices Commission to a three year term effective immediately. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

Elementary School Principal
Mr. Hershberger moved that the Kansas State Board of Education appoint Brittney Jennings to the Professional Practices Commission to a three year term effective immediately. Mrs. O'Brien seconded the motion. Motion carried 10-0.

Classroom Teacher
Mrs. Arnold moved that the Kansas State Board of Education appoint Charrica Osborne to the Professional Practices Commission to a three year term effective immediately. Mrs. Haas seconded the motion. Motion carried 10-0.

Cut Scores 3:32:12

ACT ON STATE ASSESSMENT CUT SCORES
Beth Fultz, Director, Career, Standards and Assessment Services

Mrs. Arnold moved that the Kansas State Board of Education approve the proposed Kansas assessment scale and cut scores for the 2025 revised state assessments in English Language Arts, Mathematics, and Science, with a concordance that links the previous state assessment to the revised one to be provided by the Kansas State Department of Education by October 2025. Mr. Porter seconded the motion. Motion carried 7-3 with Mrs. Dombrosky, Mrs. O'Brien and Mrs. Potter voting no.

Reading Corner 4:29:55

READING CORNER: August Back to School
Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
Regina Schutt and Laura Rowley, Reading instructors, Wichita, USD 259

Mrs. Schutt and Mrs. Rowley shared the remarkable work that is being done with reading instruction in their district. The program "Starting off Strong, using the Science of Reading from Knowledge to Application" is a kindergarten program designed to teach the alphabet and involves both students and their families.

KESA Grad 5:12:20

ACT ON KESA GRADUATION REQUIREMENTS
Dr. Jay Scott, Director, Accreditation and Design

Mrs. Arnold moved that the Kansas State Board of Education approve the KESA Graduation Standards as presented to go into effect beginning with the 2026-2027 school year. Mr. Hershberger seconded the motion. Motion carried 8-0-2 with Mrs. Dombrosky and Mrs. Potter present not voting.

RECEIVE ACCREDITATION REVIEW COUNCIL'S RECOMMENDATIONS

ARC
5:38:45

Dr. Jay Scott, Director, Accreditation and Design

The Accreditation Review Council (ARC) is made up of educators, diverse in role and geographic location, which is charged with making a recommendation of accreditation status for every system, every year to the State Board of Education. This receive item is comprised of the ARC's recommendations of accreditation status for each system in KESA (303 school systems in 24-25). The ARC makes their recommendations of accreditation by reviewing reports prepared by KSDE showing how each school system in KESA either met or did not meet KESA standards.

For 2024-2025, KSDE evaluated school systems in two areas, School Improvement and Compliance. In School Improvement, KSDE's Action Plan Review team evaluated each system's KESA Action Plan for clarity, alignment to the4 Fundamentals, and being data-driven. A school system meeting those criteria would result in having a Ready-to-Implement KESA Action Plan. In Compliance, each system was evaluated by a lead team at KSDE against the standards for being "in compliance". The ARC reviewed the attached reports (Action Plan status, Compliance status) and then voted on a recommendation of accreditation status for each system during an early July meeting.
During the meeting, the ARC voted to recommend every school system in KESA to be accredited based on the attached reports.

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

Therefore, while not all school systems met standards in each KESA Compliance area, the ARC, following our KESA process, is recommending each school system to remain accredited. The school systems that did not meet KESA Compliance standards have been

notified.

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

## OVERVIEW OF STATUTORY, REGULATORY, AND CONSTITUTIONAL AUTHORITY OF THE KANSAS STATE BOARD OF EDUCATION

Regulations 5:54:10

R. Scott Gordon, General Counsel

Mr. Gordon gave a presentation on Regulatory Law. The inverted pyramid is 1) Federal Courts, 2) United States Constitution, 3) Federal Statutes and Regulations, 4) State Courts, 5) State Constitutions, 6) State Statutes, and 7) State Agency Regulations.

The state Board, according to the Kansas Constitution Article 6, Section 2, shall have general supervision of public schools, educational institutions and all the educational interests of the state, except those delegated by law to Kanas Board of Regents. This was further defined in the Peabody case of 1973 [212 Kan. 482] which concluded the Board's supervisory powers [are] self-executing once the legislature has established the Board; thus, the Board can exercise its constitutional power of supervision without ancillary legislation.

In defining regulation, he explained it is a "Standard, requirement or other policy of general application that has the force and effect of law, issued or adopted by a state agency to implement or interpret legislation." There are a number of sources for these regulations: 1) Legislation/statutes that authorize or call for regulations; 2) Advisory Councils; 3) State Board of Education directives; 4) Requests/recommendations from KSDE; 5. Misc. Regulations are reviewed by the Joint Committee on Administrative Rules and Regulations.

## RECEIVE EVALUATION REVIEW COMMITTEE FOR HIGHER EDUCATION PROGRAM APPROVALS

ERC 6:30:28

Dr. Catherine Chmidling, Assistant Director, Teacher Licensure

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

### Building Leadership PreK-12, A

Areas for Improvement
Standards 1-7
None

Chemistry 6-12, I
Areas for Improvement
Standards 1-8
None
District Leadership PreK-12, A
Areas for Improvement
Standards 1-7
None
English Language Arts 6-12, I
Areas for Improvement
Standards 1-7, Science of Reading
None
Gifted PreK-12, A
Areas for Improvement
Standards 1-6
None
Health PreK-12, I
Areas for Improvement
Standards 1-5
None
Music-Instrumental PreK-12, I
Areas for Improvement
Standards 1-7
None
Music-Vocal PreK-12, I
Areas for Improvement
Standards 1-7
None
Physical Education PreK-12, I
Areas for Improvement
Standards 1-7
None
Speech/Theatre 6-12, I
Areas for Improvement
Standards 1-6
None
World Languages PreK-12, I
Areas for Improvement
Standards 1-8
None

Americorps
6:38:30

## RECEIVE REQUEST TO CONTRACT WITH AMERICA LEARNS FOR AMERICORPS PERFORMANCE

Dr. Jessica Dorsey, Kansas Volunteer Commission

The Kansas Volunteer Commission will contract with America Learns, LLC, for the AmeriCorps Impact Suite, which is a subgrantee progress and financial monitoring system. This system will be utilized to monitor the approximately $2 million dollars in grant funds allocated to AmeriCorps Kansas subgrantees.

In 2021, we moved to the America Learns system because it has budget templates aligned to the requirements of our federal funder, preloaded performance measures aligned to our required performance measure instructions, and a time sheet system for AmeriCorps members to record their service time. We also had a growing need to develop an electronic system for maintaining the files of our 250+ AmeriCorps members across the state for compliance and monitoring.

Previously, the files were kept in paper form and when we monitored for compliance, we had to either travel onsite or the programs had to scan the files (with over 25 required pieces of documentation each) and then send them to us via a secure file sharing system. This was cumbersome, time-consuming and unnecessary.

America Learns offers a robust member file keeping system that makes compliance visits efficient. All programs need to do is click a button and Commission staff instantly have access to each electronic member file.
The contract includes the following services and costs:
Grant e Progress Reports: $3,750
Financial Reports: $3,750
Timesheets and Member Files: $2,625 x 8 programs = $21,000
Electronic document signing: $250 x 8 programs = $2,000
Implementation Consulting and Ongoing Support: Included
This contract will not exceed a total of $30,500 and is contingent upon receiving the 2025-2026 AmeriCorps formula grant.

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

McKinney Vento
6:45:50

## McKINNEY VENTO EDUCATION OF HOMELESS CHILDREN AND YOUTH GRANTS

Maureen Tabasko, Director, McKinney Vento Grants

Mrs. Arnold moved that the Kansas State Board of Education suspend the rules on waiting a month to vote on a receive item and vote on the McKinney Vento Education of Homeless Children and Youth grants immediately. Dr. New seconded the motion. Motion carried 8-2 with Mrs. Dombrosky and Mrs. Potter voting no.

Chair Hopkins moved that the Kansas State Board of Education approve the recommendations for funding the 2025-2026 McKinney Vento Education of Homeless Children and Youth Grants. Dr. New seconded the motion. Motion carried 8-0-2 with Mrs. Dombrosky and Mrs. Potter present not voting.

Exec Session 7:14:39

Executive Session

Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of potential litigation/pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. This session will begin at 5:20 p.m. and last 40 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 6:00 p.m. Mr. Ferguson, Superintendent Luanne Barron, interpreter Kim Braithwaite and Dr. Watson are invited to join this Executive Session. Mr. Porter seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

After the Executive Session, Chair Hopkins recessed the meeting until the following day at 9:00 a.m.

WEDNESDAY MINUTES

Kansas State Board of Education
August 13, 2025

Chair Cathy Hopkins called the meeting to order at 9:00 a.m. All Board members, Dr. Watson and Attorney Ferguson were present.

## FEDERAL FUNDS UPDATE

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

Funds
3:15

For the fourth month, Dr. Harwood presented the situation with federal funds. Overall, the situation is positive. The ESSER funds have been restored and expected to be made available soon. The LETRS training can be restored. There are several Title programs that should have been provided to districts on July 1, but were not made available. The 21st Century grants for before and after-school programs have been released. Districts have been advised to budget as if federal funds will be available but spend as if those funds will not be released.

## SEAL OF LITERACY TRAININGS

Foundations Course, Dr. Cynthia Lane, Blueprint for Reading
Phillips Fundamental Learning Center: Alphabetic Phonetics, Jeanine Phillips
R.E.A.D. Redefined, Jane Hayes and Amy Taylor
LETRS, Dr. Laurie Curtis, Early Learning/Dyslexia Coordinator, KSDE
Testing Option, explained by Deputy Commissioner Dr. Renee Nugent,
Division of Learning Services

Overview: There are a number of instructional courses that have been given the Seal of Literacy and are available for Kansas teachers. These courses teach the Science of Reading and can be used to attain the necessary designation of Seal of Literacy on their teaching license.

### Foundations Course

Foundations
15:43

Dr. Cynthia Lane explained this course is designed to advance professional practice of PK-6 general educators, special educators, ESOL educators, Instructional Coaches, and Reading Specialists. Beginning with a pre-assessment to establish baseline knowledge, there are twelve modules followed by coaching as the educator engages with their students. At the conclusion is a summative assessment which would require 85% correct answers in order to qualify for the Seal of Literacy. The Washburn Pilot has been

successful and there will be seven public universities and four independent colleges offering the course. 35 completers earned the Seal of Literacy in July 2025. There are scholarships and stipends for 1500-2000 licensed and practicing educator.

### Phillips Fundamental Learning Center (PFLC): Alphabetic Phonetics

PFLC 44:40

Mrs. Jeanine Phillips shared her personal history with dyslexia and her journey establishing the Learning Center in 2001. Alphabetic Phonics was developed by Aylett Cox and is based on a multisensory, sequential approach for teachers of dyslexic students. Not only has PFLC instructed children but also has empowered parents and educators to tutor children who are dyslexic to read, write and spell. They offer a number of training courses through their Andeel Teacher Literacy Institute.

### R.E.A.D. Redefined

R.E.A.D 1:38:12

Jane Hayes and Amy Taylor have both been classroom teachers and are now teaching structured literacy curricula: Phonology, Sound-Symbol association, Syllable Instruction, Morphology, Syntax, and Semantics. They offer training to administrators, general education and Tier 1 instructors, in a practical way which applies structured literacy to district provided materials. There are 40 hours of synchronous instruction and 5 hours of demonstration application in the course leading to the Seal of Literacy. In addition they train Reading Specialty Teachers, special ed, reading specialists, Title 1, MTSS, ESOL, Instructional coaches and Tier II and Tier III interventionists. This course includes 80 hours of synchronous instruction and 10 hours of demonstration/application.

### LETRS

LETRS 2:11:30

Dr. Laurie Curtis, Early Learning/Dyslexia Coordinator, at Kansas State Department of Education, deciphered the word LETRS: Language Essentials for Teachers of Reading and Spelling. LETRS is a comprehensive SoR professional learning, evidence-based, nationally recognized, common knowledge base/language of instructional practice, IDA accredited program and it is curriculum agnostic. It practices the principles of structured literacy and is explicit and multimodal (systematic, cumulative, data driven and interactive). There are three course options from Lexia: LETRS language essentials for teachers of reading and spelling, LETRS for early childhood educators and LETRS for administrators. Dr. Curtiss described the course components; manual with resources, interactive online learning, bridge to practice and facilitated training.

### Testing for the Seal of Literacy

Testing 2:37:50

Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services, shared statistics on how many Kansas educators have passed the Elementary Education Teaching Reading Subset. 725 have passed, and 2,730 nationwide  Overall, 6,634 Seals of Literacy have been added to licenses.

NASBE
2:58:09

## Receive National Association of State Boards of Education Dues (NASBE)

The yearly dues for NASBE 2026 are $28,000. The Board discussed how NASBE has been part of the Kansas Board for many years and that if they decide on membership for 2026, the Board members might try and take advantage of the national perspective offered by this organization. Action will be taken in September.

Committees
3:14:10

## Committee Reports

Mrs. Dombrosky on the KSD Task Force and KNEA negotiations
Mrs. Haas on the Policy Committee
Mr. Hershberger and Mrs. Haas on ESEA (Elementary and Secondary Education Act), safe schools and school improvement
Mr. Hershberger on Ag in the Classroom and the State Fair in Hutchinson, Ag Teacher of the Year

Travel
3:25:30

## Board Travel Requests:

Mrs. Dombrosky moved that the Kansas State Board of Education approve the travel requests as presented. Mrs. O'Brien seconded the motion. Motion carried 10-0.

Future Items
3:28:00

## Requests for future items

Mr. Hershberger: Drug overdoses per county, mental health report on Narcan etc., also would like a presentation from Clelia McCrory in September on CTE programming results from health sciences
Mrs. Dombrosky: Would like to reexamine constitutional rights, parents' rights in education
Mr. Porter: Rigor, screentime use of devices from the teacher's point of view, and the districts policies on securing student data
Mrs. Haas: Status of computer science education in Kansas, the regulations for district reorganization, issues about recess in all grade levels of schools, adding Kansas Thespians to the post-secondary asset list
Mrs. Potter: Safe and secure schools, issues around Narcan

The Chair adjourned the meeting until the September 9th meeting at 10 a.m.

_____ _____

Cathy Hopkins, Chair Deborah Bremer, Board Secretary

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**Policy Committee Meeting at 12:15 p.m. Tuesday, September 9, in the Commissioner's Conference room on the 6th floor** (this is a public meeting but will not be recorded or live streamed)

# Agenda Tuesday, September 9, 2025

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

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| 10:00 a.m. | Call to Order and Roll Call<br>Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance | 5 min | Chair Hopkins |
| 10:05 a.m. (AI) | 1. Approval of the Minutes of August 2025 | | |
| (AI) | 2. Approval of Agenda | | |
| (AI) | 3. Approval of Consent Agenda | | |
| | a. Receive monthly personnel report and appointments to unclassified positions | | Wendy Fritz, Director, Human Resources |
| | b. Act on request to contract with Kansas State University to support Kansas *Family, career, and community leaders of America* | | Natalie Clark, Asst. Director, Career, Standards and Assessment Division |
| | c. Act on local professional development plans | | Shane Carter, Director, Teacher Licensure |
| | d. Act on licensure waivers | | Shane Carter |
| | e. Act to extend contract with ACT for ACT, WorkKeys, and Pre-ACT assessments as required by Kansas Statute | | Beth Fultz, Director, Career, Standards and Assessment Services |
| | f. Act to change category to Postsecondary Asset List: student officer in any state level high school organization | | Julie Ewing, Asst. Director, Career, Standards and Assessment Services |

*Kansas Leads the world in the success of each student.*

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

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| | g. Notification to the Kansas State Board of Education of four private schools and one scholarship granting organization to participate in the Tax Credit for Low Income Student Scholarship Program (TCLISSP) | | Dale Brungardt, Director, School Finance |
| | h. Act on request from USD 107 Rock Hills, Jewell County, to hold a bond election | | Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services |
| | i. Act on request from USD 107 Rock Hills, Jewell County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | j. Act on request from USD 263 Mulvane, Sedgwick County, to hold a bond election | | Dr. Frank Harwood |
| | k. Act on request from USD 263 Mulvane, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | l. Act on request from USD 274 Oakley, Logan County, to hold a bond election | | Dr. Frank Harwood |
| | m. Act on request from USD 274 Oakley, Logan County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | n. Act on request from USD 288 Central Heights, Franklin County, to hold a bond election | | Dr. Frank Harwood |
| | o. Act on request from USD 288 Central Heights, Franklin County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | p. Act on request from USD 294 Oberlin, Decatur County, to hold a bond election | | Dr. Frank Harwood |

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| | q. Act on request from USD 294 Oberlin, Decatur County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | r. Act on request from USD 350 St. John-Hudson, Stafford County, to hold a bond election | | Dr. Frank Harwood |
| | s. Act on request from USD 350 St. John-Hudson, Stafford County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | t. Act on request from USD 353 Wellington, Sumner County, to hold a bond election | | Dr. Frank Harwood |
| | u. Act on request from USD 353 Wellington, Sumner County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | v. Act on request from USD 407 Russell Co., Russell County, to hold a bond election | | Dr. Frank Harwood |
| | w. Act on request from USD 407 Russell Co., Russell County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | x. Act on request from USD 450 Shawnee Heights, Shawnee County, to hold a bond election | | Dr. Frank Harwood |
| | y. Act on request from USD 450 Shawnee Heights, Shawnee County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | z. Act on request from USD 470 Arkansas City, Cowley County, to hold a bond election | | Dr. Frank Harwood |

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| | aa. Act on request from USD 470 Arkansas City, Cowley County, to receive Capital Improvement (Bond and Interest) State Aid | | Dr. Frank Harwood |
| | bb. Act on request from USD 335 North Jackson, Jackson County, to receive Capital Improvement (Bond and Interest) State Aid No election needed: below the 14% bond debt limit. | | Dr. Frank Harwood |
| 10:10 a.m. (IO) | 4. Commissioner's Report | 20 min | Dr. Randy Watson |
| 10:30 a.m. | 5. Citizen's Open Forum | 15 min | |
| 10:45 a.m. | Break | 10 min | |
| 10:55 a.m. (IO) | 6. Presentation: State Assessment Score Reports | 45 min | Beth Fultz, Julie Ewing and KU team Matt Copeland and Susan Martin |
| 11:40 a.m. (IO) | 7. Presentation: Efforts on promoting excellence in Kansas Educational Leadership | 20 min | G.A. Buie, Executive Director, United School Administrators of Kansas |
| 12:00 p.m. | LUNCH back at 1:30 p.m. | 1.5 hours | |
| 1:30 p.m. (IO) | Performance: Salina Central High School Jazz Combo | 20 min | Salina Central High School Jazz Combo Mr. Rodriguez, director |
| 1:50 p.m. (IO) Quality School Improvement | 8. Reading Corner | 15 min | Dr. Laurie Curtis, Early Literacy/ Dyslexia Program Manager |
| 2:05 p.m. (AI) | 9. Act on Accreditation Review Council's recommendations | 10 min | Dr. Jay Scott, Director, Accreditation and Design |
| 2:15 p.m. (AI) | 10. Act on request to contract with America Learns for AmeriCorps performance, progress and financial reporting. | 10 min | Dr. Jessica Dorsey, Director, Kansas Volunteer Commission |
| 2:25 p.m. (AI) | 11. Act on Evaluation Review Committee recommendations for higher ed program approvals | 10 min | Dr. Catherine Chmidling, Teacher Licensure |
| 2:35 p.m. | Break | 10 min | |

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| 2:45 p.m. (IO) | 12. Presentation to honor Clelia McCrory, ESSDACK, CTE, for her years of service* | 15 min | Natalie Clark, CTE |
| 3:00 p.m. (RI) | 13. Receive assessment contracts<br><br>a. Approve Request for Proposal (RFP) for license agreement with Reading/Math resources aligned to the Kansas Assessment Program<br><br>b. Approve the continuation of work on the Kansas Assessment Program | 30 min | Julie Ewing, Asst. Director, Career, Standards and Assessment Services |
| 3:30 p.m. | Break | 10 min | |
| 3:40 p.m. (IO) | 14. Kansas School for the Deaf: Overview and Budget Request to Legislature | 30 min | Superintendent Luanne Barron |
| 4:10 p.m. (IO) | 15. Kansas School for the Blind: Overview and Budget Request to the Legislature | 30 min | Superintendent Jon Harding |
| 4:40 p.m. (RI) | 16. Receive KSSB/KSD request to raise out-of-state tuition prices | 10 min | Superintendents Jon Harding and Luanne Barron |
| 4:50 p.m. | Break | 10 min | |
| 5:00 p.m. (IO) | 17. Presentation: Student data privacy and third party access * | 20 min | Virginia Crossland Macha, Parents In Charge |
| 5:20 p.m. | Adjourn until September 10th at 9:00 a.m. | | |

# Agenda Wednesday, September 10, 2025

| TIME | ITEM | DURATION | PRESENTER |
|---|---|---|---|
| 9:00 a.m. | Call to Order | | Chair Hopkins |
| 9:00 a.m. (IO) | 1. Presentation: Digital Health and Safety Concerns for Students * | 30 min | Katie Kincaid- Longhauser, The Screen Guardians<br>Kevin Cronister, Detective with Internet Crimes Against Children (ICAC) Task Force in KC Metro Area |
| 9:30 a.m. (IO) | 2. Presentation/Discussion on the Impact of AI in Education | 30 min | Dr. Jake Steel, Office of the Commissioner |
| 10:00 a.m. | Break | 10 min | |
| 10:10 a.m. (IO) | 3. Report on Computer Science Education in Kansas * | 30 min | Dr. Stephen King, KSDE, Computer Science |
| 10:40 a.m. (IO) | 4. Presentation: The practical aspects of starting the school year, from an administrator's perspective * | 30 min | Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services |
| 11:10 a.m. | Break | 10 min | |
| 11:20 a.m. (AI) | 5. Act on approving National Association of State Boards of Education (NASBE) dues | 20 min | |
| 11:40 a.m. (IO) | 6. Report on Kansas School for the Deaf Negotiations | 10 min | Mark Ferguson, Board Attorney<br>Michelle Dombrosky, Board Member Liaison for KSD |
| 11:50 a.m. | 7. Committee Reports | 10 min | |
| 12:00 p.m. | 8. Chair Report | 5 min | |
| 12:05 p.m. (AI) | 9. Board Travel Requests | 5 min | |
| 12:10 p.m. | 10. Board future agenda requests | 5 min | |
| 12:15 p.m. | Adjourn until October 14th at 10 a.m. | | |

**Agenda Number:** **3 a.**

**Meeting Date:** **9/9/2025**

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:** Mady Carpenter

HR Board Materials:

-Personnel Count

-Report on Personnel

**Agenda Number:** 17 a.

**Meeting Date:** 09/09/2025

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:** Mady Carpenter, Wendy Fritz

**Personnel Report:**

Total employees 280 as of pay period ending 8/16/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

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

Katie Allen to the position of Research Analyst on the Career, Standards, and Assessment Services Team, effective August 20, 2025, at an annual salary of $84,720.74. This position is funded by the State General Fund.

Dave Wilson to the position of Enterprise Architect on the Information Technology Team, effective August 18, 2025, at an annual salary of $92,755.52. This position is funded by the State General Fund.

Emmett Speed to the position of Education Research Analyst on the Career, Standards, and Assessment Services Team, effective August 6, 2025, at an annual salary of $84,720.74. This position is funded by the State General Fund and the Federal Assessment Grant.

Jessica Askew to the position of administrative Specialist on the Special Education and Title Services Team, effective August 4, 2025, at an annual salary of $44,595.20. This position is funded by the IDEA Admin and State General Fund.

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

| Unified School District 470 Arkansas City | County: Cowley | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $167,677,737 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $23,474,883 | |
| 4. State Aid Percentage | 30% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $66,765,000 | 39.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $66,765,000 | 39.8% |
| 8. Estimated amount of bond indebtedness authorized without approval | $23,474,883 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $43,290,117 | 25.8% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** **3 b.**

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/9/2025** |
|---|---|---|---|---|
| Natalie Clark | Beth Fultz | Randy Watson | | |

**Item Title:**

Act on Request to Contract with Kansas State University to Support Kansas Family, Career and Community Leaders of America (FCCLA)

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the Kansas State Advisor of FCCLA at a total amount not to exceed $60,000.00 per year, up to a total of $300,000.00 for the period of five years, from July 1, 2026 to June 30, 2031.

**Explanation of Situation Requiring Action:**

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

The purpose of this contract is to compensate the State Advisor of Kansas FCCLA for leading, maintaining, and coordinating all aspects of Kansas Family, Career and Community Leaders of America (FCCLA) by:

1. Coordinating and managing all district and state FCCLA events.
2. Attending national FCCLA meetings as needed and should Kansas students qualify.
3. Training of state officers.
4. Guiding and supporting local chapter advisors.
5. Develop, grow, and lead the Kansas FCCLA Board of Directors.
6. In conjunction with the Kansas FCCLA Board of Directors, provide financial oversight of Kansas FCCLA funds, including but not limited to, regular financial reports, tax filings and audits.
7. Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national FCCLA events, financial reports, etc.
8. Maintain a Kansas FCCLA website, complete with events calendar and resources for student members and chapter advisors.

Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technology Student Organizations (CTSOs) State General Fund 50% $150,000.00

W705 Perkins CTE-State Leadership – CTSOs (Federal) 50% $150,000.00

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE).

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION Full Text

2344. State leadership activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

(b) Permissible uses of funds

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course

development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section

2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations

that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section

1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

Business Professionals of America (BPA)
DECA
Future Business Leaders of America (FBLA)
Family, Career and Community Leaders of America (FCCLA)
FFA
HOSA-Future Health Professionals (HOSA)
SkillsUSA
Technology Student Association (TSA)

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION

(6) Career and technical student organization

(A) In general

The term "career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) State and national units

An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/9/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 335, North Jackson, Jackson 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 335, North Jackson, Jackson County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 335, North Jackson, Jackson 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 August 21, 2025.

USD 335 plans to use the bond proceeds (not to exceed **$5,000,000**) to pay the costs acquire, construct, equip and install (a) a middle school addition, including six additional classrooms; (b) an elementary school addition, including two classrooms, a music room, and covered connection; and (c) other necessary and related improvements.

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

1. The vote to submit the bond application by the local board of education was unanimous 7-0.
2. The district is experiencing a growth in enrollment (67% enrollment growth in past 4 years)
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 not need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

| Unified School District 335 North Jackson | County: Jackson | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $42,734,489 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $5,982,828 | falls under 14% limit |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $5,000,000 | 11.7% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $5,000,000 | 11.7% |
| 8. Estimated amount of bond indebtedness authorized without approval | $5,982,828 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | -$982,828 | -2.3% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

| REQUEST AND RECOMMENDATION FOR BOARD ACTION | | | Agenda Number: | 3 c. |
|---|---|---|---|---|
| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/9/2025** |
| Shane Carter | Shane Carter | Randy Watson | | |

**Item Title:**

Act on Local Professional Development Plan

**Recommended Motion:**

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

- USD 106 Western Plains
- USD 292 Wheatland
- USD 349 Stafford
- USD 359 Argonia Public Schools
- USD 373 Newton
- USD 431 Hoisington
- D0609 Greenbush
- D0626 Southwest Plains
- D0629 Smoky Hill

**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 above-named individual district and service center five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend they be approved.

# Professional Development Plan



# Western Plains
# USD 106

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/30

# 5-year Professional Development Plan Approval

The Western Plains USD 106 Professional Development Council approved the following plan, at its meeting held on Aug 11, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Julie Mauch 8/8/25

Signature Date

The Western Plains USD 106 Board of Education approved the following plan, at its meeting held on 8-11-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Debbie Whittaker

Signature

8-11-25

Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
|---|---|
| Wrote a new plan according to the KSDE PD Requirements | April 8, 2025 |
| | |
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

Western Plains USD 106 PDC will provide staff development aligned with the district mission, strategic priorities, academic focus, and building school improvement plans. This will be an ongoing process that also focuses on the identified needs at the individual, building, or district levels that will impact student learning.

The Western Plains PDC will facilitate the professional development of all staff members by:

1. Analyzing needs assessment surveys for areas of need for improvement
2. Meet the requirements of the State Board of Education
3. Evaluate Individual Development Plans and make recommendations for approval by the Board of Education.
4. Evaluate activity reporting forms and approve/disapprove points earned by the participants.
5. Keep records of Individual Development Plans, points awarded, and transcripts for all participants.
6. Develop a five-year plan that meets board approval and is submitted to the State Department of Education.
7. Approve and/or recommend district in-service activities.

### 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 Western Plains USD 106 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other

contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

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

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

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| WP North Elementary School | 1 |
| WP South Elementary School | 1 |
| WP Junior High | 1 |
| WP High School | 1 |
| Total | 4 |

## 1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? PDC, but all teachers are responsible since this is a committee that members volunteer for.

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

Term limits? N/A

If the terms are staggered, how is that done? N/A It is recommended that members stay for two years; however, there is not an absolute number.

When a group represented has an opening, in what month or timeframe is the position selected? We try to do this at the end of the school year but it is finalized in August.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? All of the slots are volunteer and can be nominated or volunteered for at the in-service at the beginning of year.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? Discussions at the in-service at beginning of year.

Who tallies the selections? N/A

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

## 1.23 Licensed Leader Groups Represented:

There are no leader groups included on the PDC.

| Groups Represented | Number |
|---|---|
| Elementary Schools | N/A |
| Middle Schools | N/A |
| High School | N/A |
| Total | N/A |

## 1.24 Licensed Leader Group Selection Process: N/A

Which position/s oversee the process of filling vacancies in the groups represented? N/A
How long is the term for a leader/administrator PDC member? N/A
If the terms are staggered, how is that done? N/A
When a group represented has an opening, in what month or timeframe is the position selected? N/A
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? N/A
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? N/A
Who tallies the selections? N/A
785731Who reports the results to the PDC Chair? N/A

## 1.3 Responsibilities

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

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

## 1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

Western Plains USD 106 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

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

## 1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

## 1.50 Officers

How long is the term for PDC officers? Yearly

If they are term limits, what are they? N/A

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

In what month or timeframe are officers selected? May to August

Officer Title: Chairperson

Duties

1. Calls and conducts all meetings
2. Provides notifications of all meetings
3. Receives all resignations from PDC members
4. Ensures that Individual Development Plans are completed and safely kept in a centralized file
5. Carries out other duties as determined by the PDC

Vice-Chairperson:

Duties:

1. Fulfills all the duties of the Chairperson in the Chairperson's absence

Secretary:

Duties:

1. Keeps minutes of all meetings
2. Maintains a file of Individual Development Plans, correspondence, and all other documents
3. Informs the Professional Development Council of active/inactive status of Individual Development Plans

## 1.51 Meetings

In what months does the PDC operate? August to August

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? There's no set schedule but attempts are made to meet at 2-4 times a year.

If there is no set schedule, how will a meeting be scheduled? These are held on days when there are district wide in-services as needed.

What is the process for scheduling extra meetings, if needed? Any member may request an extra meeting, and it will be schedule to accommodate everyone's schedule.

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? Anyone may attend as an observer only unless the PDC requests input from them.

## 1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

## 1.53 Documentation

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

2. When are staff trained to use the system? N/A

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

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

4. If all forms are paper or self-created forms, they should be included in appendix.
   All documents are found in Microsoft Word and Excel and Google Docs. All the following forms are submitted to the PDC pencil and paper:

   Professional Development Plan,
   WP Individual Development Plan,
   WP Inservice Activity Reporting Form

TYPE AND LOCATION OF PDC DOCUMENTATION

| | Mark (X) if used | Location of Documentation/Information | Responsible Person for Documentation | Accessible to more than one person? (Y/N) |
|---|---|---|---|---|
| Communications | | | | |
| IPDP's | x | File Box | Chairperson | Y |
| Meeting Minutes | | | | |
| Member Selection | | | | |
| Officer Selection | | | | |
| PD Plan Process | | | | |
| PD Points | x | File Box | Chairperson | Y |
| Staff PD Needs Assessments | x | Google Docs | Chairperson | Y |

## 1.54 Communications

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

## 1.55 Approvals

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

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

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

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

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

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

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

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

**Professional Development Points**

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

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

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

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




Any licensed person who is not employed by but who works or resides within Western Plains USD 106 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chairperson is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are be eligible to participate in district in-service activities. To begin this process, non-employees may contact the superintendent or principal at 785-731-2352.

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

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

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

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

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

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

# Section Two

## The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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




## 2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

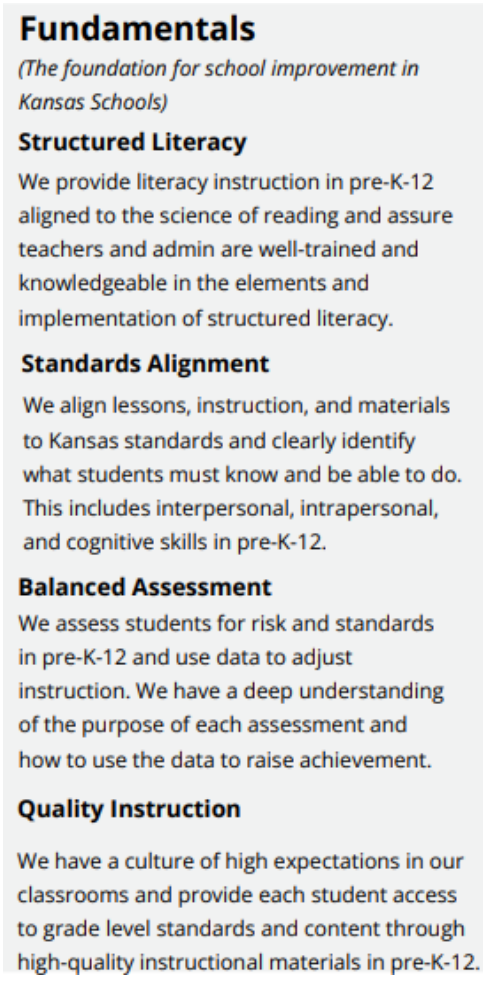
plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

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

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

## 2.1 Assessment and prioritization of school improvement needs




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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

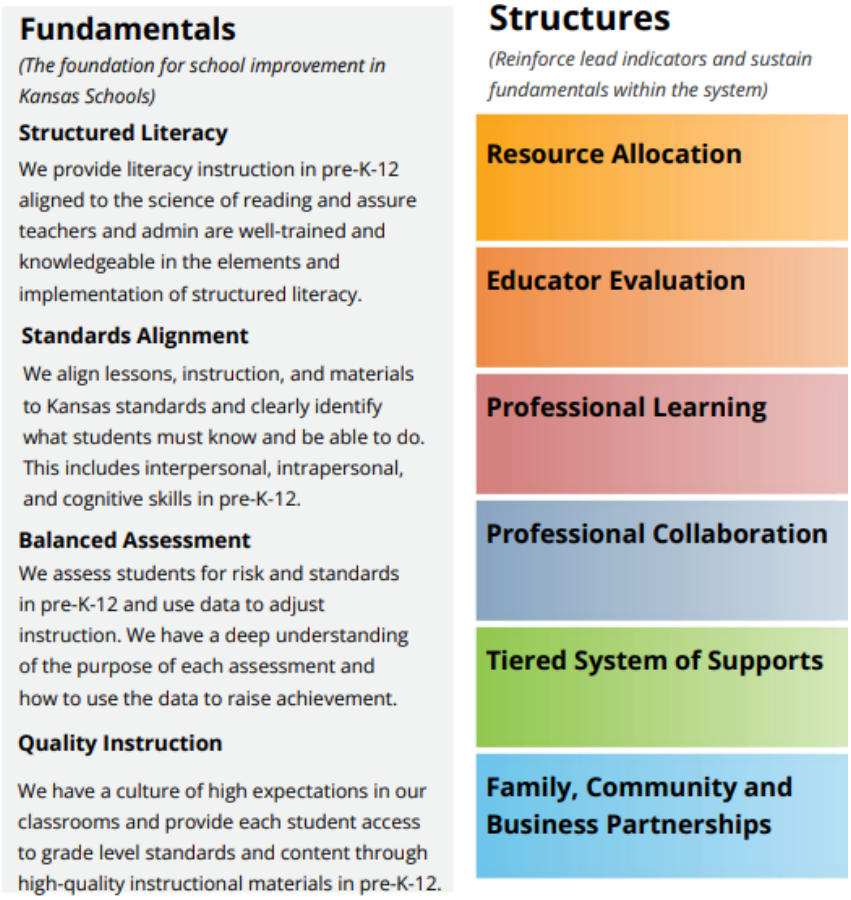
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

## 2.2 Identification of gals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

# Section Three

## Individual Professional Development Plans (IPDP)

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

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

## 3.0 Introduction

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

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




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

**3.1 Collaborate with a designated supervisor.**

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

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

**3.2 Assess individual needs.**

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

**3.3 Determine individual professional development goals.**

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

### 3.4 Determine individual professional development strategies.

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

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

### 3.5 Write the Individual Professional Development plan.

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

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

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

### 3.6 Analyze progress.

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

### 3.7 Revise the plan as necessary.

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

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

## 4.0 Introduction

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

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

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

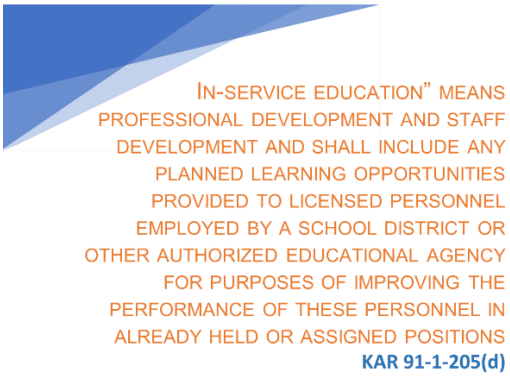
The PDC awards points as a council. No individual member may approve points.

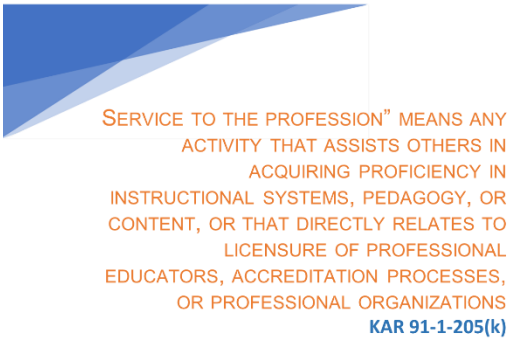
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations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

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## 4.1 Definitions

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




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

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

| | | | |
|---|---|---|---|
| **Impact**<br>How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

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

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

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

## Awarding Points in Three Levels

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

### Level I – Knowledge

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

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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.

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

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

### Level II – Application

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

### Level III – Impact

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

## 4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

**KAR91-1-218. Awarding of professional development points.**

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

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

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

# 4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Kansas Professional Development Resources

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

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

APPENDIX:

**WESTERN PLAINS USD 106**
**INDIVIDUAL DEVELOPMENT PLAN**

Name_____ Building_____

Social Security Number_____ Highest Degree Attained_____

Teaching Assignment_____ Recertification Date_____

Yearly Review (Date & Initial)_____ _____ _____ _____ _____

| **Strategic Priorities** | **School Improvement Goals** |
|---|---|
| 1. Results Based teaching and learning | 1. |
| 2. Technology | |
| 3. Learning readiness | 2. |
| 4. Finances | |
| 5. Teamwork | 3. |
| 6. Individualized learning | |

Listed below are my goals for professional development. These goals focus on increasing my knowledge/skills and implementation related to improvement of student learning.

Individual Goal(s)

1.

2.

3.

_____ _____
Applicant's Signature Date Administrator's Signature Date

_____
PDC Chairperson's Signature Date

**WESTERN PLAINS USD 106**
**INSERVICE ACTIVITY REPORTING FORM**
(This form must be received by a PDC member in order for points to be awarded.)

Name _____

Name of Activity _____

Place of Activity _____

Date Activity Began _____

Beginning Time _____

Ending Time _____

Date Activity Completed _____

TOTAL Time of Activity _____
(Please indicate time out for meals)

_____Level I - Knowledge _____Level II - Application _____Level III - Impact

EVALUATION: What have you learned at this inservice and how might you implement this into your teaching assignment? **Please be detailed and specific**.

_____
_____
_____
_____
_____
_____

Please attach evidence for Level II and Level III credit. (See page 13 for sample.)

Activity: Received by the PDC_____ Date_____

Approved by the PDC_____ Date_____

Rejected by the PDC_____ Date_____

Reason for Rejection_____

Number of Points Assigned by the PDC_____

_____
Professional Development Council Chairperson

_____Content Endorsement Standards _____Professional Education Standards _____Service to Profession _____College

# Professional Development Plan

Wheatland Schools
USD 292

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

# 5-year Professional Development Plan Approval

The USD 292 Wheatland Schools Professional Development Council approved the following plan, at its meeting held on July 14, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 7/30/2025
Signature Date

The USD 292 Wheatland Schools Board of Education approved the following plan, at its meeting held on July 14, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____ 7-14-25
Signature Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
|---|---|
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

The Professional Development Council (PDC) for Unified School District No. 292 exists to advise the Board of Education regarding development and implementation of the in-service education and professional development activities of the district so that the Mission Statement will be accomplished.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan 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) The board of education may design and implement an in-service education plan to be offered by the educational agency.
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) The educational agency shall prepare a proposed in-service plan.
d) Area professional development centers 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, which has a state-approved in-service education plan.

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

## 1.2 Membership

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

Members of the USD 292 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

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

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

The Professional Development Council shall be composed of

a) Three (3) teachers with each building in the district being represented
b) One (1) administrator of the district

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| Wheatland Elementary | 1 |
| Wheatland High School | 1 |
| Wheatland Elementary or High School | 1 |
| Total | 3 |

## 1.22 Licensed Teacher Group Selection Process:

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

PDC

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

Licensed teachers shall preferably serve a term of at least three years with no more than one person leaving during any one year.

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

When a group represented has an opening, in what month or timeframe is the position selected?
Beginning of school year

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

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

Who tallies the selections?
During meeting and in minutes

Who reports the results to the PDC Chair?
PDC Chair at meeting.

## 1.23 Licensed Leader Groups Represented:

| Groups Represented | Number |
|---|---|
| Administrator | 1 |
| Total | 1 |

## 1.24 Licensed Leader Group Selection Process:

- Which position/s oversee the process of filling vacancies in the groups represented?
  PDC Chair
- How long is the term for a teacher/specialist PDC member? 3 years
- If the terms are staggered, how is that done? N/A
- When a group represented has an opening, in what month or timeframe is the position selected?
  Beginning of school year
- How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? N/A
- What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
  During Leadership meetings
- Who tallies the selections?
  N/A
- Who reports the results to the PDC Chair?
  One of the two leaders

## 1.25 Approved process for PDC member selection when no candidates:

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

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

## 1.3 Responsibilities

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

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

a) Develop a five-year in-service plan, which shall be approved by the Board of Education and be based on criteria established by the state board.
b) Submit the five-year in-service plan to the State Board of Education for approval.
c) Evaluate Individual Development Plans and determine their approval or disapproval.
d) Evaluate requests for Individual Professional Development points and determine their approval or disapproval.
e) Evaluate appeals forms from teachers who did not receive approval of Individual Professional Development Plans or requests for Individual Professional Development points.
f) Administer a Needs Assessment to identify in-service education needs based upon identified district, building, and individual goals.
g) Recommend, design, coordinate, and approve in-service activities.
h) At least one member along with the president of the Professional Development Council shall authorize the Professional Development points.
i) Evaluate the in-service program activities and the total in-service program.

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

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

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

## 1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

## 1.50 Officers

How long is the term for PDC officers? One year

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

In what month or timeframe are officers selected? On or before September 1

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

Officer Title: Chairperson

Duties:

a) Presides at all regular meetings.
b) Prepares an agenda for all meetings.
c) Provides for notification of all meetings.
d) Calls and presides at all special meetings.
e) Receives resignations from Professional Development Council members.

f) Establishes yearly tasks and timelines.
g) Ensures that Individual Development Plans are completed and filed with the District Office.
h) Insures that Individual Professional Development Transcripts are filed with the District Office.
i) Carries out any other duties necessary for the Professional Development Council.

Officer Title: Secretary

Duties:

a) Provides notice to the members of the Professional Development Council when elections and vacancies occur.
b) Publishes notifications and minutes and distributes them to all members of the Professional Development Council.
c) Maintains all Professional Development Council minutes, correspondence, and all other pertinent documents.

## 1.51 Meetings

In what months does the PDC operate?
Academic School year

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?
The Council will meet no later than September 1 in each new school year and then meet again mid-year and in May.

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

What is the process for scheduling extra meetings, if needed?
Meetings, times, and location shall be determined by the president of the Professional Development Council. Notification shall be given to all members of the Professional Development Council.

Can meetings be online or electronically? Yes

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

## 1.52 Decision-making

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

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

current voting PDC membership.

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

## 1.53 Documentation

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

2. When are staff trained to use the system? N/A

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

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

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

TYPE AND LOCATION OF PDC DOCUMENTATION

| | Mark (X) if used | Location of Documentation/Information | Responsible Person for Documentation | Accessible to more than one person? (Y/N) |
|---|---|---|---|---|
| Communications | | | | |
| IPDP's | X | High School office | PDC Chair | Y |
| Meeting Minutes* | X | PDC Minutes Folder | Secretary | Y |
| Member Selection | X | Professional Development Plan | Secretary | Y |
| Officer Selection | X | Professional Development Plan | Secretary | Y |
| PD Plan Process | X | Professional Development Plan | PDC Members | Y |
| PD Points | X | Professional Development Plan | PDC Members | Y |
| Staff PD Needs Assessments | X | Professional Development Plan | PDC Members | Y |

*Minutes of all meetings, including date, time, place of meeting, names of members present, statement of all formal actions, means by which they are taken, and the count on any vote taken shall be maintained.

- All Professional Development Council correspondence will be done by the Secretary.

## 1.54 Communications

As often as possible, the PDC Chair represents the Professional Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the PDC Chair to Faculty, Administration, and Board of Education as necessary.

## 1.55 Approvals

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

5-year Professional Development Plan Review

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

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

This document may be amended in the following manner:

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

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Individual Professional Development Plans

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|
| 1st- | Designated Supervisor |
| 2nd- | PDC |

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

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

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

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

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

**Professional Development Points**

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

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

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal from the PDC as described below.

PDC notifies staff of disapproval and that they must turn in form to appeal points within 2 week of the notification. The PDC Chair will call a special meeting. If disapproved again, the decision is final.

# Section Two

## The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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




## 2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

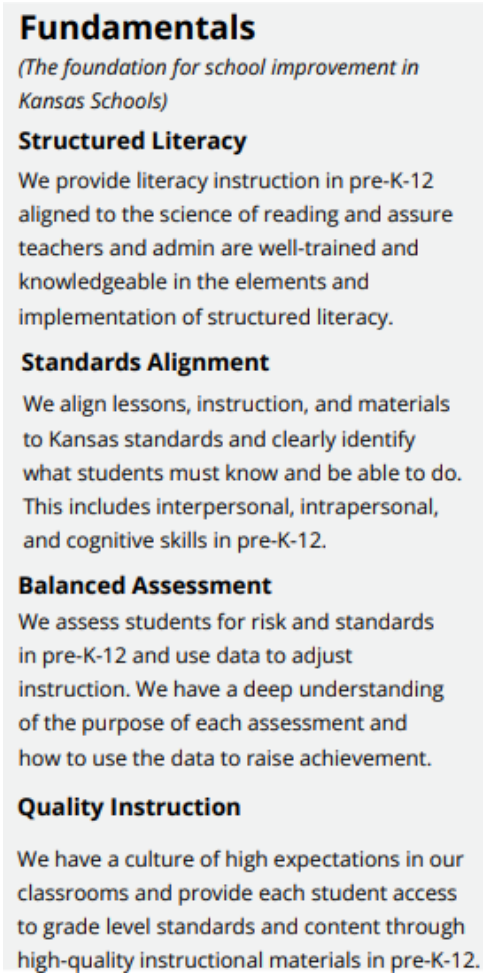
plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

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

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

## 2.1 Assessment and prioritization of school improvement needs




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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

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

Each District Leadership Team (DLT) will

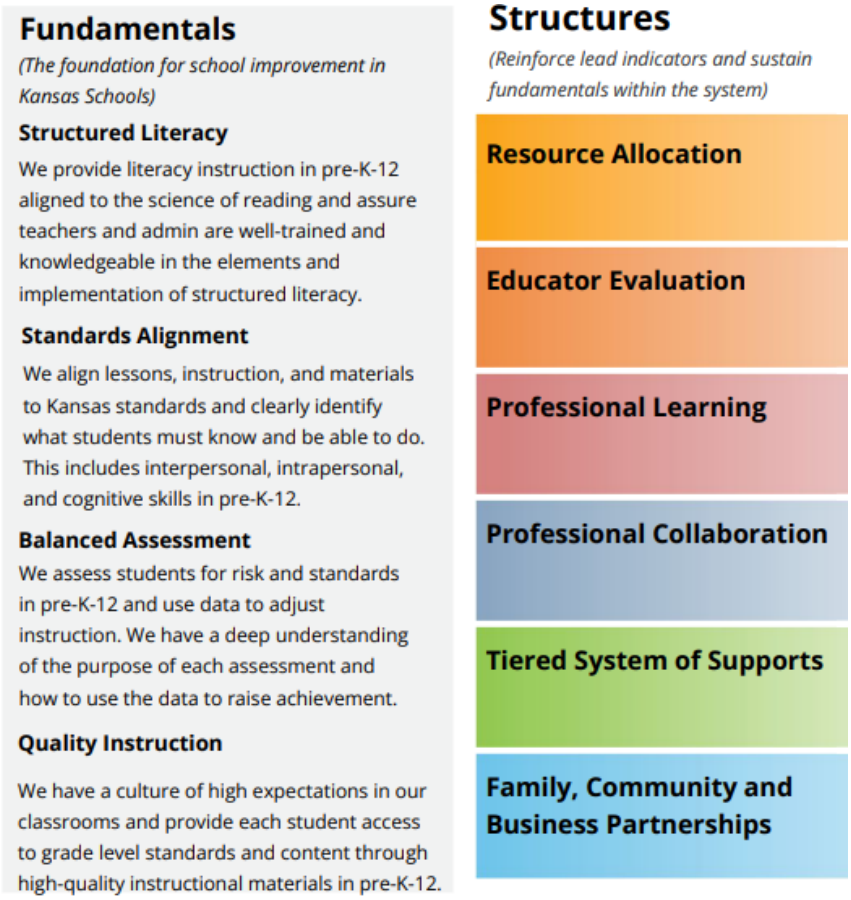
- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s)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

The focus for staff development at the building and district level shall be determined by the Professional Development Council in cooperation with the District Accreditation Committee. Staff development shall be focused on the district goals as they relate to the Kansas Education Systems Accreditation Framework. The PDC shall make available opportunities for in-service and training relating to these components at the building and district levels.

Individual staff needs shall also focus on the district goals relating to this Framework and be determined by the individual in cooperation with administration.

## 2.2 Identification of goals and objectives to achieve professional development needs

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




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

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

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

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

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

District in-service activities will be offered based on the Needs Assessment that is conducted by the

PDC in the spring of each school year.
Individual in-service activities will be approved based on district needs and the Individual Professional Development Plans. These activities may include, but are not limited to curriculum alignment, formative assessment driven instruction, and technology instruction.

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).
The MOP's for Professional Learning include the following:

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

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

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

The Professional Development Council will administer a Needs Assessment at the end of each school year to determine the in-service needs of licensed staff. The Needs Assessment shall include the identified school improvement targets and the related results-based staff development goals. The goals and strategies will be evaluated on the criteria determined by the Professional Development Council. Future in-services and professional development opportunities will be determined based on the results of this Needs Assessment.

Other sources of In-service Needs could include but are not limited to

a) Goals of the school board
b) Analysis of state and local assessment data
c) School attendance records
d) Personal interviews or suggestions
e) Group discussions

Individual staff needs shall also focus on the district goals relating to this Framework and be determined by the individual in cooperation with administration.

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

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

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

The Professional Development Council shall determine the evaluative criteria for the Needs Assessment and for the evaluation of Individual Professional Development points. The evaluative criteria will be based upon the percentage of people needing training in identified school improvement targets and the related Results Based Staff Development Goals. The district will measure identified activity and strategy implementation by teacher observation by the building principal, peer observation, Professional Development Evaluations forms with narrative, and points awarded in Application and Impact levels.

## 2.5 Reporting results of evaluation of in-service needs

A teacher survey will be conducted to report the results of the effectiveness of staff development. Results will be discussed at the PDC meeting and reported to administration. Suggestions will be incorporated into planning of future staff development.

Individual Level

The quality of instruction or other work provided by the individual is of high quality. This is demonstrated in part by student mastery of curriculum standards or by program improvement.

Licensure is maintained.

School Level
The district staff improves the quality of education to students. Student performance data shows significant improvement.

District Level
School Improvement goals are met.
Student performance data show significant improvement related to targets.
Results-Based Staff Development Plan
Teachers gain knowledge and improve skills as evidenced by teacher evaluation. Student performance data show significant improvement.

# Section Three

# Individual Professional Development Plans (IPDP)

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

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

## 3.0 Introduction

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

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




Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 292 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.

## 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 licensed person who is not employed by but who works or resides within USD 292 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at Wheatland Schools (785) 673-4223.

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.

## 3.9 Appealing the Non-approval of an IDPD by the PDC

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

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

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

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal from the PDC as described below.

PDC notifies staff of disapproval and that they must turn in form to appeal points within 2 week of the notification. The PDC Chair will call a special meeting. If disapproved again, the decision is final.

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

## 4.0 Introduction

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

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

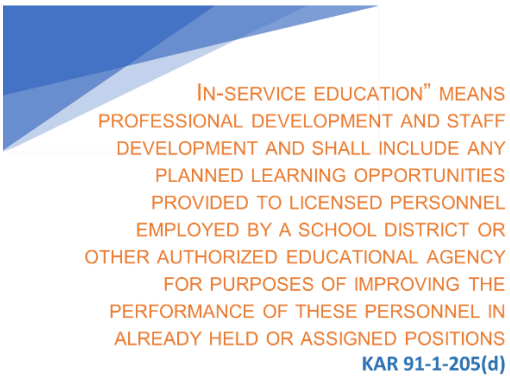
The PDC awards points as a council. No individual member may approve points.

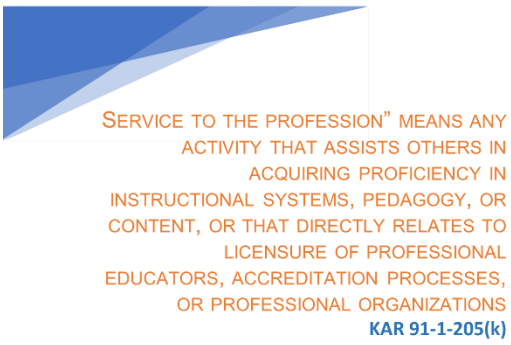
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

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## 4.1 Definitions

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




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

Individuals may apply semester credit hours directly to licensure renewal without being awarded

professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

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

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

The criteria for awarding points at three levels can also serve as one evaluation of the

professional development relative to its value to students and/or the educational agency.

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

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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.

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

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

### Level II – Application

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

### Level III – Impact

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

## 4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

*GUIDANCE: Remove this text box when you complete your narratives.*

*KSDE does not get involved with districts/system employment or other local matters. However, any language in this plan that contradicts or causes confusion with the guidance deals with the above matters and needs to be in this section.*

*If there is a separate policy and procedures guide or process for local matters, please describe in this section or add it in an appendix.*

# 4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix

## USD 292 Forms

Request for Professional Leave
Individual Professional Development Plan Goals
Professional Development Report and Evaluation Form
Professional Development Report District Wide Form
Professional Development Appeals Form
Individual Professional Development Transcript
Needs Assessment

# U.S.D. #292--Wheatland Schools
# Request for Professional Leave to Attend Conferences/Visitations

**Name**_____**Date**_____

**School** _____

**Name and location of Conference/Visitation:** _____

_____

**Purpose of Conference/Visitation:** _____

_____

**Leave days and dates requested:** _____

**Full Day**_____ **Half Day--** AM_____ Leave at_____
PM_____ Back at _____

**How will this leave benefit the district?** _____

_____

**If applicable, how will the leave meet the goal(s) expressed on your Professional Development Plan (PDC)?**

_____

_____

_____

**If applicable, estimate number of PDC points to be requested:** _____

**Statement of estimated expenses:**
Registration: $_____
Meals: $_____
Lodging: $_____
Other: $_____

**Using a school vehicle:** _____yes _____no
If no, estimated mileage: $_____

_____
**Employee's Signature**

_____ _____
**Approved by Principal** (Date)

_____ _____ (Date)
**Approved by Superintendent**

# USD 292 Individual Development Plan Goals

| | |
|---|---|
| Name | |
| Building | |
| Date | |

## District Goals

1. ___Grow professionally through staff development
2. ___Impact student learning
3. ___Enhance the school improvement process and climate
4. ___Rigor
5. ___Relevance
6. ___Responsive Culture
7. ___Relationships

## Building Goals

**WES**

1. ___All groups of students will maintain current levels of achievement in reading comprehension with special emphasis on improving levels for low-income students.
2. ___All groups of students will maintain and/or improve current levels of achievement in math computation and problem solving.
3. ___All groups of students will maintain and/or improve current levels of achievement in writing. Students will improve writing skills by writing across the curriculum for a variety of purposes and audiences.

**WHS**

1. ___Students will improve skills in reading.
2. ___Students will improve skills in writing.
3. ___Students will learn and use a higher level of mathematics.

## Individual Goals

Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals must include two of the three areas: Content Endorsement, Professional Education Standards, and Service to the Profession.

**Goal #_____ Original _____ Amendment_____**

**Professional Development Activity as they relate to the stated goal.**

_____Professional growth
_____Instruction
_____Assessment
_____State Assessments
_____Curriculum development and integration
_____Technology skills and integration
_____School improvement or effectiveness
_____District improvement or effectiveness

| | |
|---|---|
| Applicant Signature | Date |
| PDC Chairperson Signature | Date |
| PDC Member Verification Signature | Date |

Please print this form on orchid colored paper. Revised 3/2025

# USD 292 Professional Development Report and Evaluation Form

| Name | Building WES _____ WHS _____ |
|---|---|

| Title of Professional Development Activity | |
|---|---|
| Date of Activity | Location of Activity |
| Activity Taken for Yes _____ No _____ College Credit | If taken for College Credit, Number of Credit Hours |
| Number of Professional Development Points Requested | Number of Professional Development Points Granted by PDC Committee |

| **Area** | **Level** | If Application or Impact Level, Date Previous Points Were Awarded |
|---|---|---|
| Content Endorsement _____ | Knowledge _____ | |
| | Application _____ | Knowledge _____ |
| Professional Education _____ | Impact _____ | |
| | | Application _____ |
| Service to the Profession _____ | | |

| Individual Professional Development Goal (write out goal) |
|---|
| Write a brief description of the Professional Development Activity. Attach an additional page if necessary. |

| Applicant Signature | Date |
|---|---|
| PDC Chairman Signature | Date |
| PDC Member Verification Signature | Date |

****Documentation of Professional Development Activity must accompany this form.****

*Please print this form on blue paper.*

1 College Credit Hour is equivalent to 20 Professional Development Points.

Content Endorsement and Professional Education Points may be earned by coursework for college credit, workshops, seminars, inservice, independent study, book study, Professional Learning Communities, webinars, peer coaching, curriculum development, research, and other professional activities that enhance the learning process.

Service to the Profession Points may be earned by committee work, presenting workshops or in-services, Parent-Teacher Conferences, and other activities that meet the needs of the district. Service to the Profession points are Knowledge level only.

# USD 292 Professional Development Report District Wide Form

| | |
|---|---|
| **Name of Activity**<br>Please attach validation of activity<br>(i.e. transcript, schedule, agenda, etc.) | |
| **Date of Activity** | |
| **Time of Activity** | |
| **Location of Activity** | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Content Endorsement** | | **Professional Education** | | **Service to the Profession** | | **Total Points** | |

| | |
|---|---|
| **PDC Chairperson Signature** | **Date** |
| **PDC Member Verification Signature** | **Date** |

| **Name** | **Signature** | **If you did not attend the entire inservice, indicate the time you were present.** |
|---|---|---|
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**USD 292 Professional Development Appeals Form for Denial of Professional Development Points**

| | |
|---|---|
| Name | |
| Building | |
| Date | |
| Name of Activity | |
| Date of Activity | |
| Date Notified of Denial<br>Appeal must be filed with PDC within two weeks of notification of denial of points. | PDC<br>Educator Verification of Notice |

**Reason(s) for Appeal**
**Be specific and provide supporting information and documentation. Attach an additional sheet if necessary. Attach original Report and Evaluation Form.**

**Final Decision and Comments from Professional Development Committee**

| | |
|---|---|
| Applicant Signature | Date |
| PDC Chairperson Signature | Date |
| PDC Member Verification Signature | Date |

Please print this form on green colored paper.
Revised 3/2025

# USD 292 Professional Development Transcript

**USD 292 Wheatland Schools, PO Box 165, 2920 K-23, Grainfield, KS 67737**

**785-673-4223**

**Name** | **Certificate Begins**

**Educator ID** | **Certificate Ends**

| **Title of Professional Development Educational Activity** | **Date Completed** | ***Total Points Awarded*** | **Content Area** | **Professional Education** | **Service to the Profession** | **College Credit** |
|---|---|---|---|---|---|---|
| | | | | | | |
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| | | | | | | |
| **Total Points** | | ***0.0*** | ***0.0*** | ***0.0*** | ***0.0*** | ***0.0*** |

**Applicant Signature** | **Date**

**PDC Chairperson Signature** | **Date**

**PDC Member Verification Signature** | **Date**

1 of 1

## Professional Development Needs Assessment

Name_____

Date_____

Indicate which Professional Development activities you would like the district to offer.

❑Accreditation updates and requirements
❑ Classroom management
❑ Developing and using formative/summative assessments
❑ Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
❑ Differentiated instruction
❑ Dyslexia
❑ Lesson planning/curriculum development
❑ Parent communication and engagement
❑ Professional responsibility (e.g., legal and ethical responsibilities)
❑ Safety (e.g., bullying, mandatory reporting OSHA) _____
❑ Social and Emotional Learning (SEL)
❑ Subject-specific programs (e.g., math, literacy, foreign language) _____
❑ Supporting special student populations (e.g., EL, Special Education, At-Risk, MTSS)
❑ Technology-related (e.g., integration, skill development) _____
❑ Other (please specify):_____
❑ Other (please specify):_____
❑ Other (please specify):_____
❑ Name of presenter you would like the district to host_____

Comments on District Inservice Professional Development offered this school year.

# Kansas Professional Development Resources

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

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

# Professional Development Plan

USD 349
Stafford Schools
2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

# 5-year Professional Development Plan Approval

The USD ~~359~~ 349 Professional Development Council approved the following plan, at its meeting held on August 11, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Kathryn A. Minks
Signature

8-11-25
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC |
|---|---|
| PDC Approval of 2022-2027 plan | 4/8/24 |
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# Section One

## Professional Development Council (PDC) Introduction

- MISSION STATEMENT-The mission of Stafford Schools is to provide a comprehensive, quality education to all students, enabling them to become productive, responsible citizens.

- PROFESSIONAL DEVELOPMENT OUTCOMES FOR GOALS AND OBJECTIVES USD #349, in cooperation with the PDC, will promote and provide staff development for all certified personnel to ensure maintenance of professional skills and knowledge for meeting the educational outcomes of USD 349 and the State of Kansas and for meeting re-certification needs and salary enhancement.
    - USD #349 will promote and provide staff development for all certified personnel to ensure maintenance of professional skills and knowledge for meeting the objectives of the educational program of the building, district, and state, meeting re-certification needs, and salary enhancement.
        - Each school year, USD 349 will review progress in meeting building, district, and state outcomes.
        - The district will provide training to implement needed improvement.
        - The district will evaluate individual and district progress.
    - The PDC will encourage certified personnel in USD #349 to increase knowledge and strengthen skills in their specialized content areas.
        - Certified personnel in the district will have the opportunity to increase their knowledge both in techniques and technology for work related to specific grade levels and subjects.
        - The PDC will encourage certified personnel in USD #349 to improve and promote a safe school environment.
    - The PDC will encourage certified personnel in USD #349 to develop or improve skills which support or enhance the role of the professional.
        - The district will provide opportunities for personnel to improve effectiveness and self image.
        - The district will provide opportunities for personnel to improve their communication skills.

- The PDC will encourage educators in USD #349 to improve and develop specific non-academic professional knowledge and skills.
  - The district will provide the opportunity for employees to recognize and deal with any situation that inhibits teaching and learning.

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

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

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

- Member Makeup
  - Membership shall be composed of one administrator, two teachers from level PK-5, two teachers from 6-12.
  - Method of Rotation of Membership
    - Leaders of the PDC shall serve for a three-year term.
    - Elected certified personnel shall each serve for a three-year term.
    - If a member's term is up, at the beginning of the school year a request for a new member shall be made. If needed, a vote will be taken. If there are no volunteers and the current member is not interested in the position, then a list of licensed teachers will be

sent out and voted on.
- Ideally there will be a rotation of terms, but if no one is willing, members can continue to serve.

- The BOE appoints a non-voting liaison; this position reports to the BOE.
- Although vital to the process, board members and other non-district employees are not part of the PDC. All necessary staff and others may attend PDC meetings to provide input, advice, and other beneficial information to help the PDC do its work.

- Additional Data:
  - Address official PDC correspondence to:
    PDC Chairperson
    Stafford Middle/Senior High School
    P.O. Box 370
    Stafford, KS 67578-0370
  - Licensed Membership

| Group Represented | Number | Terms |
|---|---|---|
| Pre-K through 5 | 2 | 3 |
| 6-12 | 2 | 3 |
| Leader | 1 | 3 |
| Total | 5 | |

# 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.

- PROFESSIONAL DEVELOPMENT COUNCIL: FUNCTIONS AND MEMBERSHIP
- The PDC for USD #349, in cooperation with the Administration and Board of Education, will develop, implement, and evaluate professional development education and professional activities of

the school district and its certified employees. The PDC is an advisory council to the local board about professional development in the district. The PDC will not be solely responsible for the implementation of any professional development program or projects.

- The Functions, Powers, and Duties of the PDC
  - To develop and recommend to the local board of education a five-year professional development plan to be submitted to the Kansas State Board of Education.
  - To assist in the development, evaluation, and approval of Individual Professional Development Plans.
  - To review all local professional development educational program operations.
  - To assist in reporting staff development information to the state.
  - To submit amendments to the USD #349 Board of Education.
  - Upon completion, all professional development points will be forwarded to My Learning Plan for inclusion in the participant's file. Teachers may accumulate as many points as they wish. However, the number of points that can be transferred to an official transcript will be dictated by local board policy and by state guidelines for recertification

.

# Annual Training

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

(b) Each council shall have the following responsibilities:

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

- As possible, one member of the PDC will attend annual training provided by the state or a service center.
- That member will then come back and share information at the next PDC meeting, as needed.
- If necessary, the video(s) provided by KSDE will be used in place of a member attending training.
- Documentation will be provided in PDC minutes.

# 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.

## Meetings

- Meetings of the PDC
  - Meetings will be held from August through May as needed to fulfill the PDC duties.
  - Approval of points in the summer will be emailed out and approval requested and then voted on at the next meeting.
  - Notification of all meetings shall be at least one week prior to the meeting. Meetings locations will be determined in the notification.
  - All meetings will be posted on the District Master Calendar.
  - Special meetings may be called by the chairperson or by request to the chairperson a majority of the PDC for all PDC members to take part.
  - Meetings are open to all.
- All decisions shall be by simple majority vote with a minimum of 3 people for valid voting of all committee members.
- Procedure for Development of Agenda for PDC
  - Items for consideration by the PDC may be proposed by the members of the PDC or personnel of USD #349.
  - Items must be submitted to the Chairperson of the Council at least two days prior to the scheduled meeting of the PDC

## Documentation

- Procedure for Taking and Maintaining Records
  - Records of each meeting shall be written and all decisions of the
  - PDC regarding the professional development plan shall be
  - recorded. Each member of the PDC and Board of Education shall
  - receive a copy, one copy will be kept in the PDC's files, and one copy will be posted in the teachers' workroom.
  - The validation of points form will be processed by the PDC and verified points will be recorded in My Learning Plan.
  - The Official Professional Development Educational Transcripts will be kept on file with My Learning Plan.

- Clerical and Accounting
    - Necessary clerical and accounting staff and facilities for meetings, record keeping communication, and other necessary business of the PDC shall be provided by the district.
- Use of My Learning Plan Electronic System
    - Staff will enter personal professional learning information into the electronic system.
    - The district will enter in-district professional learning into the electronic system.
    - Staff will be trained on the use of the electronic system on an as needed basis. This could be at the beginning of the school year, one-on-one training, etc.
- My Learning Plan forms include the following:
    - Professional Development Request
    - IPDP Form
    - College Course Request

- PROCEDURE USED TO INFORM PERSONNEL AND THE BOARD OF PDC DECISIONS
- The PDC chair or designee. will prepare minutes of all meetings for distribution to the PDC, the Board of Education, and Administrators. One copy of the minutes will be shared with participants in My Learning Plan.
- The Board of Education provides a liaison to the PDC.
- Official transcripts will be printed from My Learning Plan by the PDC chairperson and/or his/her designee. In the event that membership in My Learning Plan ceases, official transcripts will be handled at the local level or by an organization designated by the Board of Education and the PDC.
- For purposes of recording, the professional development year begins on the first day of the employee's contract year and ends one day prior to the first day of the next contract year.

# Officers

- Officers of the PDC
    - The officers of the USD #349 PDC shall consist of a chairperson and a representative from each level.
    - The PDC shall elect a chairperson and representatives by September 30. The time and place for meetings will be determined at this time also.
    - A majority vote of all PDC members shall determine the officers. If a tie occurs, more information will be gathered and the PDC will meet again.

- Duties of the Chairperson are to:
    - Prepare agendas and preside at all meetings.
    - Be responsible for all elections within the council.
    - Assist in preparing annual documents.
    - Maintain pertinent records of the PDC (ie. I.P.D.Ps, points, etc.).
- Duties of the other Representatives are to:
    - Assist in filling out IPDPs.
    - Double check the points credited to participants.
    - Be responsible for recording and distributing the minutes of all meetings.
    -

## Vacancies

- Method of Selection and Filling Vacancies
    - Rotating vacancies shall be filled by a person elected by that person's peers at the vacated level. With the exception of the administrator, elections for the following year shall take place by September 30.
    - Vacancies shall be filled according to the selection process above by the next PDC meeting.

# 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.




# Assessment of in-service needs

- Stafford Schools' District Leadership Team (DLT) meets to determine what needs assessments and data to use as well as evaluate what to do with the information gathered.
- After working with TASN for our MTSS needs, it has been decided to concentrate on English/Language Arts, math, and social emotional learning.
- The DLT developed the following SMART goals after determining gaps, best practices, and how best to fix those gaps.

- ***English Language Arts and Math:***
    - **By the end of the academic year, all students will demonstrate a minimum of one year's academic growth in ELA and Math as measured by standardized assessments.**

- Specific: The goal clearly outlines the target group of students (those at or below grade level) and the subject(s) in which growth is expected.

- Measurable: Progress will be quantitatively measured by comparing each student's pre-assessment scores to their post-assessment scores. The criterion for success is clearly defined as achieving at least one year's worth of growth.

- Achievable: The goal is attainable within the academic year, considering the resources, instructional strategies, and support systems available to facilitate student growth.

- Relevant: Enhancing the academic performance of students who are below grade level aligns with the overarching goal of fostering student success and closing achievement gaps.

- Time-bound: The timeframe for achieving the goal is clearly stated as the end of the academic year, providing a specific deadline for assessment and evaluation of progress.

- ***Social-Emotional Learning***
  - **Each academic year, each school will implement a social-emotional learning curriculum.**

    - Specific: Implement a comprehensive social-emotional learning (SEL) curriculum across all grade levels in the district to enhance students' emotional intelligence, interpersonal skills, and overall well-being.

    - Measurable: Conduct pre- and post-assessments using validated SEL assessment tools to measure students' emotional competence, social skills, and well-being at the beginning and end of the academic year. Additionally, track the implementation progress of the SEL curriculum by monitoring the completion of lessons and activities by teachers.

    - Achievable: Collaborate with educators, administrators, parents, and community stakeholders to develop and

implement an SEL curriculum that aligns with the district's educational goals and resources. Provide professional development opportunities and resources to support teachers in effectively integrating SEL practices into their classrooms.

- Relevant: Enhancing students' social-emotional skills is crucial for their academic success, mental health, and overall development. By implementing a district-wide SEL curriculum, we aim to create a positive school climate, improve student behavior and engagement, and foster a supportive learning environment for all students.

- Time-bound: Within the next academic year, ensure that all schools within the district have fully implemented the SEL curriculum and have conducted pre- and post-assessments to measure the impact on students' social-emotional skills and well-being. Review and analyze assessment data to identify areas of strength and areas for improvement, and make necessary adjustments to the curriculum for continuous improvement.

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

- It has been determined that professional learning will be based on strategies to improve MTSS, Tier 1, Tier 2, and Tier 3 instructional practices. The KSDE four fundamentals of structured literacy, standards alignment, balanced assessment, and quality instruction will be incorporated into professional learning as well.
- 
- The DLT, administrators, and other stakeholders are part of the professional learning selection process. Decisions are made through instructional coaches, building leadership teams, administrators, etc.

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

- We have been working with TASN to assist us in learning how to work with our data so that we can independently work on this in the future.

- Fastbridge and Kansas State Assessment scores will be looked at on a regular basis to determine if we are working towards reaching our ELA and math goals.

- Navigate 360/Suite 360 will be scheduled weekly into Advisory classes.

CRITERIA BY WHICH THE PROFESSIONAL DEVELOPMENT WILL BE EVALUATED

- Any plan changes will be taken care of at the end of the year.
- Any plan changes will be forwarded to all administrators and the Board of Education.
- The PDC and administration will consider collected data along with individual, building, and district needs in developing the professional development program of the year.
- The direction for future professional development will also be developed in conjunction with results from staff-based needs assessment(s).

## Reporting results of evaluation of in-service needs

- Part of the process of working with TASN and the DLT is to determine appropriate methods to share information with our stakeholders. The BOE is kept informed on a regular basis about what scores our students are receiving. Parents receive updated score information at semester conferences.

## Amending the Professional Development Plan

- This document may be amended in the following manner:
  - If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above.
  - The PDC may adopt amendments to the district Professional Development Plan by a majority of a quorum of Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
  - Amendments approved by the PDC shall be submitted to the Board of Education, Once the Board approves the amendment, the PDC

Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date/s the PDC and Board of Education approved it.

# 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.

- Staff submit requests through the Frontline web-based management system. New staff is trained on this system at the first August teacher meeting and there are refresher courses of other staff from August-September. Teachers approve or deny requests and as requests are approved, a feedback survey is required in order to post the learning event to the staff transcript.
- Individual Professional Development Plans are submitted each August in cooperation with a designated supervisor (in most cases the building principal).
- The IPDP will address individual goals related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
- Is written for a period of one year - with the option for annual renewal based upon continued needs.
- Reviewed and approved by the PDC. Professional learning standards. content endorsement topics and service to the

- PROCEDURE FOR SUBMITTING AND APPROVING IN-SERVICE ACTIVITIES
    - Each professional development activity shall meet individual,

building, district, or state goals and outcomes.
    - Professional development activities shall be submitted through the online platform.
    - Principals, the Superintendent, and/or the Board of Education may designate activities pertaining to building, district, or state goals and outcomes.
- PROCEDURE FOR DEVELOPING AND APPROVING PROFESSIONAL DEVELOPMENT PLAN
    - The USD #349 Professional Development Plan is available as an option toward recertification in Kansas.
    - Forms for the IPDP may be found on mylearningplan.com.
    - All certified employees are to complete the IPDP form on online system.
    - The IPDP shall be based upon the participant's needs as determined through self evaluation of career needs and interests as determined in conjunction with his/her building principal.
    - Individual Plans: All IPDPs shall be submitted through the online system: 1st) to the building principal and 2nd) to the PDC chairperson. At each step, the plan will be approved and forwarded to the next level.
    - Each plan submitted to the PDC shall be reviewed. If the plan is rejected, the participant will be notified and given suggestions for revising and resubmitting the plan to the PDC or for submitting an appeal to the council.

- INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS
- Criteria for the I.P.D.P.
    - Each activity must meet individual, building, district, or state outcomes.
    - Annual goals and objectives are clearly stated.
    - Professional development activities must directly relate to one or more areas of professional growth, teaching assignment, and/or
- re-certification.
- A method for using and/or sharing each activity is clearly stated.
- Clearly stated beginning and completion dates for the year's activities are included.
- There are no limits on application, implementation, and service to the profession.




- **Collaborate with a designated supervisor**

  The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:
  - Developed in collaboration with the building principal and/or designated supervisor.
  - Approved through the online platform.
  - Identify personal professional development needs - including acquiring points for licensure renewal.

**Assess your individual needs**

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

- **Determine your individual professional development goals**
  - These should be based upon identified needs, including the need for professional development points for licensure renewal.

- **Determine individual professional development strategies**
  - Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.
  - Professional development may be done independently and go beyond workshops. These include such things as action research, case studies, reflective logs or journals, book studies, etc. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

- **Write the Individual Professional Development plan**
  - The Individual 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.

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

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

# 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.

- Stafford Schools encourages licensed personnel who live or work in the district but are not employed by the district to file a professional development plan with the district. Those individuals shall communicate with the district office.
- If there is a district in-service that the individual would like to attend, a request can be made.
-
- The steps the individual must take to complete the plan are:
    - 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.
    - Determine professional development goals that are based upon identified needs.
    - Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
    - After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

# 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.

- In the event an individual development plan is not approved by the PDC, the following is the appeal process to be used:
    - The individual appealing the non-approval submits a written appeal

to the PDC chair including the reason for the appeal.
- The PDC chair sets a meeting with all members of the PDC to review the appeal.
- The PDC meets to review the appeal and determine approval or non-approval.
- If the PDC again denies the approval of an individual development plan, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

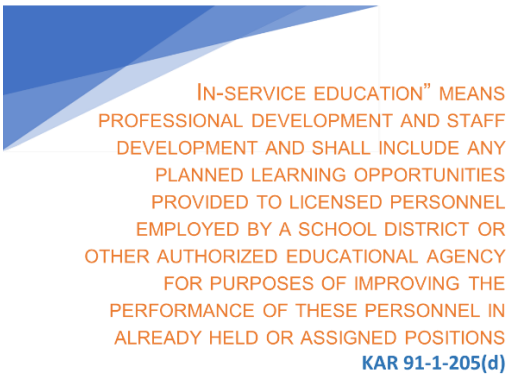
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment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

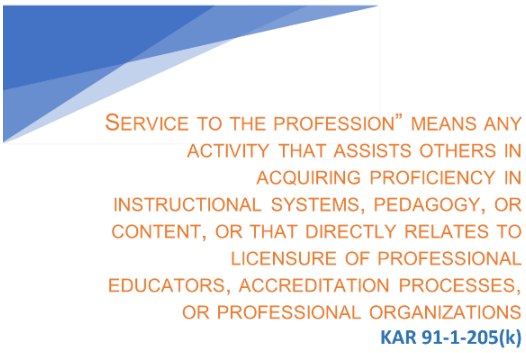
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

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

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

- If 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.




| 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**<br>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**<br>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 |

# 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 as follows:

## Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service educationor 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 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

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 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

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.

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.

**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

ACTIVITIES AND VALIDATION OF PROFESSIONAL DEVELOPMENT

- All points must be at the knowledge, application, or impact level and must be in the areas of Content Endorsement Standards, Professional Education, or Service to the Profession.
- Professional Development + Implementation
- Official transcripts must be signed by the superintendent and by the PDC chairperson.

| Matrix for Awarding PD Points for Re-licensure | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal | Content Endorsement Standards | Professional Education Standards | 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 in-service education |
| **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 |

Knowledge Level

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.

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.
- Assessment(s) 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.

Application Level

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 II Application Indicators:

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

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.

Impact Level

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.

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.

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.

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

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

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

Advancement on a salary schedule may be earned by completing college hours or by a substitution of 20 credit points for each college hour upon the approval of the PDC.

# Questions about awarding PD points relative to renewal licensing (Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

points.

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

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

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

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

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

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

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

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

# Appendix A

# Professional Development Regulations

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

## KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

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

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

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

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

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related

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

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

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

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

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

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

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

## Section KAR 91-1-211 - Licensure review committee

**(a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

**(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211

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

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice 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.)

# Argonia USD 359

# Professional Development Plan 2024-2029



Date Plan Approved by State Board of Education:
TBD Date of Plan Expiration: 7/31/29

# 5-year Professional Development Plan Approval

The USD 359 Professional Development Council approved the following plan, at its meeting held on 8-11-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Andra Journey
Signature

8/11/25
Date

The USD 359 Board of Education approved the following plan, at its meeting held on August 11, 25 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President:
Signature

8-11-25
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

The Professional Development Council (PDC) is a representative group of local district #359 certified personnel which collaborates with administration and the local Board of Education in matters concerning the planning, development, and operations of the Professional Development Plan.

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

#### Composition of the Council

The PDC shall be composed of the two administrators, two teachers from each building, for a total of 6 people.

#### Rotation of Membership

Teacher members will be selected by their colleagues in each building or at-large. Members will serve for three-year terms and may rotate in such a manner that there will be at least one member from each building with experience on the PDC at any time.

## Council Vacancies

A member of the council may resign membership at any time. A letter of resignation will be submitted to the council chairperson at least one regular meeting prior to the effective date of resignation. The district will replace the resigning member within one month.

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| Argonia Elementary School | 2 |
| Argonia Jr./Sr. High School | 2 |
| Total | 4 |

## 1.22 Licensed Teacher Group Selection Process:

Building principals will contact their staff and inform them a new PDC member is needed for their 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. If more than one name is on the selection list, the principal will send out the list of names and each teacher will return his/her choice; At the first fall faculty meeting, staff will select their PDC member from the selection list and the teacher with the most votes will be selected. Once someone is selected, principals will let the PDC Chair know the name of that person.

## 1.23 Licensed Leader Groups Represented:

| Groups Represented | Number |
|---|---|
| District Administrators | 2 |
| Total | 2 |

## 1.24 Licensed Leader Group Selection Process:

Until or unless there are more licensed leaders added to the district administrator group, both current leaders are members of the PDC by default.

## 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.

# Duties of the Professional Development Council

1. Develop a plan for timely submission of all forms to the PDC.
2. Read and evaluate all professional development activities in preparation for final evaluation and approval.
3. Assess the professional development needs of the local district and those designated by the school improvement action plans, and recommend these needs as goals and objectives for the district staff development program.
4. Develop and implement a professional development plan - both a five-year and an annual plan of activities designed to satisfy the professional development goals and objectives established in the PDC plan.
5. Establish a record-keeping process within the district.
6. Approve or not approve activities by members for professional development points.

The Professional Development Council shall review all professional development activities that are submitted and shall utilize the following criteria to determine approval or disapproval of the activities:

1. The goals and objectives of the proposed professional development plan activities are consistent with the goals and objectives of the district's Professional Development Plan.
2. The activities meet the needs addressed in the school improvement action plans.
3. Goals and objectives are clearly stated.

## 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 359 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.

Historically, Members of the PDC will participate in annual PDC training conducted by Orion.

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

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

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

## 1.50 Officers

### Officers of the Professional Development Council

The officers of the professional development council shall consist of a chairperson, a vice-chairperson, and a secretary. The positions will be

approved by a simple majority vote of the council members. Any officer may resign from office at any time, provided a letter of resignation is submitted to the council at least one meeting before the resignation is to become effective. Vacancies in offices will be filled by a simple majority vote of the council members present at the meeting at which the resignation becomes effective.

## Duties of the Three Officers

A. The Chairperson
    1. Outlines yearly professional development council tasks and timelines.
    2. Arranges for the preparation and distribution of agenda for all meetings at least one week in advance.
    3. Presides at all regular meetings.
    4. Calls and presides at all special meetings.
    5. Serves as an ex-officio member of any sub-committee.
    6. Receives all resignations from the council.
    7. Arranges for the preparation of an annual evaluation of the Professional development plan.
    8. Appoints council members to ad hoc sub-committees, subject to approval of the PDC.
    9. Represents the council at all appropriate public functions or appoints a council member to represent the council.
    10. Carries out any other duties as described in this document or as assigned by the council.

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

C. The Secretary
    1. Records the minutes of the meeting.
    2. Arranges for preparation and distribution of minutes to all members of the council.
    3. Handles council correspondence.
    4. Maintains a file of council minutes and correspondence.
    5. Maintains a calendar of approved professional development activities and arranges for its distribution.

## 1.51 Meetings

## Meetings of the Professional Development Council

The council will meet monthly during the school year. All decisions by vote shall be by a simple majority of those present. All meetings will be open to constituents of represented groups or by council invitation. Necessary clerical staff, facilities for meeting, record keeping, communications, and other necessary services of the council will be furnished by USD 359.

## Development of the Council Agenda

The council chairperson shall consider all submitted items for inclusion in the agenda and prepare the agenda, based upon regular council items and submitted agenda items. Items considered for inclusion in the agenda may be suggested by:

a. Licensed staff members
b. Administration
c. Concerned patrons and organizational groups

Following the development of the agenda, the chairperson shall distribute the agenda and notification of the meeting date, time, and place to members of the council.

# 1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

# 1.53 Documentation

## Records of Meetings

Minutes of all meetings shall be kept by the secretary of the PDC. Minutes will be distributed to all members of the council. A copy of all records/minutes and materials relative to committee activities will be kept in the district office.

Copies of the minutes/records of the council will be available to all licensed personnel or their designee. A record will be kept which contains the date, time, place, and any other information pertinent to the copying or reviewing of these minutes and records.

Individual Professional Development Plans (IPDP) will be completed through the

district evaluation software, so no additional documents will be available for individual goals. Therefore, all individual goals will be reviewed only by the administrators and not by the PDC members to ensure confidentiality.

Orion for points and plans
Beginning of year staff training use of Google form

## 1.54 Communications

Board approval of plans and amendments and information about PDC as requested by the Board.

## 1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan if it would like.

5-year Professional Development Plan Review

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

The USD 359 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

The PDC delegates its authority to allow designated supervisors to approve IPDP's for USD 359. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. Designated supervisors will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points

The PDC reviews and approves all PD activity points during PDC meetings. “After informal discussions, all decisions about the type and amount of PD points that the PDC awards are final.

# Section Two

## The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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




# 2.0 Introduction

## 2.1 Assessment and prioritization of school improvement needs

### Needs Identification Process

A. A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between what is and what should be. The methods used to determine the discrepancies between the actual and desirable outcome comprise the needs identification process.
B. A needs identification process will be coordinated by the professional development needs of all licensed staff.
C. The district professional development goals and objectives shall be derived from, but not necessarily limited to: the school action plans, group discussions, review of existing information, and needs assessments. Each individual who elects to participate in the Professional Development Plan will complete an individual professional development plan in the evaluation system.

## 2.2 Identification of goals and objectives to achieve professional development needs

Argonia USD 359 will be selecting goals for KESA during the 2024-25 school year as KESA 2.0 goes into effect. The PD Plan will be updated at that time to reflect the district and building goals that will guide professional development.

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

Argonia USD 359 will be creating its action plan during the 2024-25 school year as KESA 2.0 goes into effect. The PD Plan will be updated at that time to reflect the district and building goals, objectives, activities, and actions that will guide professional development

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

### Procedures and Criteria for Annual Review

A. The Professional Development Council shall evaluate the Professional Development Plan and its effectiveness by surveying participants to determine the progress of the professional development program toward its goals and objectives.

B. The Professional Development Council shall evaluate the general administration of the Professional Development Plan by analyzing the effectiveness of the needs identification process, the coordination of professional development activities, PDC procedures, and goals and objectives of the Professional Development Plan.

C. The Professional Development Council will recommend needed changes based upon the evaluation of the program.

D. Any update of the Professional Development Plan will be submitted to the local Board of Education for approval and reflected in the Plan Updates on Page 2 of this document, which will then be forwarded to the Kansas State Department of Education by the Professional Development Council at the time of the five-year renewal.

E. The PDC will evaluate the past year's activities and develop next year's goals accordingly.

## 2.5 Reporting results of evaluation of in-service needs

### Procedures and Criteria for Individual Activities

A. Each group professional development activity approved for PDC credit will be evaluated by the Professional Development Council based on feedback data from the participants.

B. Each participant in a group professional development activity will evaluate the activity at its conclusion.

All such evaluations will be confidential and will be tabulated by the Professional Development Council or its designee. The results will be shared with the presenter of the activity.

## 2.6 Amending the Professional Development Plan

### Procedures for Amending the District Professional Development Plan

The council may adopt amendments to the professional development plan by a simple majority of the council members present, provided that these amendments have been introduced in writing at a preceding regular meeting. Amendments approved by the PDC shall be submitted to the district's board of education for approval. Changes to the main document will be noted in the Plan Updates on page 2.

This document may be amended in the following manner:

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

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

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

# Section Three

## Individual Professional Development Plans (IPDP)

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

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

## 3.0 Introduction

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

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




Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 359 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.

The Individual Professional Development Plans is available to all KSDE-licensed personnel in USD 359 and administered by USD 359. The approved IPDP is to be used toward re-licensure in Kansas. The completed plan is to be approved by both the Professional Development Council and the district Board of Education.

### Criteria for Individual Development Plans

A. All Individual Professional Development Plans will be written into the district evaluation system.
B. The plans will be written for a period of up to five years. A new five-year plan must be written with each teaching license renewal.
C. Goals and objectives will be clearly stated.
D. Each activity will meet the criteria for approval of professional development activities with the major focus on the designated goals of the school improvement action plans and individual goals and objectives.
E. The activities will be designed to include instructional experience to increase the knowledge and/or skill of the participant in professional growth.

### II. Procedure for Receiving, Reviewing, and Approving Individual Professional Development Plans

A. All licensed staff members will submit their IPDPs to their immediate supervisors.
B. The immediate supervisor will approve or deny the goals for each person. If they supervisor deems necessary, he/she will return the plan to the participant, accompanied by specific suggestions for improving the plan. Due to confidentiality issues, the individual goals will only be seen and approved by administrators.

### Ill. Procedure for Receiving, Reviewing, and Approving Individual Professional Development Plans

A. Licensed personnel will complete the IPDP and submit it to their immediate supervisor during a conference to discuss the planned professional growth activities for the five-year plan.
B. The immediate supervisor will approve or deny the goals for each person. If the supervisor deems necessary, he/she will return the plan to the participant, accompanied by specific suggestions for improving the plan. Due to confidentiality issues, the individual goals will only be seen and approved by administrators.

## 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 licensed person who is not employed by but who works or resides within USD 359 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The District office 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 Superintendent of Schools at the District Office.

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.

## 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.

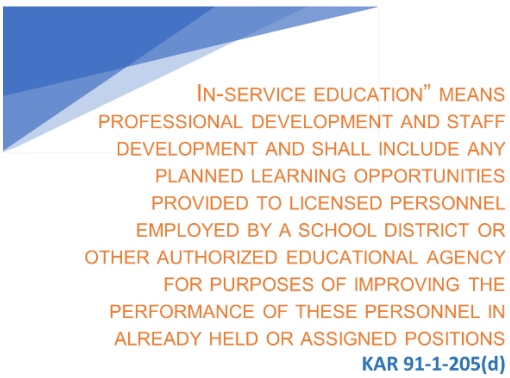
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

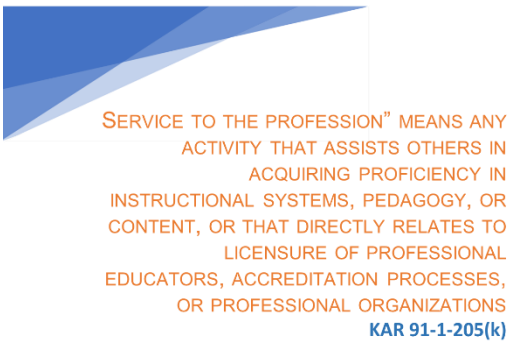
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

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## 4.1 Definitions

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




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

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

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

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

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

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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.

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

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

#### Level II – Application

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

#### Level III – Impact

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

## 4.4 Indicators for the Three Levels

### Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

## Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

## Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

In-service Education Credit Required for License Renewal

A. All In-service credit to be used for renewal of license must have been completed within the scope of an individual development plan and within an approved local in-service education plan.
B. To count points: Add the total number of minutes for each day and divide by 60; then round down to the nearest half-hour.
    1. One (1) clock hour of approved in-service equals one (1) in-service education point.
    2. One (1) semester hour of college/university credit equals twenty (20) in-service education points.
    3. Requirements for renewal of license - Baccalaureate level: 160 in-service education points accumulated during the five year period preceding renewal of license. At least eighty (80) of the in-service education points must be college/university credit.
    4. Requirements for renewal of license - Masters or other advanced degree level: 120 in-service education points accumulated during the five-year period preceding renewal of license. Points may be comprised of all in-service education, all college/university credit, or any combination of the two.

II. Acceptable Activities for In-service Education Credit Require Prior Approval

A. Workshops/Seminars/Conferences: One (1) point per clock hour
B. Professional Growth Activities: One (1) point per clock hour. (Example: conventions, professional organization meetings, workshops. PLC reading groups will require a preapproval for points.)
C. Visits to Other Schools/School Districts: One(l) point per clock hour during visit, not including travel time to and from destination.
D. Presentations at Workshops and In-services: One (1) point per clock hour.
E. Local In-service: One (1) point per clock hour- individual documentation not required

F. Evidence of Implementation with students: Additional points will be awarded for providing the PDC with evidence of implementation of information learned from each staff development activity
G. Evidence of Student Impact: Additional points will also be awarded for providing the PDC with evidence of student impact on implemented materials from each staff development activity
H. Activities that will not qualify for in-service points (not an all-inclusive list): exhibits, break times, or mealtimes, site council activities and similar councils, committees, or groups, district committees and committee work unless specified elsewhere in the plan
I. Service to the Profession Points are earned only at the Knowledge Level and may only be used for re-licensure and may not be applied toward movement on the salary schedule. Service to the Profession points are awarded at the rate of one point for each hour of activity. Verification required may include one of the following: minutes noting contributions to the meetings and time spent at meetings, or an explanation of time spent on a school committee such as: membership on the district PDC, serving on a curriculum committee, being a member of a building leadership team, providing staff development, serving on an onsite team for another school or district and an explanation of the time spent. Time logs may be submitted for coaching/mentoring of student teachers or independent reading of professional journals.
J. Individuals or groups wishing to present or recommend a professional development activity to the PDC shall follow the following procedures:
    1. All proposals for a professional development education project shall be submitted to PDC members in written form.
    2. Any individual or group may submit a professional development education proposal.
    3. All plans shall be forwarded to the chairperson of the Professional Development Council.
    4. The plan shall describe a specific activity with goals, objectives, and recommendations for execution and completion.
    5. The goals of the activity shall be in agreement with the goals of the district Professional Development Plan.
    6. The Council shall notify each person submitting a plan as to whether or not the plan is approved.

Participants attending activities not attended by the entire building staff may be required to share information from the activity with the rest of the staff at a faculty meeting. If this is required by the building principal or superintendent, credit points

will not be awarded until the information learned by the participant is shared with the rest of the staff in the building in which the participant is assigned, or if necessary, with other appropriate district staff.

III. **Documentation of IDP Activity Completion**

A. College and University Courses

1. Courses taken since the last license renewal may be available for use in re-licensure.
2. Verification of enrollment in class.

B. In-service Outside of USD 359

1. Prior to attending a professional development activity, a participant must submit the appropriate form to the immediate supervisor for approval for professional development activities for any activity which has not been previously approved by the PDC for PDC credit and for which the participant wants to earn points.
2. Professional development activities that take place in June, July, or August must be approved prior to the end of the preceding school year. Completion forms are to be submitted to the PDC at the first regularly scheduled meeting of the new school year.
3. The Knowledge Level form must be completed along with any other relevant information attached and filed with the PDC following the completion of an activity. All of the PD Forms can be found at the following link: https://forms.gle/dMNjx4WgMpMZLwN6
4. A verification form must be completed and submitted with the Knowledge Level form. If a verification form is not available, other proof of attendance may be accepted at the discretion of the PDC.
5. Teachers have thirty (30) calendar days from the date they receive their IDP printout from Orion Education and Training to review it and contact the PDC chairperson with any changes.
6. Participants may be required to share knowledge gained by attendance at a workshop with the rest of the building or district staff.

C. Local Professional Development - Activities within USD 359 (Activities approved by the Professional Development Council)

1. The verification form and evaluation form must be completed and submitted to the PDC. An attendance record must be signed by participants with actual time in attendance. If in-service activity is more than one (1) day, a separate attendance sheet is to be signed by participants for each day.

C. PDC Review of "Exceptional Cases"

1. The PDC will review and take action upon exceptional cases involving only those activities, timelines, etc. not covered by this plan. Cases involving contents of this plan are not open to review.

D. Procedure for Maintenance of Records and Informing Licensed Personnel of Progress

1. In-service education points earned and approved by the PDC will be recorded continuously on the proper record form by Orion Education and Training.

2. In May and December of each year, each participant will be notified in writing as to the points earned for professional development activities during the preceding period. The May and December accounting documents of points earned will reflect all points which have been processed and entered into the computer record. NOTE: It takes 2 to 3 months for PDC points to complete the approval process and be entered into the computer. Therefore, the May and December notifications may not reflect points submitted during the previous 3 months of the reporting period.

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

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

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

PDC points can be used for movement on the salary schedule. See Board Policy.

## 4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix A

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# PDC Form

# Argonia PDC Form *

Indicates required question

1. First and Last Name: *

2. Email Address: *

3. Building: *

*Mark only one oval.*

- Argonia Elementary
- Argonia Jr/Sr High School

4. Date of Next License Renewal: *

*Example: January 7, 2019*

5. PDC Level Requested: *

*Mark only one oval.*

- Knowledge/Skills Level 1 *Skip to question 6*
- Application/Skills Level 2 *Skip to question 14*

Impact/Skills Level 3 *Skip to question 22*

Knowledge/Skill Level 1

6. Activity or College Course Title, Number, Institution: *

7. Date of Activity or College Course: *

8. Location of Activity or College Course: *

*Mark only one oval.*

- In District
- Out of District

9. Describe how this activity connects to district goals, building action plan and/or individual professional goals. *

10.

11. As a result of attending this activity, what knowledge/skills have you acquired? *

How do you plan to apply the knowledge/skills acquired from this activity? *

12. Points Requested for this Level: *

Knowledge Level 1= 1 point per hour of seat time; Application Level 2= 2X Level 1 points approved; Impact Level 3= 3X Level 1 points approved

13. Points Approved by PDC:

Don't answer this question. It will be completed by the PDC Chairperson.

*Skip to question 30*

Application/Skills Level 2

Title, Number, Institution: *

14. 15.

Date of Activity or College

Activity or College Course

Course: *

16. Indicators of Implementation: *

*Check all that apply.*

- Lesson Plans
- Peer Observation
- Review of Student Product
- Classroom Observation
- Participation in Study or Support Group
- Teacher Log/Journal
- Formal/Informal Data Collection
- Video Presentation
- Student Achievement Documentation
- Samples of Student Work
- Written Paper
- Presentation
- Project
- Other:

17. Process of Implementation: Describe your steps from the knowledge level to implementation level. *

18. Evidence of Application: What evidence was collected to document proof of implementation? *

19.

Teaching Practice: How did this application change your teaching practice? *

20.

Points Requested for this Level: *

Knowledge Level 1= 1 point per hour of seat time; Application Level 2= 2X Level 1 points approved; Impact Level 3= 3X Level 1 points approved

21.

Points Approved by PDC:

Don't answer this question. It will be completed by the PDC Chairperson.

*Skip to question 30*

Impact/Skills Level 3

Course: *

22.
Activity or College Course Title, Number, Institution: *
23. 24.

Indicators of Implementation: *

*Check all that apply.*

Date of Activity or College

Lesson Plans

| | |
|---|---|
| Peer Observation | Documentation |
| Classroom Observation | Samples of Student Work |
| Participation in Study or Support Group | Anecdotal Record |
| Pre/Post Tests | Student Survey |
| Portfolios | Written Paper |
| Present Workshop/Inservice | Presentation |
| Training/ Include Handouts | Project |
| Teacher Log/Journal | Grades-Analysis |
| Video Presentation | Reflective Analysis |
| Student Achievement | Other: |

25. Process of Implementation: Describe your steps from the application level to the impact level. *

26. Evidence of Impact: What evidence was collected to document accomplishment of the identified outcome? *

27.

Student Impact: What learning, behavior change, or impact was realized? *

28.

Points Requested for this Level: *

Knowledge Level 1= 1 point per hour of seat time; Application Level 2= 2X Level 1 points approved; Impact Level 3= 3X Level 1 points approved

29.

Points Approved by PDC:

Don't answer this question. It will be completed by the PDC Chairperson.

*Skip to question 30*

Additional Documentation

30.

Please attach any additional

documentation: Files submitted

# Appendix B

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# Professional Development Regulations

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

### KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license
was issued may obtain one or more additional initial licenses only by meeting the requirements in
S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203
(a)(1)(D) shall have been taken not more than one year before the date of application for the initial
license, or the applicant may verify either eight semester hours of recent credit related to one or
more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.
(3) A person who does not successfully complete the teaching performance assessment during four
years of accredited experience under an initial teaching license shall not be issued an additional
initial teaching license, unless the person successfully completes the following retraining requirements:
(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the teaching performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a
grade of ''B'' or higher.
(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a
grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual

development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the
following:
(A) Verification of achieving renewal of national board certification since the issuance of the most
recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional
development points under an approved individual development plan filed with a local professional
development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

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

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

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

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the
following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the
supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.

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

### Section KAR 91-1-211 - Licensure review committee

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

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

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional
development center, institution of postsecondary education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other
authorized educational agency for purposes of improving the performance of these personnel in
already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

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

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

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

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

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

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

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

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

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

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

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

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or
building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or
the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# USD 373 Professional Development Plan

USD 373
Newton, KS

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

# 5-year Professional Development Plan Approval

The USD 373, Newton Professional Development Council approved the following plan, at its meeting held on 7-18-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Angela Rogers
Signature

7-28-25
Date

The USD 373, Newton Board of Education approved the following plan, at its meeting held on July 28, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Melissa Schreiber
Signature

7-28-25
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
|---|---|
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# Section One

# Professional Development Council (PDC)

## 1.1 Introduction

**PHILOSOPHY AND PURPOSE OF THE PROFESSIONAL DEVELOPMENT COUNCIL**

It is the philosophy of Newton USD 373 that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the Newton USD 373 Professional Development Council is to facilitate the professional learning of licensed staff so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- Involve all staff.
- Focus professional learning on increased student achievement.
- Align professional learning with the district's vision and guiding principles established by the USD 373 Board of Education, including instructional practices, school improvement goals, and graduation requirements.
- Identify, organize, and promote professional learning that is founded in research-based professional learning practices including job-embedded professional learning and action research.

## 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 373 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC

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

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

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

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number | Term Start Year |
|---|---|---|
| Cooper Early Education Center | 1 | 2023 |
| Northridge Elementary | 1 | 2011 |
| Slate Creek Elementary | 1 | 2015 |
| South Breeze Elementary | 1 | 2023 |
| Sunset Elementary | 1 | 2025 |
| Chisholm Middle School | 1 | 2022 |
| Santa Fe 5/6 Center | 1 | 2023 |
| Newton High School | 1 | 2025 |
| Opportunity Academy | 1 | 2023 |
| Total | 9 | |

## 1.22 Licensed Teacher Group Selection Process:

For each term, members serve four years and there are no term limits.

PDC membership terms are currently staggered with no more than one third of the members going off rotation in any given year to allow for continuity.

Selections will be submitted to the chairperson of the council by the current PDC member by May 15 of each year.

Representatives to the council will be selected by their peers via ballot and counted by the current PDC member.

Google Forms will be used to vote on the new PDC representative for the building vacancy.

The current PDC representative for the designated building will tally the votes and report the results to the PDC chair.

## 1.23 Licensed Leader Groups Represented:

| Groups Represented | Number |
|---|---|
| PK-4th grades | 1 |
| 5-8th grades | 1 |
| 9-12th grades | 1 |
| District Office | 1 |
| Total | 4 |

## 1.24 Licensed Leader Group Selection Process:

For each term, members serve four years and there are no term limits.

PDC membership terms are currently staggered with no more than one third of the members going off rotation in any given year to allow for continuity.

Selections will be submitted to the chairperson of the council by the current PDC member by May 15 of each year.

Representatives to the council will be selected by their peers via ballot and counted by the current PDC member.

Google Forms will be used to vote on the new PDC representative for the building vacancy.

The current PDC representative for the designated building will tally the votes and report the results to the PDC chair.

## 1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the current building PDC representative (or PDC chair in the absence of the representative) 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 373 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

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

## 1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

**PROFESSIONAL DEVELOPMENT COUNCIL**
**OPERATIONAL PROCEDURES**

Representatives will work collaboratively to maintain the flow of the meeting and accomplish the goals and objectives defined in our agenda for that day. Each representative will provide input into developing the agenda for that day. Representatives will come to each meeting prepared with materials in hand and read. A recorder will be selected at each meeting. Representatives will ensure equal voice, respectful and professional dialogue, and start and end each meeting on time.

The minutes will be accessible to all members of the PDC via the shared Google Drive. Minutes can be shared with the Board of Education, Superintendent, and each school building upon request.

The Human Resource Administrative Assistant will prepare transcripts for licensure upon request from individuals and carry out other duties as determined by the PDC.

The PDC Chair will meet individually with new members of the PDC to provide training and support.

## 1.50 Officers

How long is the term for PDC officers? Four years

If any, what are the term limits? N/A

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

In what month or timeframe are officers selected? May PDC Meeting

Officer Title: PDC Chair
Duties

1. Provide strong and effective leadership to the committee members.
2. Communicate with the Superintendent and Asst. Superintendent regarding professional development and PDC.

3. Train and go over role expectations with new PDC members.
4. Plan & create and distribute agenda for committee meetings.
5. Act as the primary liaison for PDC members with questions, clarifications, concerns.
6. Ensure that the committee's activities/decisions comply with district PDC 5 year plan and state regulations and guidelines.
7. Conduct, lead PDC meetings ensuring they run smoothly and efficiently.
8. Manage the time allocated for each agenda item during meetings.
9. Lead sessions on professional development with all staff.
10. Promote the sharing of information and expertise among the district.

## 1.51 Meetings

PDC members will be responsible for approving PD points for their designated buildings over a calendar year (August-August).

Meetings will be held at a minimum of 6 times per year and will be scheduled each May for the upcoming school year.

Additional meetings will be held as needed and desired by the PDC council and will be scheduled electronically.

Meetings can be held in person or virtually as desired by the council.

PDC representatives will attend meetings along with the Assistant Superintendent of Curriculum and Instruction. The Superintendent of USD 373 is also invited to attend as able.

## 1.52 Decision-making

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

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

## 1.53 Documentation

1. USD 373 currently uses Frontline Management System to keep track of professional development activities and points.

2. New licensed staff will be trained during new teacher in-service at the start of their contract year. PDC representatives will be responsible to further train within their designated buildings. Administrators leaders will be trained by human resources staff.

3. Current forms being utilized are:
    a. PD Absence Request Form
    b. College Credit Form
    c. Self-Directed Learning Form
    d. Personal Goal Form (IPDP)
    e. Book Study Form
    f. Plan of Study Form
    g. Salary Movement Request Form
    h. Application Form
    i. Impact Form

TYPE AND LOCATION OF PDC DOCUMENTATION

| | Mark (X) if used | Location of Documentation/Information | Responsible Person for Documentation | Accessible to more than one person? (Y/N) |
|---|---|---|---|---|
| Communications | X | Professional Development Shared Google Drive | PDC representatives | Y |
| IPDP's | X | Frontline | Building PDC representatives | N |
| Meeting Minutes | X | Professional Development Shared Google Drive | PDC representatives | Y |
| Member Selection | X | Google Form | Building PDC representatives | N |
| Officer Selection | N/A | | | |
| PD Plan Process | X | 5 year plan, Professional Development Shared Google Drive | PDC representatives | Y |
| PD Points | X | Frontline | Building PDC representatives | Y |
| Staff PD Needs Assessments | X | Google Form, Professional Development Shared Google Drive | PDC representatives | Y |

## 1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated electronically by email and using the shared google drive folder.

## 1.55 Approvals

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

5-year Professional Development Plan Review

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

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

If the annual evaluation in 2025-2029 shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Recorder will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|

| | |
|---|---|
| 1st- | Designated Supervisor |
| 2nd- | PDC Building Representative |

**Delegated Approval**-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

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

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

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

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

**Professional Development Points**

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|
| 1st- | Building Administrator and/or Asst. Superintendent |
| 2nd- | PDC Building Representative |

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

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

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 373 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Assistant Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are eligible to participate in district in-service activities. To begin this process, non-employees may contact the Assistant Superintendent at 316-284-6203.

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

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

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

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

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

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

# Section Two

## USD 373 Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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




## 2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

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

Professional development should center around the following KESA Outcomes:

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

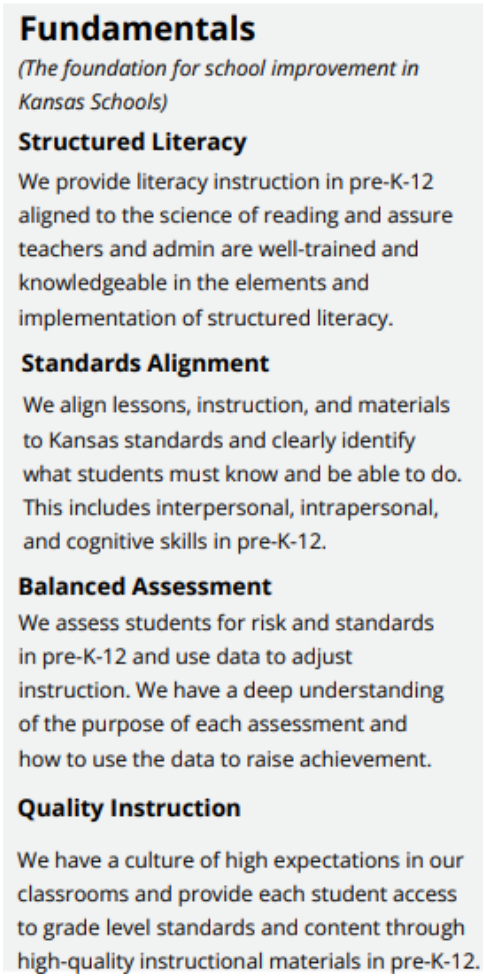
A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the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

Kansas Education Systems Accreditation (KESA) Resources

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

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

## 2.1 Assessment and prioritization of school improvement needs




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

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

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

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

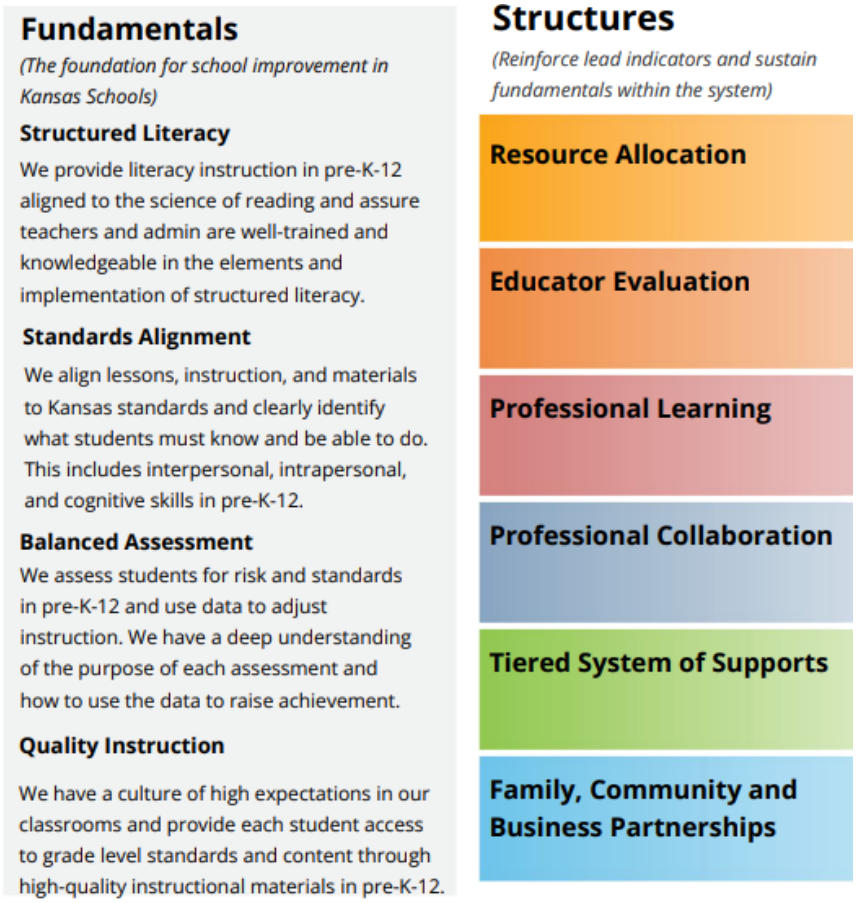
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

## 2.2 Identification of goals and objectives to achieve professional development needs

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



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.
Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.
As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.
Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goals. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.
Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

**DETERMINING INDIVIDUAL, BUILDING, AND DISTRICT-LEVEL NEEDS AND FOCUS**

**Individual:**

Focus

Based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a new endorsement.

Results-Based Goals

The Professional Development Plan (goals) are written based on individual needs and professional teaching standards through the district's chosen licensure tool (currently Frontline). They should address needs related to a content endorsement, professional education standards, and service to the profession. The professional learning needs will be written to address the knowledge, application, and impact levels.

**Building:**

Focus

Building-level priorities flow directly from school improvement plans that are determined by examining student achievement data and research.

Results-Based Goals

Goals come directly from student academic targets identified in the school improvement plan and address how the individual will demonstrate knowledge, application, and impact.

**District:**

Focus

The professional learning needs of the district are identified through individual and collaborative efforts among each school's staff, administration, and community. The district shall conduct a needs assessment survey annually to gauge learning needs of licensed staff. Community input may include both state and national standards of performance. Individual needs will be collected from the professional learning plan.

Results-Based Goals

District goals are based upon local, state and national standards of performance for students at each academic level.

**DISTRICT PROFESSIONAL LEARNING GOALS**

Professional Learning goals include identification of the levels of implementation (Knowledge, Application, Impact), gaining knowledge and skills related to:

- Licensed staff will use job-embedded professional learning.
- Licensed staff will demonstrate and use research-based strategies and developmentally appropriate instruction.
- Licensed staff will use assessments as data sources and diagnostic tools to improve
- student learning.
- Licensed staff will demonstrate that District Initiatives and/or Kansas College Career Ready Standards are incorporated into instruction to improve student learning.

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

# Section Three

## Individual Professional Development Plans (IPDP)

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

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

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

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

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

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

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

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

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

## 3.0 Introduction

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

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




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

## 3.1 Collaborate with a designated supervisor

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

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

## 3.2 Assess individual needs

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

## 3.3 Determine individual professional development goals

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

## 3.4 Determine individual professional development strategies

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

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

## 3.5 Write the Individual Professional Development plan

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

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

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

## 3.6 Analyze progress

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

## 3.7 Revise the plan as necessary

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

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

## 4.0 Introduction

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

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

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

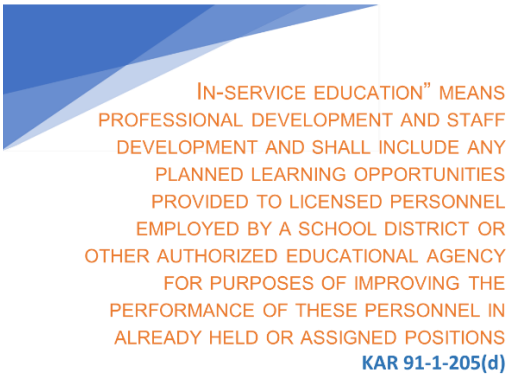
The PDC awards points as a council. No individual member may approve points.

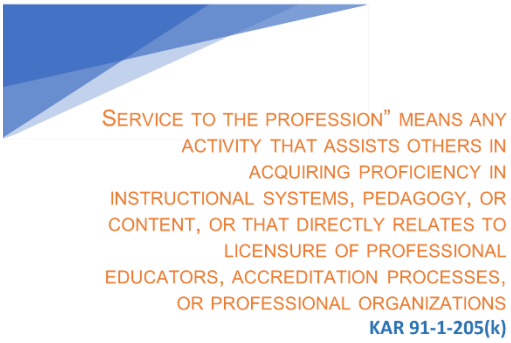
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations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

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## 4.1 Definitions

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




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC

will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

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

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

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

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

## Awarding Points in Three Levels

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

### Level I – Knowledge

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

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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.

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

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

### Level II – Application

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

### Level III – Impact

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

## 4.4 Indicators for the Three Levels

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

*Level 1: Knowledge*

- Upon completion of an approved knowledge-level activity, staff completes a Knowledge/Reflection form in Frontline, reflecting on what was gained from the activity and how it relates to the district, building, or personal goals and determining whether what was gained will be implemented with students (see Appendix). Final approval is granted by the Professional Development Council.

  Point assignments:
  - 1 point per clock hour spent in the activity. Breaks and meals are not counted. Points are rounded to the nearest quarter clock hour.
  - 1 college credit hour equals 20 points.
  - Staff may choose professional learning points or college credit (when available) and receive a stipend for either choice (when available) for local professional learning activities.
  - College credit and points may not be awarded simultaneously.

  Service to the Profession Points:
  - These points are only available at the Knowledge Level and may include committee work, service on accreditation teams, and workshop presentations.
  - Service to the Profession points are not eligible for Application or Impact movement.
  - Communication at the district level would need to occur to switch status in the district licensure tool, currently Frontline.

  <u>In-service Education = 1 PD point per clock-hour</u>
  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.

  <u>Service to the Profession = 1 point per clock-hour</u>
  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?*

*Level 2: Application*

- Content Standards or Professional Education points may be taken to the Application level.
- If the individual decides to apply the knowledge from a professional learning activity, an Application Level form is completed on the district licensure tool. The building administrator will review the rubric (see Appendix) and verify the learning activity before pre-approval. Once receiving pre-approval, the staff member implements the agreed-upon procedures for a minimum of one nine-week period.
  - Knowledge points may only be taken to the Application Level within three years of acquisition. Conversations may take place with building administration if challenges (e.g., technology availability) hindered this from happening within a reasonable time.
- Upon completion, application procedures are validated with the administrative supervisor with final approval granted from PDC.

Point assignments:

- Double the points earned at the Knowledge Level.
- Several Knowledge Level activities may be combined to form the knowledge base provided they support the same strategy.
- College credit and points may not be awarded simultaneously.

<u>Use of New Knowledge and Skills = 2 X Level I points</u>

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?*

*Level 3: Impact*

- If the individual decides to apply their knowledge from a professional learning activity to the impact level, they must complete the Impact Level form (see Appendix) on the district licensure tool, currently Frontline, and a meeting is set up with the building administrator to review the rubric and necessary procedures.
- Impact points are available upon completion of the Application Level. The individual must analyze at least a semester's worth of data to determine the impact of the strategy on student learning (see Appendix) and prepare a formal presentation including rationale, references used, method of data collection, student work, results, and conclusions.
- All Impact Level presentations will be given to the PDC and other appropriate audiences as determined by the licensed staff member.
- Revisions may be necessary and asked for before bestowing final approval.
- Final approval for points will be awarded from the PDC committee.
- Final approval will be from the district level for salary movement.

Point assignments:

- Triple the points may be earned based on the original Knowledge Level activity.
- College credit and points may not be awarded simultaneously.

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

## 4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a

bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
**Regulation 91-1-205(b)(3)(F)**

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have

Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

# Kansas Professional Development Resources

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

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

# Local Professional Development Plan

Hoisington
USD 431

Submitted for the school years 2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27
Last Edited 6-6-24

# 5-year Professional Development Plan Approval

The USD 431 Professional Development Council approved the following plan, at its meeting held on 7/7/2025 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Tamara Sanders
Signature

7-10-25
Date

The USD 431 Board of Education approved the following plan, at its meeting held on (Date) 7/7/2025 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Rebecca Mooney
Signature

7-24-25
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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USD 431

**Board of Education**

2025-2026

Jessica Baze

Julia Debes

Becky Mooney
Neil Ochs

Kevin Patterson
Traci Schneider
Sara Tarlton

## Professional Development Council

2025-2026

Members

Della Boxberger RES Teacher

Kyle Haxton HMS Teacher

Tammy Sanders LES Teacher
Tammy Steinert HHS Teacher

Karisa Cowan LES Principal
Shellby Walker RES Principal

The Board of Education of Unified School District 431 in its regular meeting on December 10, 1990, took action to establish a professional development council (PDC) that would develop and propose a professional development plan to be submitted to the Kansas State Department of Education (KSDE) for approval.

The PDC is the advisory council for the governing body for the local unified school district and it provides the link between the local Board of Education (the governing body) and the rest of the district. Input from administrators, other district staff and possibly Board of Education members is vital to maintain the direction that professional development will go in USD 431. Although not voting members, many district staff, the past PDC chair and others will participate in PDC meetings as consultants and advisors.

Members of the Professional Development Council:

| **Position** | **Name** | **Selected By** |
|---|---|---|
| Roosevelt Instructor | Della Boxberger | Roosevelt Staff |
| Lincoln Instructor | Tammy Sanders | Lincoln Staff |
| Middle School Instructor | Kyle Haxton | Middle School Staff |
| High School Instructor | Tammy Steinert | High School Staff |
| Roosevelt Principal (PreK-2) | Shellby Walker | Administrative Council |
| Lincoln Principal (3-5) | Karisa Cowan | Administrative Council |

# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

Definition Purpose

The professional development council is a representative group of certified personnel who advises the board of education in matters concerning the planning, development, implementation, and operation of the professional development plan.

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

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

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

If a member of the council should leave the employment of the district or resign from the professional development council, the vacancy shall be filled according to the selection procedure of the council. For example, if the member from Roosevelt Elementary leaves the council, a

faculty member from Roosevelt will be selected by the Roosevelt staff. Members may resign from the Council with 2 weeks' notice to the PDC Chair.

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| Roosevelt Grades PreK-1st | 1 |
| Lincoln Grades 2nd - 5th | 1 |
| Middle School Grades 6th - 8th | 1 |
| High School Grades 9th - 12th | 1 |
| Total | 4 |

## 1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Building principals
How long is the term for a teacher/specialist PDC member? One year
If any, what are the term limits? N/A

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

When a group represented has an opening, in what month or timeframe is the position selected?
August staff meeting
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Discuss at staff meeting
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
During meeting
Who tallies/documents the selections?
Building principal
Who reports the results to the PDC Chair or designee?
Building principal
List any groups represented with only one member of staff and, therefore, the default PDC member:
N/A

## 1.23 Licensed Leader Groups Represented:

| Groups Represented | Number |
|---|---|
| District Leaders | 2 |
| Total | 2 |

## 1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Superintendent
How long is the term for a leader/administrator PDC member? One year

If any, what are the term limits? N/A

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

When a group represented has an opening, in what month or timeframe is the position selected?
August
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
August meeting
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Discussion at meeting
Who tallies/documents the selections?
Superintendent
Who reports the results to the PDC Chair or designee?
Superintendent
List any groups represented with only one member of staff and, therefore, the default PDC member: N/A

## 1.3 Responsibilities

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

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

Major Functions

The Professional Development Council will:

1. Coordinate professional development opportunities with school improvement plans.

2. Recommend to the board of education a five-year professional development plan to be submitted to the State Board of Education.

3. Implement the professional development program according to the Kansas State Department of Education guidelines.

4. Design, coordinate, and approve professional development activities for the school district.

5. Evaluate individual development plans, approve and recommend their approval or disapproval to the board of education.

6. Recommend to the board of education which individual development points should be validated for recertification credit.

7. Evaluate the professional development activities, the total professional development and the implementation and operation of the professional development plan.

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

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored building 3-ring binder with the PDC Chair. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

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

## 1.50 Officers

The officers of the professional development council shall consist of a chairperson, a vice-chair, and a secretary.

How long is the term for PDC officers?
All officers will be elected for a term of one year by consensus of the members and shall begin their term at the first meeting in the fall.
If any, what are the term limits? N/A

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

In what month or timeframe are officers selected?
First PDC meeting in the fall
Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair?

The duties of the officers shall include but not be limited to:

Chairperson:
- Calls and conducts all meetings
- Calls special meetings as needed
- Consults with the superintendent in development of the agenda for each meeting
- Carries out other duties as described in this document or as assigned by the professional development council, superintendent, or board of education
- Authority to conduct necessary summer business for the PDC

Vice-chair:
- Acts in the absence of the chairperson
- Carries out other duties as requested by the chairperson or professional development council

Secretary:
- Keeps the records/minutes of meetings
- Maintains a file in conjunction with the district clerk in the school district's central office of all the professional development council minutes, individual development plans, correspondence, and all other pertinent documents
- Carries out other duties as requested by the chairperson or professional

## 1.51 Meetings

In what months does the PDC operate?
The professional development council shall meet monthly August - May.
How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?

Meetings and times will be the 3rd Wednesday of the month at 7:00 am at the USD 431 District Office, unless otherwise noted.
If there is no set schedule, how will a meeting be scheduled? N/A

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

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend?
Any teacher eligible to be overseen by the Professional Development Council is eligible to attend the meetings.

## 1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

## 1.53 Documentation

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

2. When are staff trained to use the system? Fall

3. List the names of the forms used in the system for PDC activities and business:
    - Conference Request (Appendix A) (In Frontline)
    - District Catalog Request (Appendix B)(In Frontline)
    - Individual Development Plan (IDP) (Appendix C) (In Frontline)

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

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

TYPE AND LOCATION OF PDC DOCUMENTATION

| | Mark (X) if used | Location of Documentation/Information | Responsible Person for Documentation | Accessible to more than one person? (Y/N) |
|---|---|---|---|---|
| Communications | X | Via Email | PDC Chair | Yes |
| IDP's | X | Frontline | PDC Chair | Yes |
| Meeting Minutes | X | Google Documents | PDC Secretary | Yes |
| Member Selection | X | Beginning of the Year Building Meetings | Building Principal | Yes |
| Officer Selection | X | PDC Plan | PDC Chair | Yes |
| PD Plan Process | X | Google Document | PDC Committee | Yes |
| PD Points | X | Frontline | PDC Chair/Superintendent | Yes |
| Staff PD Needs Assessments | X | Through the PDC Meetings | PDC Committee | Yes |

## 1.54 Communications

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

## 1.55 Approvals

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

5-year Professional Development Plan Review

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

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

If the annual evaluation throughout the year shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair 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.

# Amending the Professional Development Plan

**Professional Development Plan Approval**

Implementation of this plan is dependent upon approval of the local USD 431 Board of Education and the Kansas State Department of Education.

**This document may be amended in the following manner:**

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.
2. The PDC may adopt amendments to the district Professional Development Plan by a two-thirds majority of a quorum of Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
3. Amendments approved by the PDC shall be submitted to the Board of Education for approval.
4. Once an amendment is approved, the Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

## Individual Professional Development Plans (referred to as IDP in this plan)

### IDP Approval

1. The participant completes and submits the plan through Frontline Education.
2. The individual development plan is reviewed at a regular council meeting to determine approval, disapproval, or modification.
3. If the plan is not approved by the council:
    a. The individual development plan is returned to the participant with recommendations for revision.
    b. The participant has the option to submit another plan to the council in the same manner as the first.
    c. The participant can appeal in writing and/or by appearing in person before the council.

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.

4. The chairperson will sign the individual's development plan indicating the council's approval.

A council member shall not vote on any action regarding his/her individual plan

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|
| 1st- | Designated Supervisor (In plan meetings with teachers) |
| 2nd- | Building PDC Rep (Frontline) |
| 3rd- | Building Principal (Frontline) |
| 4th- | PDC Chair (Frontline) |
| 5th- | Superintendent (Frontline) |

**Recommended Approval**- The PDC allows the positions in the Sequence of Approvers (above) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

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

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

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

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

**Professional Development Points**

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|
| 1st- | Building PDC Rep (Frontline) |
| 2nd- | Building Principal (Frontline) |
| 3rd- | PDC Chair (Frontline) |
| 4th- | Superintendent (Frontline) |

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

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

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 431 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The District Office is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the District Office at 620-653-4134 to request procedures for maintaining an IPDP with the district and then the following: .

1. Identifies 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. Determines professional development goals that are based upon identified needs.
3. Completes, signs, and submits the plan to a liaison assigned by the Superintendent.
4. The superintendent reviews the plan, and if he/she approves it, then signs the plan.
5. The IPDP is passed to the Professional Development Committee (PDC) for approval, disapproval, or modification.

# Section Two

## The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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




## 2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan

review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

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

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

A building level needs identification process will be coordinated by the professional development council to supply information about the professional development needs of each attendance center. This information will be used to establish priorities for professional development program planning and development and will coordinate with the school improvement plan.

Data to determine needs may be derived from but are not necessarily limited to: school improvement plans, personal interviews, state outcomes, group discussions, review of existing information and group discussion, and needs assessment. The needs assessment will include the following five areas: teaching skills, professional development, curriculum and instruction, student development, and KESA outcomes. The professional development council evaluated numerous needs assessment formats and previous professional development evaluation summaries and chose one to best access

topics listed by teachers on past professional development evaluations.

Analysis of Results of Needs Identification Process

The professional development council shall address high need areas for the district, the building and the individual in the analysis of the results of the needs identification procedure. The needs shall be prioritized from those having highest priority to those having lowest priority. Each attendance center will determine staff development needs based on their school improvement plans and submit those needs to the district PDC.

Goals

Success strategy effectiveness will be based on state assessment test results and on district prepared criteria reference tests.

GOALS

1. USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of student development.

2. USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of personal/professional growth.

3. USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of curriculum/instruction.

4. USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of teaching strategies.

5. USD 431 will provide Results Based Staff Development opportunities for certified personnel to increase their awareness, knowledge, and skills in the student and process outcomes identified by the KSDE.

6. USD 431 will provide staff development opportunities that coordinate with the school improvement plans in district attendance centers.

OBJECTIVES

Goal Statement #1: USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of student development.

Objectives:

1.1 Certified personnel will be provided an opportunity to increase their awareness, knowledge and skill of student motivation and responsibility, and self-esteem.

1.2 Certified personnel will be provided an opportunity to increase their awareness, knowledge, and skill in the area of student needs.

1.3 Certified personnel will be provided an opportunity to increase their awareness, knowledge, and skill in meeting the needs of at-risk students.

1.4 Certified personnel will be provided an opportunity to enhance their awareness, knowledge, and skill of working with students facing a family crisis.

Goal Statement #2: USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of personal/professional growth.

Objectives:

2.1 Certified personnel will be provided an opportunity to increase their awareness,

knowledge, and skill of positively involving parents in school.

2.2 Certified personnel will be provided an opportunity to increase their awareness, knowledge, and skill in the area of improving school climate.

2.3 Certified personnel will be provided an opportunity to increase their awareness, knowledge, and skill in the area of maintaining a positive personal and professional attitude.

2.4 Certified personnel will be provided an opportunity to develop a plan of self-improvement.

2.5 Certified personnel will be provided an opportunity to improve and maintain administration and staff communicati

Goal Statement #3: USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of curriculum/instruction.

Objectives:

3.1 Certified personnel will be provided an opportunity to expand their awareness, knowledge, and skill of techniques in the improvement of literacy.

Goal Statement #4: USD 431 will provide staff development opportunities for certified personnel to increase their awareness, knowledge and skills in the area of teaching strategies.

Objectives:

4.1 Certified personnel will be provided an opportunity to increase their awareness, knowledge, and skill of teaching strategies in meeting the needs of at-risk students.

4.2 Certified personnel will be provided an opportunity to improve their teaching strategies in meeting individual student needs.

Goal Statement #5: USD 431 will provide results based staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the student and process outcomes identified by the KSDE.

Objectives:

5.1 Certified personnel will be provided staff opportunities to increase their awareness and knowledge of state standards within their teaching assignment.

5.2 Certified personnel will be provided opportunities to increase their knowledge in the KSDE Accreditation process and Every Student Succeeds Act.

Goal Statement #6: USD 431 will provide staff development opportunities that coordinate with the school improvement plans in district attendance centers.

Objectives:

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

## 2.1 Assessment and prioritization of school improvement needs

**Fundamentals**

*(The foundation for school improvement in Kansas Schools)*

**Structured Literacy**

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

**Standards Alignment**

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

**Balanced Assessment**

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

**Quality Instruction**

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

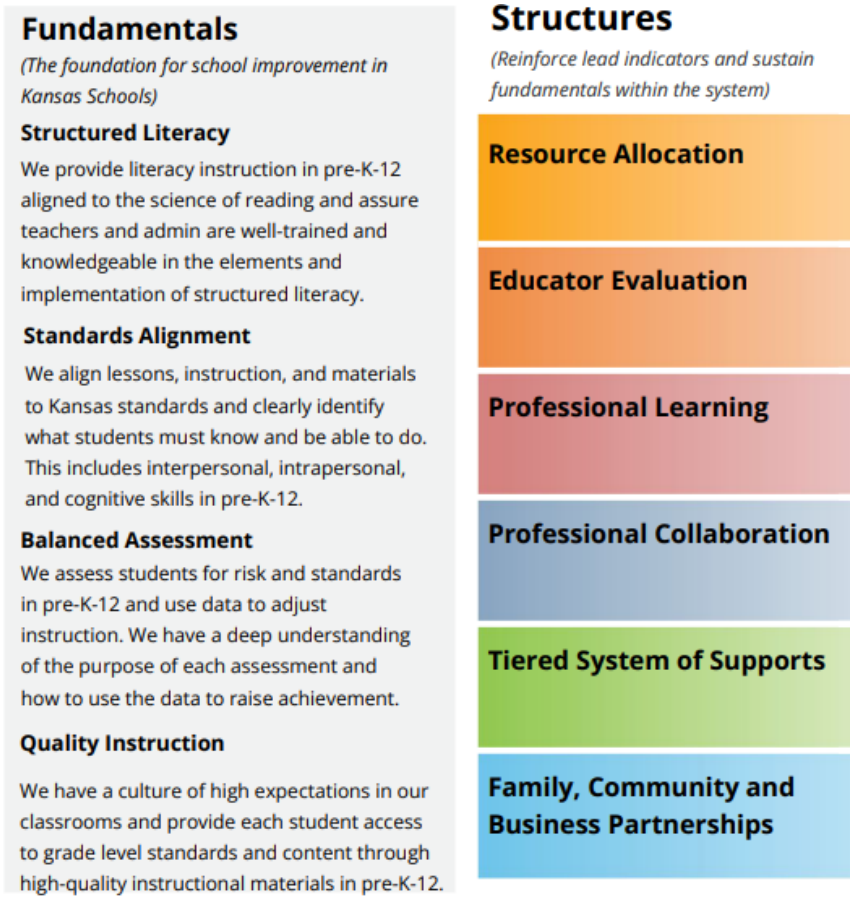
- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s)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

Assessment and prioritization of school improvement needs

a. Science of Literacy District Wide
b. Classroom Management using resilience and restorative practices
c. Use of Technology in the Classroom
d. Curriculum Alignment, within and across grade levels K-12

## 2.2 Identification of goals and objectives to achieve professional development needs

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




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

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

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

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

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

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

a. Teacher Needs Assessment to self reflect on areas they feel they need to improve.
b. Provide Training in the above 4 areas.
c. In evaluations and teacher walk-throughs look for the identified areas.
d. Have conversations with teachers to identify areas seen and gaps.
e. At monthly PDC meeting discuss gap areas from data collected.

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

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

The MOP's for Professional Learning include the following:

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

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

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

Identification of activities and actions to achieve the goals and objectives

a. Provide multiple opportunities of professional development, i.e.
   i. In person in district
   ii. In person out of district through meetings and workshops
   iii. Virtual trainings within the district
   iv. Virtual training from outside the district from various reliable sources.
   v. Training included above both self requested and requested by Administration.

b. On an annual basis send out a google form to continually ask certified staff areas they feel are needed to accomplish the district and building level goals.

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

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

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

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

a. Increased observance in administrative walkthroughs.

b. Decreased occurrence in teacher needs assessment for professional development needs as self-reported.

## 2.5 Reporting results of evaluation of in-service needs

a. Reporting of data from administrative walkthroughs at PDC meetings.

b. Reporting of annual needs assessment at PDC meeting as well as planning meeting for future district Professional Development.

# Section Three

## Individual Professional Development Plans (IPDP)

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

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

## 3.0 Introduction

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

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




**Definition/Purpose**

The individual development plan describes the professional development activities and studies to be completed by an individual annually. The purposes of the individual development plan are to establish continuity and specificity in the job-related training of an individual; to enhance knowledge, skills, and attitudes; to expand the options for renewal of certification; and to improve professional performance.

**Plan Development**

1. The professional development program is available as an option toward re-licensure in Kansas.
2. Forms for the individual development plan may be obtained through the online Frontline Education system. Each building has point staff trained in Frontline to help other staff input information into the system. The PDC Chair is available to help as backup and is responsible to ensure point staff are continually trained.
3. The licensed employee will devise an individual development plan proposal that:
    a. Is designed to improve the performance of the individual in their assigned areas.
    b. Is written for a period of one year for annual review and revisions. It is to be reviewed annually.
    c. Includes goals, objectives, and activities.
    d. Reflects the professional development needs of the school and district as well as the professional growth needs of the individual.
4. Certified staff are to complete the Individual Development Plan yearly.
5. Each participant may modify his/her plan with the approval of the Professional Development Council.

6. Activities as professional development may include, but not be limited to, the following:
    - College Courses
    - Attendance and participation at professional conventions, conferences, workshops, seminars, clinics, lectures, etc.
    - Curriculum development
    - Observations and visitations
    - Presentations at local, state or national conferences
        - (Individuals may receive additional points for making staff presentations over materials gathered at professional meetings.)
    - Publication of professional articles
    - National Board Certification
    - Videos/Webinars
    - Independent study, projects, or research
    - Faculty/group study of educational projects
    - Supervision of student teachers
    - Practicum and supervision of practicum or special projects
    - Serving on professional committees, advisory boards, etc.
    - Serving as an elected officer of a professional association
    - Additional individual activities approved by committee
    - Participation on the Professional Development Council
7. The district Professional Development Plan is for renewal of an individual's areas of certification. Adding new areas of endorsement must be through a college, university, or the PRAXIS Test. Any state certification course work requirements are the responsibility of the participant.

One or more of the required areas must be included in an individual's IPDP: content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

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

**3.1 Collaborate with a designated supervisor.**

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

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

**3.2 Assess individual needs.**

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

**3.3 Determine individual professional development goals.**
These should be based upon identified needs, including the need for professional development points for licensure renewal.

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

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

**3.5 Write the Individual Professional Development plan.**

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

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

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

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

**3.7 Revise the plan as necessary.**

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

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

## 4.0 Introduction

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

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

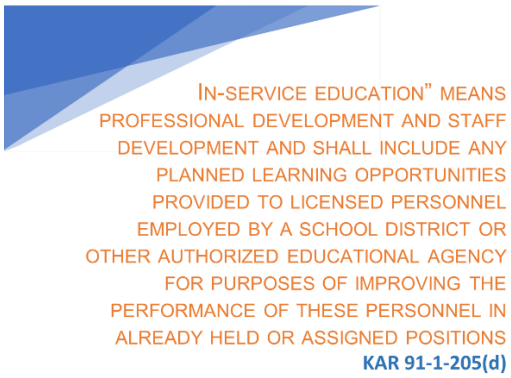
The PDC awards points as a council. No individual member may approve points.

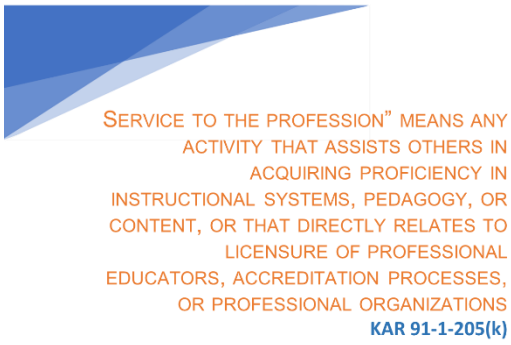
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations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

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## 4.1 Definitions

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




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will

determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

# RENEWAL OF CERTIFICATION

When used for renewal of certification, professional development credit requirements are as follows:

- 1 clock hour of approved professional development activity = 1 professional development point
- 1 semester hour of college credit = 20 professional development points
- For certification renewal, a person holding a Bachelor's Degree needs eight (8) college hours over a five (5) year period of which one-half (80 points) can come from professional development points
- For certification renewal, a person holding a Master's Degree needs six (6) hours over a five (5) year period in which all (120 points) may come from professional development points

## 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 | 2 X Original | 2 X Original | Not applicable |

| | | | |
|---|---|---|---|
| classroom or to policies that you expect will improve student outcomes or behavior? | Knowledge Level points | Knowledge Level points | |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

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

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

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

## Awarding Points in Three Levels

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

### Level I – Knowledge

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

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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.

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An individual does not need to earn knowledge level during the same licensure period that

application or impact level points are earned.

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

### Level II – Application

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

### Level III – Impact

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

## 4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

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

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

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

- Direct observation using trained observers or video/audio tapes.

- Structured interviews with participants and their supervisors.

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

## Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

ONLINE PROFESSIONAL DEVELOPMENT

Online - YouTube/Webinar/Online Video

- All three of the following steps
  1. Watch a video
  2. Type up a short description including all three items
     - Content Area
     - What you Learned
     - How it Will Help/Improve Teaching and or Learning
     - Length of Video (more than 1 Hour is 1 point)
  3. Email the video link to the teachers and administrators

Examples of How Staff Development Activities and Points May Be Accumulated

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

Example:

| | CONTENT | PROFESSIONAL EDUCATION | SERVICE TO PROFESSION |
|---|---|---|---|
| **KNOWLEDGE** | In December, attended a 6 hour in-service about reading instruction. Reading Academy = 6 points | | |
| **APPLICATION** | After developing lessons plans and prep during January-May, instructed 24 summer school students in Reading Academy = 12 points | | |
| **IMPACT** | Pre (June) and Post (August) tests documented success. Shared success with principal in August and faculty in September = **18** points | | |

Total Points = 36

Example:

| | CONTENT | PROFESSIONAL EDUCATION | SERVICE TO PROFESSION |
|---|---|---|---|
| **KNOWLEDGE** | | | Served on PDC Council - 5 hours. Served on Math Committee - 3 hours. Served on Building Leadership Team - 4 hours |
| **APPLICATION** | | | |
| **IMPACT** | | | |

Total Points = 12

**Examples of How Staff Development Activities and Points May Be Accumulated (continued)**

Example:

| | CONTENT | PROFESSIONAL EDUCATION | SERVICE TO PROFESSION |
|---|---|---|---|
| **KNOWLEDGE** | | Attended in-service on student learning styles= 4 points | |
| **APPLICATION** | | Incorporated two new strategies addressing student learning styles to be implemented into the classroom = 8 points | |
| **IMPACT** | | Carefully documented and shared results in a presentation at KSDE Effective Schools Conference = 12 points | |

**Total Points = 24 GUIDELINES TO**

**SUBMIT FORMS**

The district requires that each teacher have an Individual Development Plan (IDP) submitted each year. Then the PDC Form (Application and Impact) to be filled out completely with supporting evidence attached. The documentation is extremely important in helping the PDC decide if you have fulfilled the requirements for each level so that they may award points.

Application and Impact points will not be considered without the proper documentation.

# PDC FORM
# Application / Impact

(Circle one)

Name _____ Date_____

Title _____ Date of Training _____

Evidence Provided:

Building Principal _____

Approved / Denied Date _____

Comments:

## APPLICATION LEVEL

You are ready to take the knowledge that you gained and change your instruction. You have reached the level where you can demonstrate or model what you learned at the professional development activity. You are ready to teach the new strategy in your classroom or to other professionals. To double the number of points, complete the following:

- Demonstration or instruction that you modeled for peer critique or administrative observation.
- Brief description of the activity.
- A video of the lesson.
- A brief summary or checklist from a colleague or written documentation of the lesson from the teacher.

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

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

## IMPACT LEVEL

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

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

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

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

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

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

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

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

# SALARY MOVEMENT

Local use of PDC points for movement on the salary schedule using the following criteria:

- Must have an approved IDP on file
- 20 IDP points = 1 salary movement credit hour
- Points/Hours do not expire when using for salary movement
- May use points earned as of January of 2008
- May only move over one educational column per year
- All points must be approved by the PDC committee
- Cannot move from BS+45 to MS columns using PDC points.
- All points acquired within district and out of district will be allowed
- BS will be allowed to use a maximum of 140 points (7 hrs)+ 8 credit hours to move
- MS will be allowed to use 300 points (15 hrs) or any combination of points and hours to move
- Teachers will need to inform administration of educational movement by May 1st

For Local use of moving on the salary schedule the following will be awarded to an individual who completes the following and submits the information through the Frontline System.

- After successful completion of the PRAXIS Test, a teacher will be awarded 60 points.
- If a teacher achieves their National Board Certification, the District will award 60 points for the Certification.

## 4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

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

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

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

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

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

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

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

   A listing of all the activities for which professional development points were awarded, including the

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

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

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

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

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

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

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

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

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

   Content Standards: Coaching clinics or courses are content appropriate only for teachers with

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

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

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

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

# Kansas Professional Development Resources

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

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendix A

Conference Request Instructions

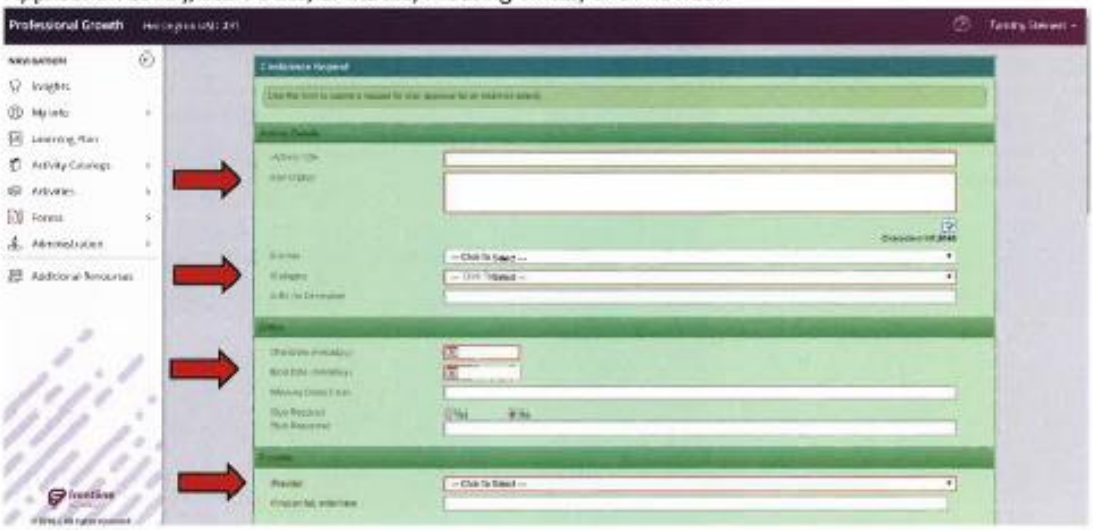
# Conference Request

Go to www.mylearningplan.com. Log in with your email as your username.

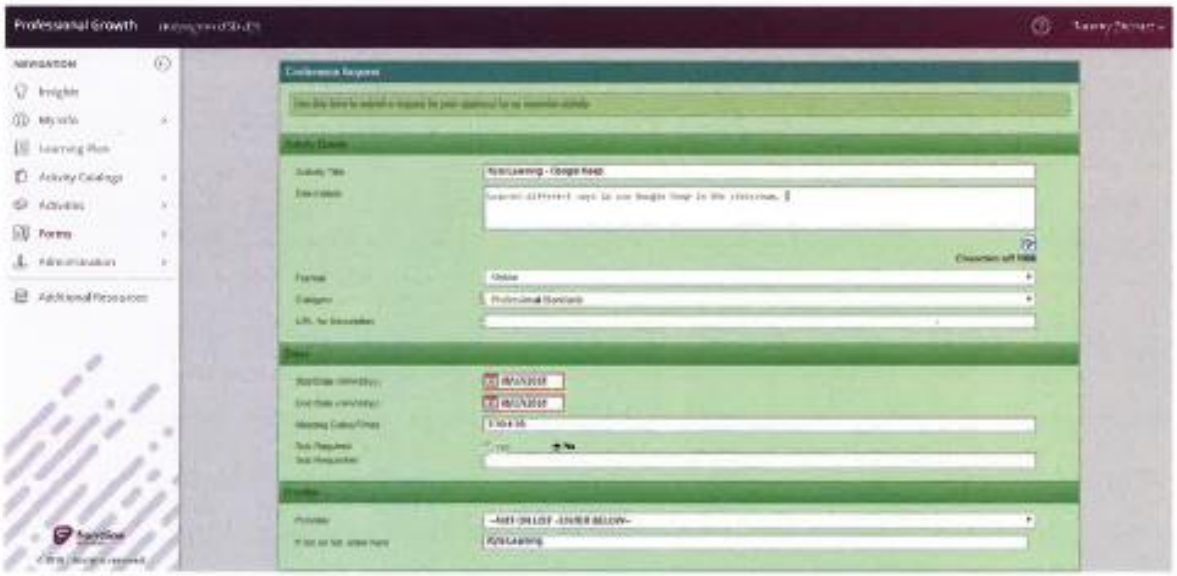
Click on Forms then Conference Request




1. Fill out the Activity Title, Description, Format, Category (most of the time it is Content Standards. If it is Service to the Profession, you will NOT be able to double your points for Application Level), Start Date, End Date, Meeting Times, and Provider.



A sample of what yours might look like.




2. Fill out Registration Fees, Payment Type and Points.

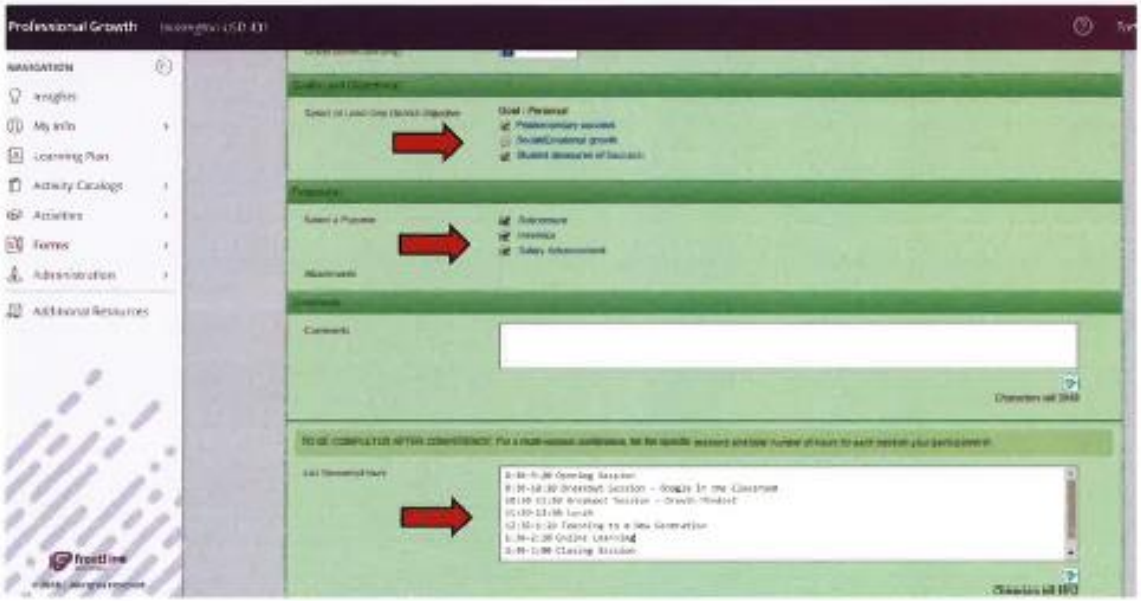
*Point are awarded for Conference Request for each hour attended. For example, if the conference/meeting was 4 hours in length, you would type in 4.



3. Check mark the Goals and the Purpose that the Conference applies to.

*Make sure to always check mark Relicensure. ( I always mark all of them under Purpose).

4. If attending a conference that has multiple sessions, you will need to include the times and the topics of each session in the List Sessions/Hours section.

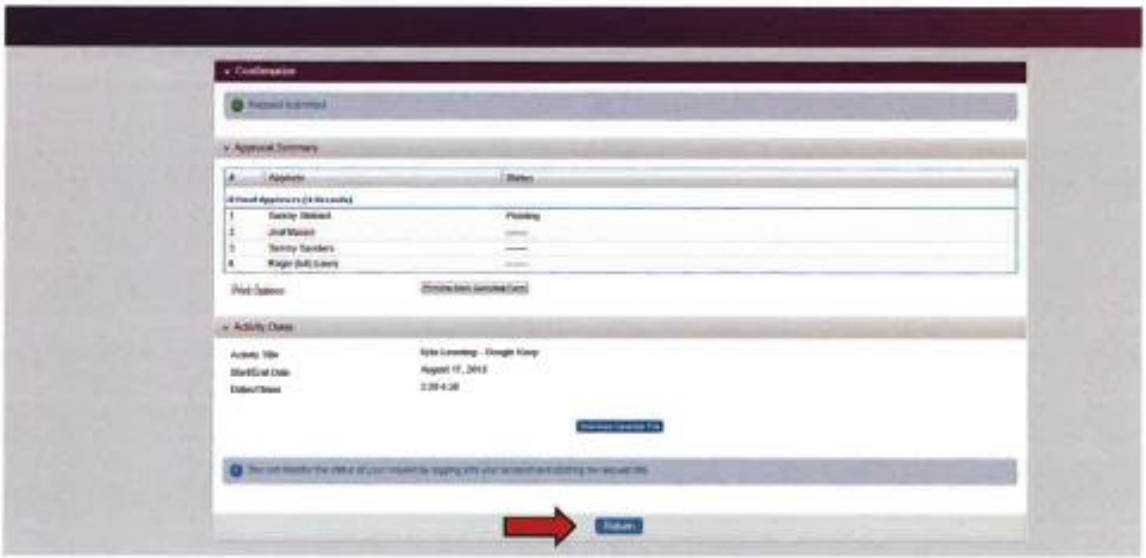



5. Finally click on the Submit button.



This is what it looks like after pressing Submit...

6. Click Return to take you to the Main Screen.



7. Click on Learning Plan



8. Notice that it is in the Awaiting Final Credit section. This will remain here until it has been approved at the monthly PDC meeting then Mrs. Nicholson will approve it. Once approved, it will be in the Recently Completed section.



Appendix B

District Catalog Request Instructions

# District Catalog

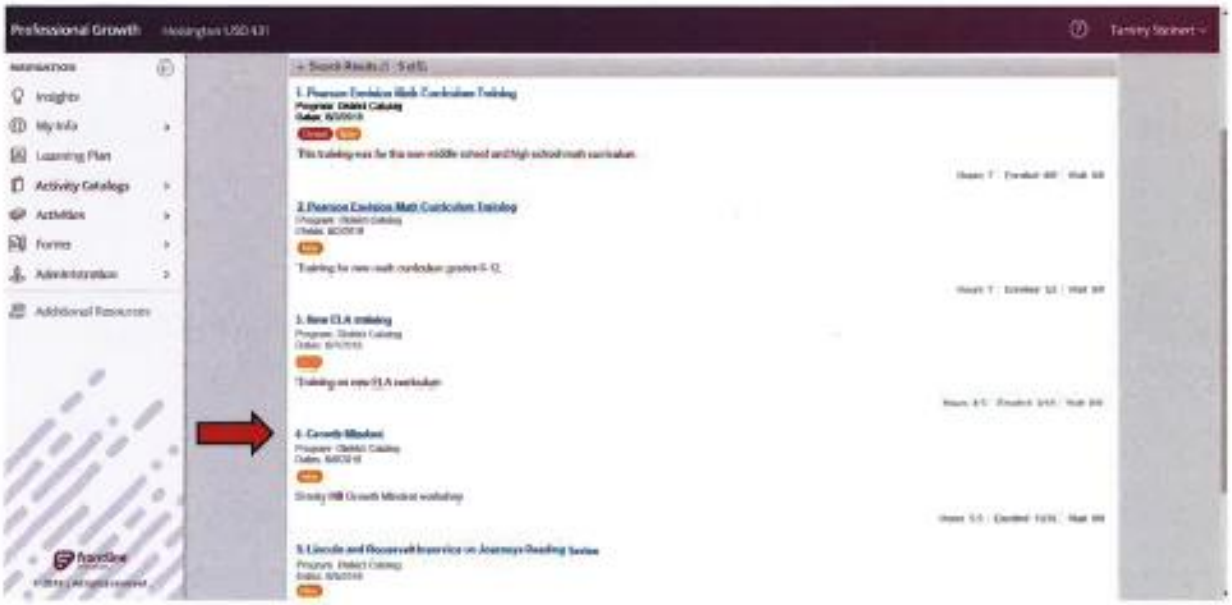
Go to www.mylearningplan.com. Log in with your email as your username.

Any training that we do as a school or district will be on the District Catalog (Principals or Mrs. Nicholson will put it on My Learning Plan). After 60 days, an item on the District Catalog will expire. If it has expired before you enrolled in it, you will need to manually add it by filling out a Conference Request.

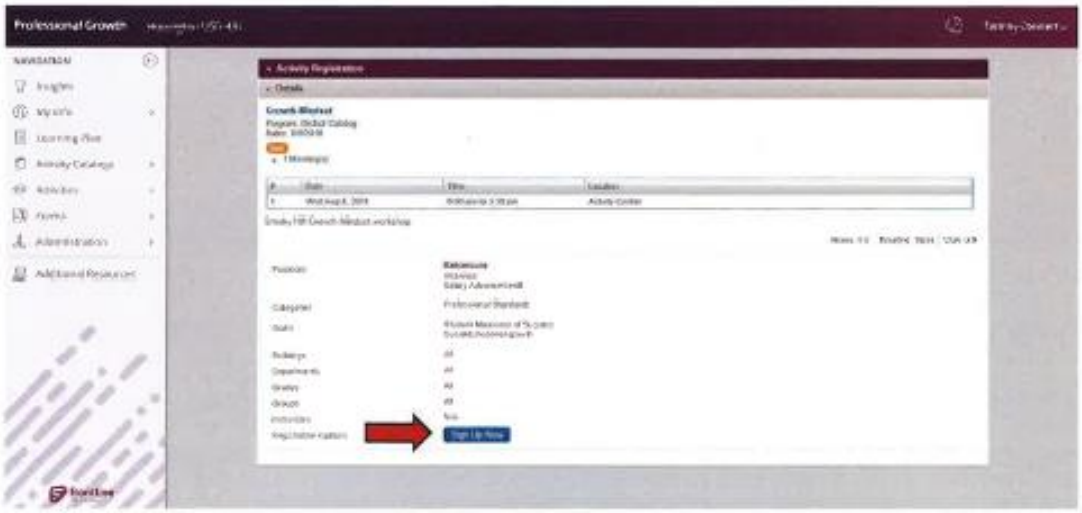
1. To enroll in a District Catalog activity, click on Activity Catalogs, then choose District Catalog



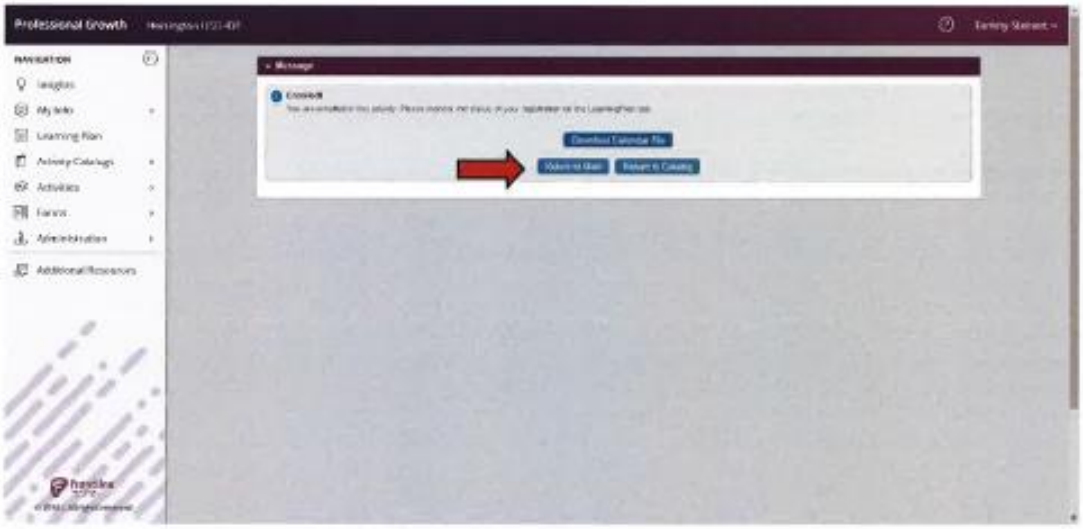

2. Choose the activity you want to enroll in by clicking on the title.


Professional Growth
Insights
My Info
Learning Plan
Activity Catalogs
Activities
Forms
Administration
Additional Resources

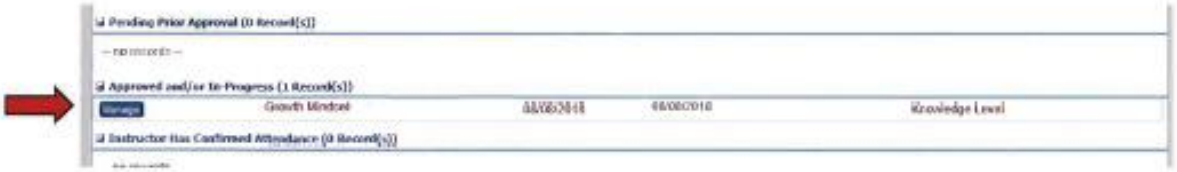
3. Click **Sign Up Now** to enroll.



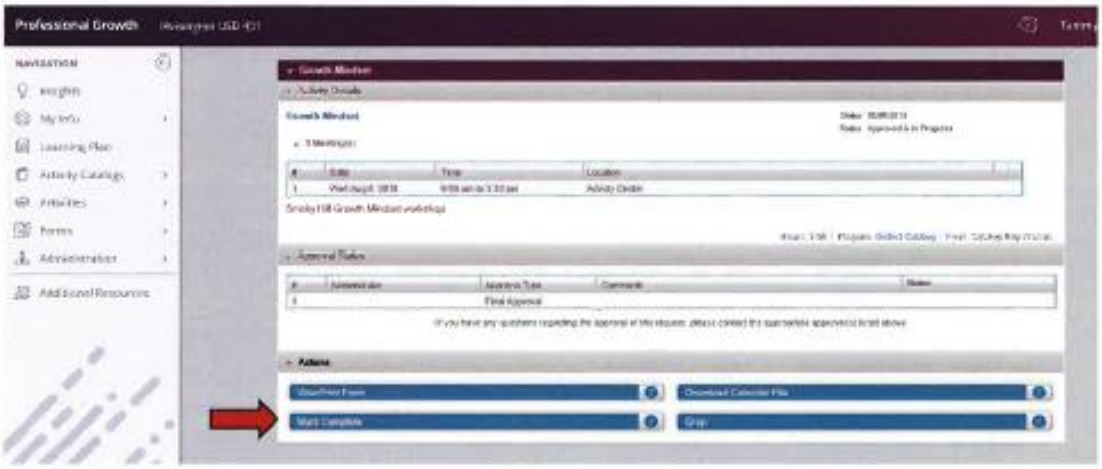

4. Click on Return to Main. This tells you that you have been enrolled in the activity, *but you are not done yet.*



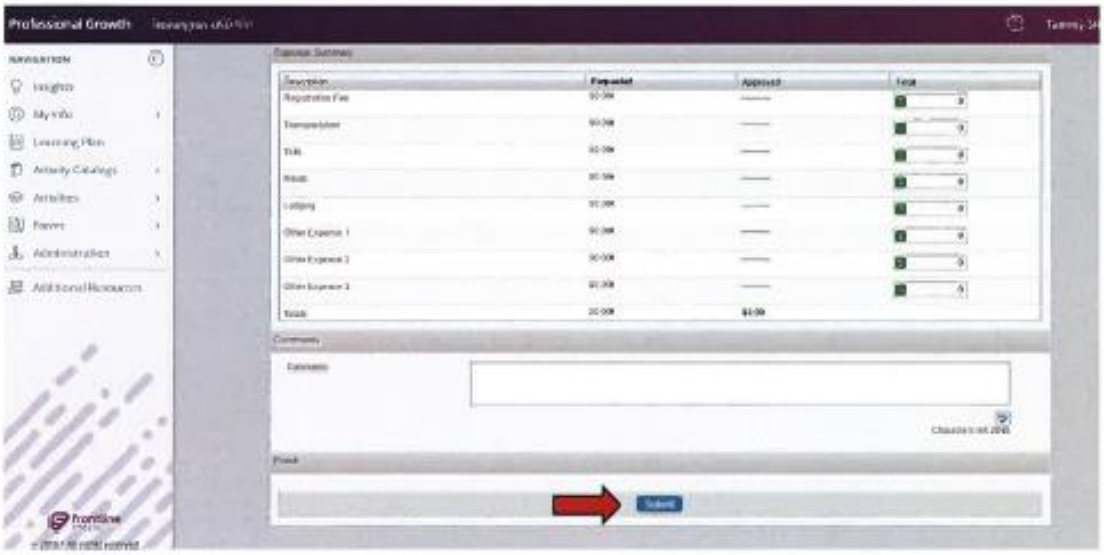
5. You are now on the My Learning Plan page. In the Approved and /or In-Progress section, click on **Manage.**




6. Click on **Mark Complete.**




7. Click on **Submit.**



8. The activity has been submitted, click on Return to return to the Main screen.




9. Notice that it is no longer in the Approved and /or In-Progress section.



Appendix C

Individual Development Plan (IDP)

## Staff Development Plan

### General Information

Name

Teaching Assignment

Highest Degree and Hours

### Plan Dates -

Submission Date

Certification Period Expiration Date

### Building Goals for Staff Development

Characters left **2048**

Listed below are my Individual Goals for staff development. These goals focus on increasing my knowledge and skills as specified by the five levels of professional development aimed at improving student performance as outlined by KSDE.

Characters left **2048**

### Please list any District or Building Committee responsibilities for the upcoming school year:

Characters left **2048**

### Identify District Goal(s) and Objective(s) associated with your personal goal.

Select At Least One District Objective

**Goal : Personal**

- ☐ Postsecondary success
- ☐ Social/Emotional growth
- ☐ Student Measures of Success

### Comments

Comments

Characters left **2048**





Finish

# Professional Development Master Plan

## Greenbush Education Service Center

D0609

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/30

# Participating Districts/Systems

By virtue of the inclusion of the name of the district/system below, each district/system confirms it will do the following:

- Use this Master Professional Development Plan to guide and conduct the business of its PDC;
- Cooperate in the process of reviewing and amending the Master Professional Development Plan;
- Create, locally-approve, follow, and update its own local PD plan based on this Master Plan;
- Submit its local PD Plan to Greenbush Education Service Center USD 609 for initial review;
- Based on review by Greenbush Education Service Center USD 609 and KSDE, make changes to its Local PD Plan to ensure compliance with Kansas statutes and regulations, and
- Give KSDE at least 3 months' notice that it wants to create its own District/System PD Plan by emailing professionallearning@ksde.gov.

| District # | District Name |
|---|---|
| D0101 | Erie-Galesburg |
| D0107 | Rock Hills |
| D0108 | Washington County Schools |
| D0109 | Republic County |
| D0110 | Thunder Ridge Schools |
| D0111 | Doniphan West Schools |
| D0113 | Prairie Hills |
| D0114 | Riverside |
| D0115 | Nemaha Central |
| D0203 | Piper-Kansas City |
| D0223 | Barnes |
| D0224 | Clifton-Clyde |
| D0234 | Fort Scott |
| D0235 | Uniontown |

| District # | District Name |
|---|---|
| D0237 | Smith Center |
| D0243 | Lebo-Waverly |
| D0244 | Burlington |
| D0245 | LeRoy-Gridley |
| D0246 | Northeast |
| D0247 | Cherokee |
| D0248 | Girard |
| D0249 | Frontenac Public Schools |
| D0250 | Pittsburg |
| D0251 | North Lyon County |
| D0252 | Southern Lyon County |
| D0256 | Marmaton Valley |
| D0257 | Iola |
| D0258 | Humboldt |
| D0269 | Palco |
| D0271 | Stockton |
| D0272 | Waconda |
| D0273 | Beloit |
| D0282 | West Elk |
| D0283 | Elk Valley |
| D0284 | Chase County |
| D0285 | Cedar Vale |
| D0286 | Chautauqua Co Community |
| D0287 | West Franklin |
| D0288 | Central Heights |
| D0289 | Wellsville |
| D0290 | Ottawa |
| D0294 | Oberlin |
| D0298 | Lincoln |
| D0300 | Comanche County (South Central Schools) |
| D0306 | Southeast Of Saline |
| D0307 | Ell-Saline |
| D0311 | Pretty Prairie |
| D0320 | Wamego |
| D0321 | Kaw Valley |
| D0322 | Onaga-Havensville-Wheaton |
| D0323 | Rock Creek |
| D0329 | Mill Creek Valley/Wabaunsee |

| District # | District Name |
|---|---|
| D0330 | Mission Valley |
| D0333 | Concordia |
| D0336 | Holton |
| D0337 | Royal Valley |
| D0338 | Valley Falls |
| D0340 | Jefferson West |
| D0341 | Oskaloosa Public Schools |
| D0342 | McLouth |
| D0343 | Perry Public Schools |
| D0344 | Pleasanton |
| D0346 | Jayhawk |
| D0348 | Baldwin City |
| D0362 | Prairie View |
| D0364 | Marysville |
| D0365 | Garnett |
| D0366 | Woodson |
| D0367 | Osawatomie |
| D0368 | Paola |
| D0372 | Silver Lake |
| D0375 | Circle |
| D0376 | Sterling |
| D0377 | Atchison Co Comm Schools |
| D0379 | Clay County |
| D0380 | Vermillion |
| D0384 | Blue Valley |
| D0386 | Madison-Virgil |
| D0387 | Altoona-Midway |
| D0389 | Eureka |
| D0390 | Hamilton |
| D0393 | Solomon |
| D0397 | Centre |
| D0400 | Smoky Valley |
| D0403 | Otis-Bison |
| D0404 | Riverton |
| D0409 | Atchison Public Schools |
| D0413 | Chanute Public Schools |
| D0415 | Hiawatha |
| D0416 | Louisburg |

| District # | District Name |
|---|---|
| D0417 | Morris County |
| D0419 | Canton-Galva |
| D0420 | Osage City |
| D0421 | Lyndon |
| D0429 | Troy Public Schools |
| D0430 | South Brown County |
| D0432 | Victoria |
| D0434 | Santa Fe Trail |
| D0436 | Caney Valley |
| D0446 | Independence |
| D0447 | Cherryvale |
| D0449 | Easton |
| D0450 | Shawnee Heights |
| D0454 | Burlingame Public School |
| D0456 | Marais Des Cygnes Valley |
| D0458 | Basehor-Linwood |
| D0461 | Neodesha |
| D0462 | Central |
| D0463 | Udall |
| D0465 | Winfield |
| D0469 | Lansing |
| D0471 | Dexter |
| D0479 | Crest |
| D0481 | Rural Vista |
| D0484 | Fredonia |
| D0491 | Eudora |
| D0492 | Flinthills |
| D0493 | Columbus |
| D0498 | Valley Heights |
| D0499 | Galena |
| D0503 | Parsons |
| D0504 | Oswego |
| D0505 | Chetopa-St. Paul |
| D0506 | Labette County |
| D0508 | Baxter Springs |
| D0603 | ANW Special Education Cooperative |
| D0607 | Tri County Special Education Cooperative |
| D0609 | Southeast KS ESC (Greenbush) |

| District # | District Name |
|---|---|
| D0610 | Reno County Ed Coop |
| D0615 | Brown County KS SPED Interlocal |
| D0620 | Three Lakes Ed Coop |
| D0636 | North Central KS SPED Coop |
| D0637 | Southeast KS Interlocal |
| D0638 | Butler County Cooperative |
| S0507 | Parsons State Hospital |
| S0604 | Kansas State School for the Blind |
| S0610 | Kansas State School for the Deaf |
| X0758 | Heartspring |
| Z0006/D0924 | Brookridge Day School |
| Z0060 | Accelerated Schools |

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved |
|---|---|
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

- Mission Statement
    - The Greenbush Education Service Center's mission is to ensure equal educational opportunities for all.
    - The Professional Development Council's mission is to promote continued educational and professional growth through multiple professional development modalities to meet the needs of our educators.

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

The PDC represents both certified teachers and administrators. Each member is selected by the group he/she represents. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

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

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

Members of the PDC also participate in annual training related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

## 1.2 Membership

**KAR 91-1-217. In-service education professional development council.**

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

District/System PDC members are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

Typically, the PDC Chair or his/her designee is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

## 1.3 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.

Each district/system 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.

Typically, the PDC Chair or his/her designee is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The location of the documentation will be included here. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to its governing body, the district/system PDC members maintain its operational procedures for the smooth and efficient running of its activities.

# Section Two

## The District/System Professional Development Plan

### KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

### KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.




## 2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. *If districts /systems have additional information to add to each section, they will do that in their district/system plan. If a system is not part of the KESA 2.0 process, Greenbush will guide them in completing Section 2 in the Local Template for non-KESA 2.0 systems.*

Although not all participating districts/systems are using the KESA 2.0 Kansas School Improvement Model itself, Greenbush will guide its districts in its use as the main process for determining action for professional development concentrating on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

## 2.1 Assessment and prioritization of school improvement needs

**Fundamentals**

*(The foundation for school improvement in Kansas Schools)*

**Structured Literacy**

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

**Standards Alignment**

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

**Balanced Assessment**

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

**Quality Instruction**

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

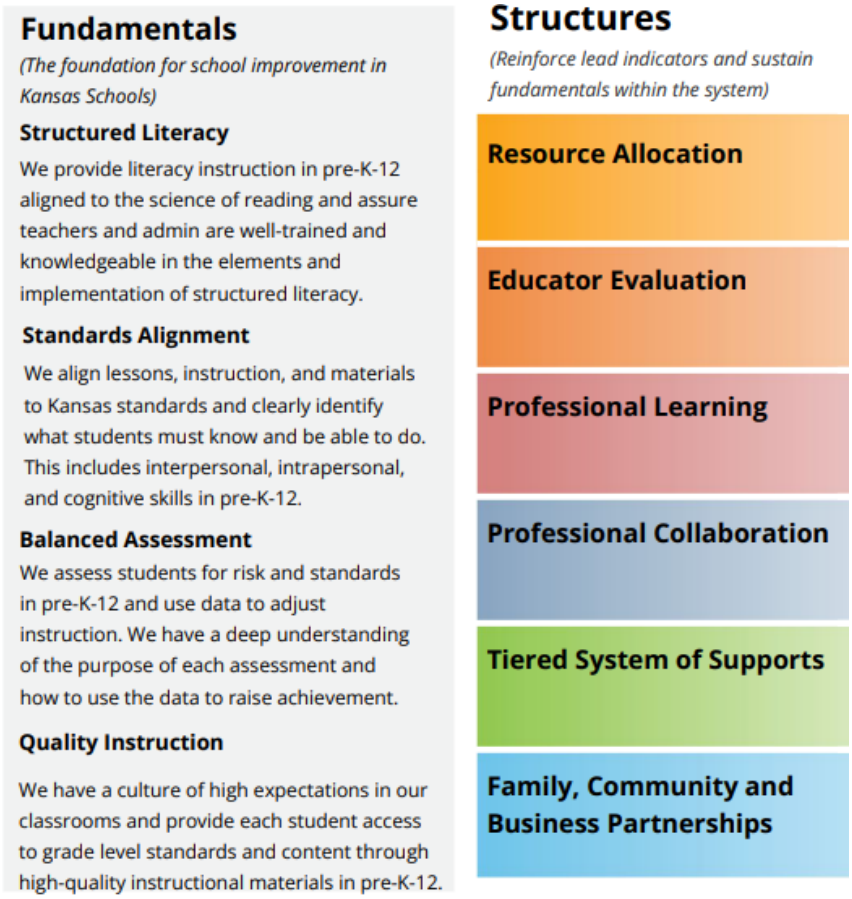
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

## 2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

## 2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact

- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

| **Structures**<br>*(Reinforce lead indicators and sustain fundamentals within the system)* | **Lead Indicators**<br>*(Actions that support implementation of the Fundamentals)* |
|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. |

## 2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

| **Structures** *(Reinforce lead indicators and sustain fundamentals within the system)* | **Lead Indicators** *(Actions that support implementation of the Fundamentals)* | **Measures of Progress** *(How we know the action is being implemented effectively)* |
|---|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. | • Measure<br>• 6 Month Target<br>• 1 Year Target |

## 2.5 Reporting results of evaluation of in-service needs

Stakeholder engagement may not be broad in any district/system, but it is vital. However, this section is optional for districts/systems that reports back to the stakeholders that have helped support them in the development of this plan.

Stakeholder reporting can help: Source of list

- Build trust with stakeholders and gain their support
- Increase accountability and transparency

- Improve relationships with stakeholders
- Increase legitimacy and perception as a leader
- Engage internal stakeholder audiences (including employees)
- Support ongoing dialogue with stakeholders (including knowledge transfer)
- Motivate stakeholders to engage further

If districts /systems do not use this option, they should add “N/A” to the end of the title and leave the section blank.

# 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. If districts /systems have additional information to add to each section, they will do that in their local plan.




Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

**3.1 Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

By October 1st, each individual will create or update their IPDP in the Greenbush PDP Toolbox Platform (See appendix B).

- The designated supervisor and/or PDC member will work collaborative with the individual to:
  - Review Goals and update if needed
  - Discuss professional development needs to meet the goals
  - Establish new goals
  - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member, whether the designated supervisor approves the plan or not. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - IPDP's will be approved by the PDC at the next 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.

- The designated supervisor and/or PDC member will work collaborative with the individual to:
    - Review Goals and update if needed
    - Discuss professional development needs to meet the goals
    - Establish new goals
    - Discuss professional development needs to meet the goals
        - (See appendix B)

**3.3 Determine individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

- The designated supervisor and/or PDC member will work collaborative with the individual to:
    - Review Goals and update if needed
    - Discuss professional development needs to meet the goals
    - Establish new goals
    - Discuss professional development needs to meet the goals
        - (See appendix B)

**3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

- The designated supervisor and/or PDC member will work collaborative with the individual to:
    - Discuss professional development needs to meet the goals
        - (See appendix B)

### 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.

- The designated supervisor and/or PDC member will work collaborative with the individual to:
    - Review Goals and update if needed
    - Discuss professional development needs to meet the goals
    - Establish new goals
    - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
    - IPDP's will be approved by the PDC at the next meeting.
        - (See appendix B)

### 3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

Staff will be able to analyze progress with formative and summative data to see if IDPD goals are being met. (See appendix B)

### 3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement. Staff will be able to revise the IPDP as needed. See 3.1 and Appendix B

# 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. If districts /systems have additional information to add to each section, they will do that in their local plan.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

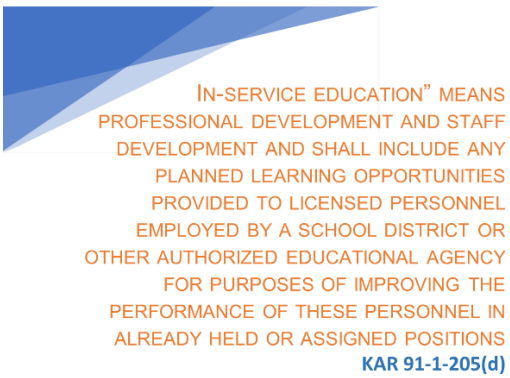
The PDC awards points as a council. No individual member may approve points.

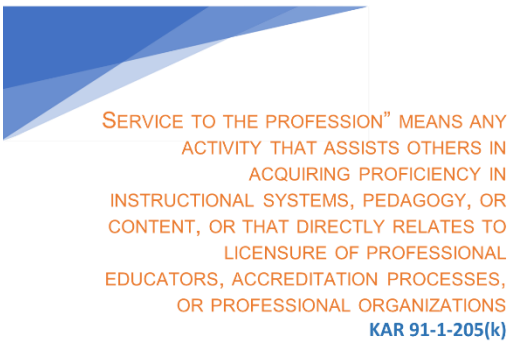
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

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## 4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge** What do you know now that you did not know before? | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of service to the profession |
| **Application** What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether

professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

## Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

### Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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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.

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An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

### Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

### Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will

determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

## 4.4 Indicators for the Three Levels

### Level I Knowledge Indicators:
*What do you know now that you did not know before?*

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

### Level II Application Indicators:
*What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

### Level III Impact Indicators:
### *How has student performance improved? What has positively changed about the program?*

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

## 4.5 Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Neither KSDE nor Greenbush gets involved with districts/system employment or other local matters.

If there is a separate policy and procedures guide or process for local matters, districts /systems can add that in their district/system plan, either in this section or as an appendix. Otherwise, leaving this section empty is permissible.

## 4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. **Do I have to have professional development points to renew my five-year professional license?**

   Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. **How old can professional development points be? What about credit hours?**

   The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**

   No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
   **Regulation 91-1-205(b)(3)(F)**

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**

   Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**

   A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

   No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

   Yes. The professional development council will need to determine the level when they award

the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

   The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. **Can points be earned for attending a coaching clinic or course?**

   The two areas for licensure renewal listed in the question above are addressed here:

   Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

   Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

   If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

# Appendix A

Expenditures for Inservice Education Program

KANSAS STATE DEPARTMENT OF EDUCATION

*Kansas leads the world in the success of each student.*

# Professional Development Regulations

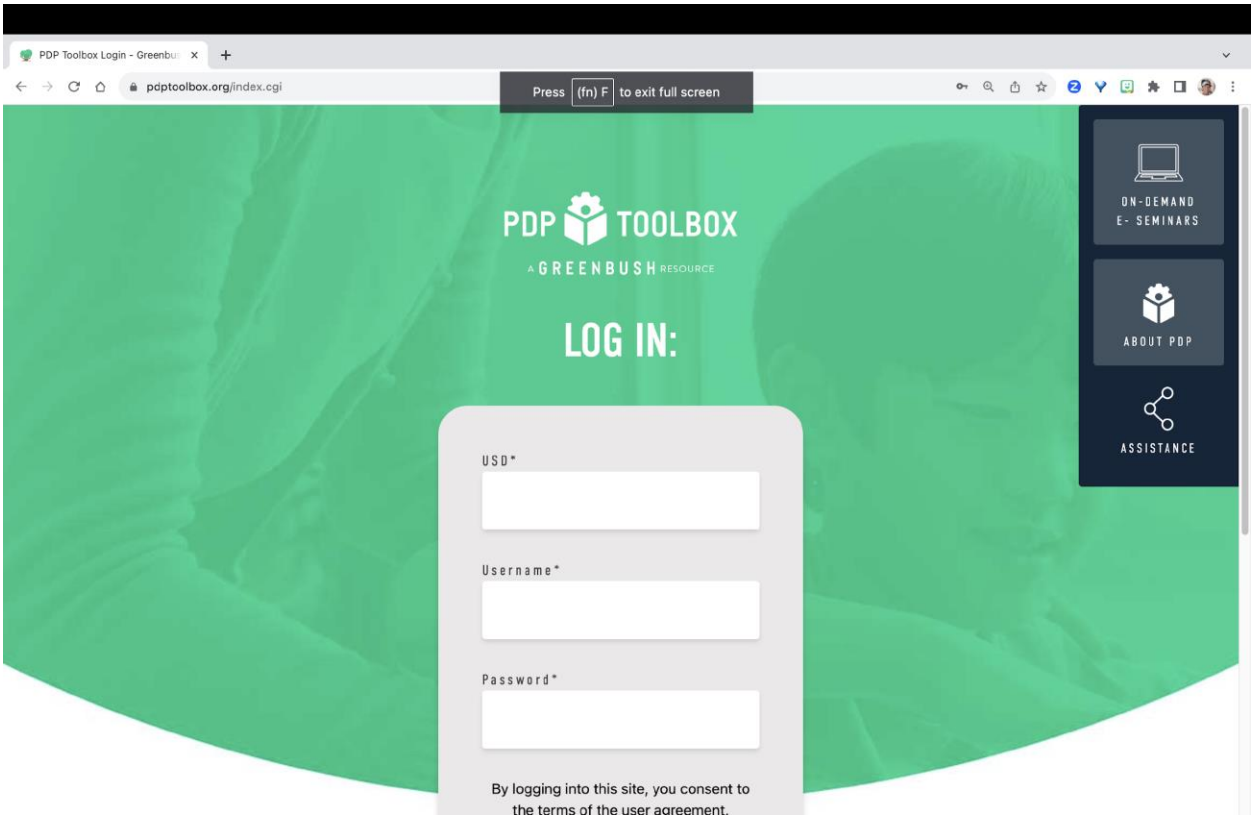
## 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

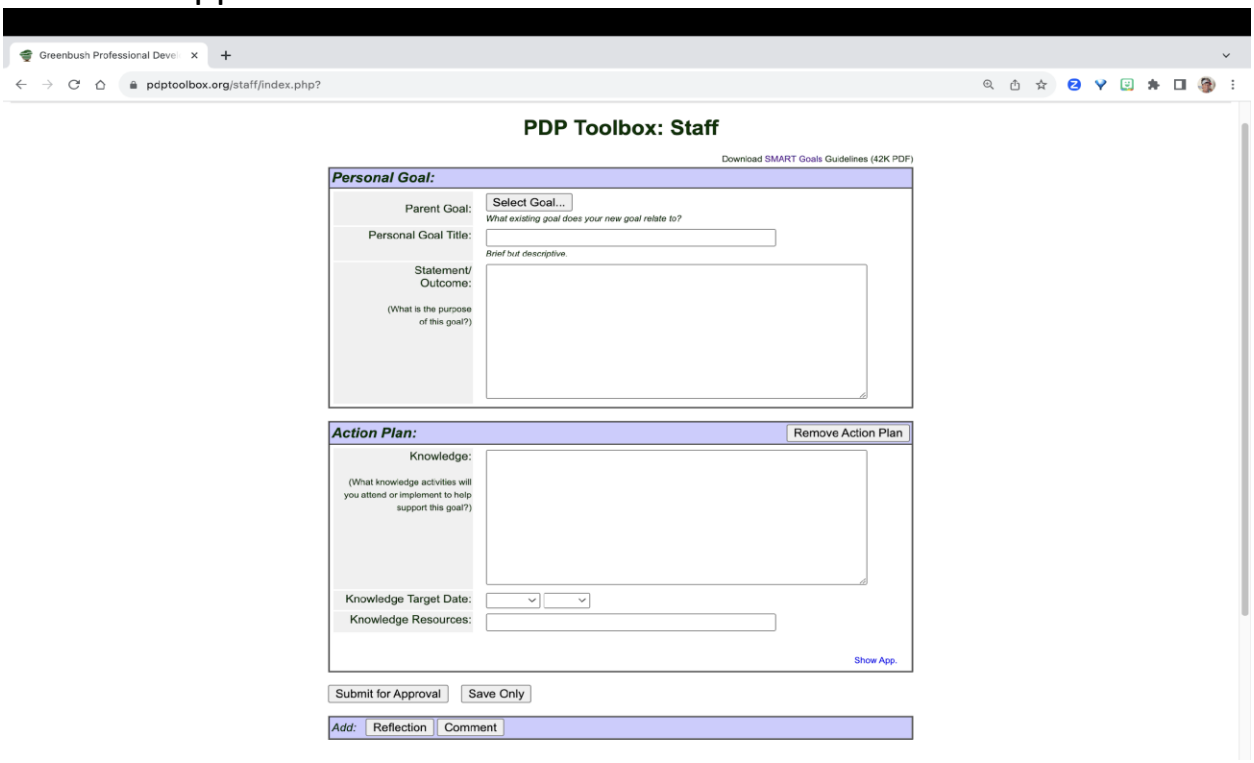
# Appendix B

PDP Toolbox Forms and Resources

PDP Toolbox Login Page

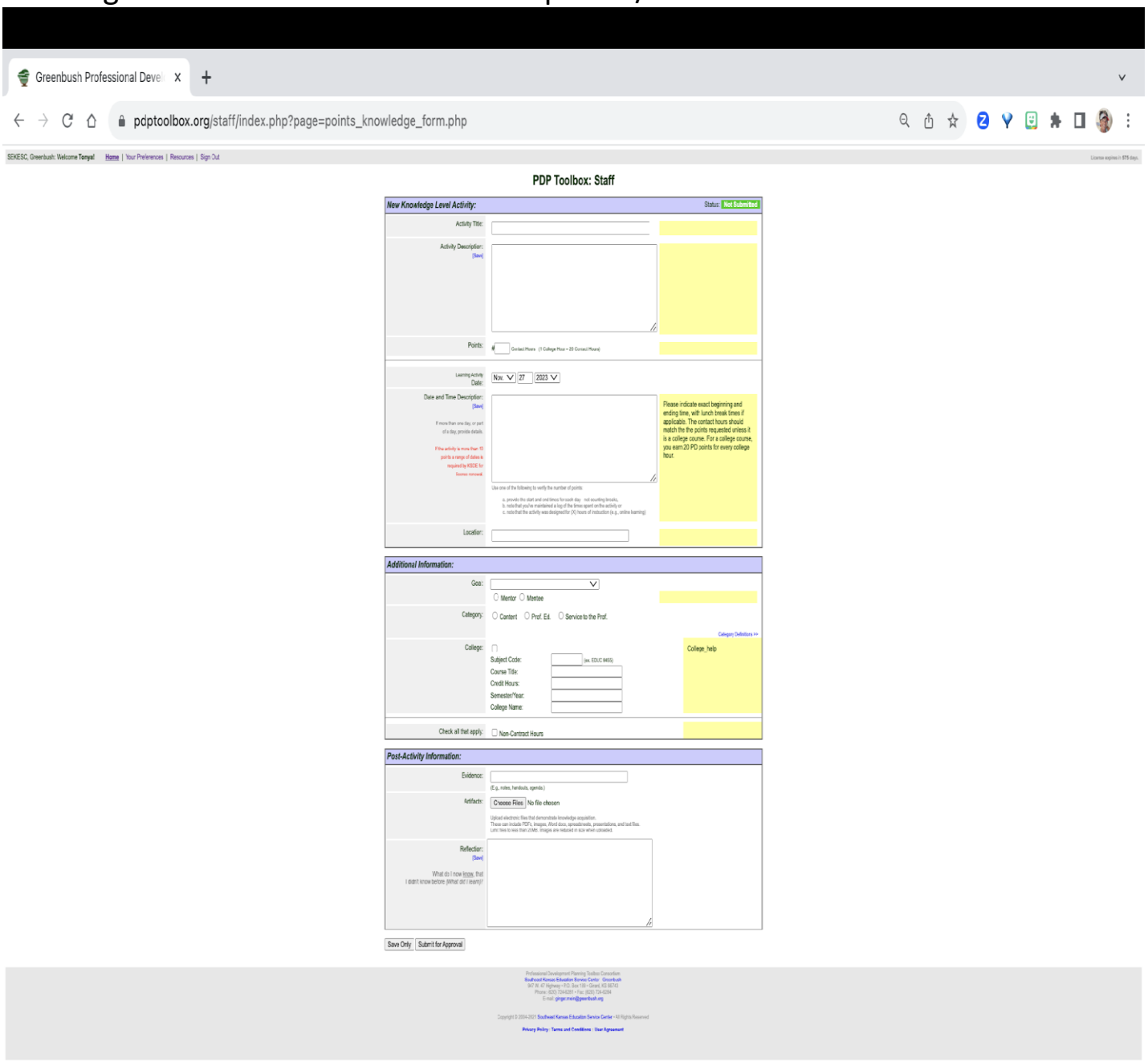


# Goals for Approval on the IPDP




[PDP Goal Setting (SMART Goals)]

## Entering Points for Professional Development/Inservice Points




Resources for the PDP Toolbox

[PDC/PDP Toolbox Resources]

[PDP Toolbox Resources for Teachers]

USD 609 Greenbush Education Service Center also provides 141 Districts in Kansas access to the PDP Toolbox Platform where the IDPD for each staff member is available and points updated. USD 609 Greenbush Education Service Center provides 141 Districts the availability to the following:
Training on the PDP Toolbox Platform (New Staff Members)
Training of the PDC
Changes/Updates to the Account

Tech Issues
All Districts follow KSDE Professional Development Guidelines and submit a 5 year Professional Development Plan with assistance from USD 609 Greenbush Education Service Center. Each district plan will be housed with USD 609 Greenbush Education Service Center's Director of PDP Toolbox, KSDE, and the individual District.

# Appendix C

## Needs Assessment

**Professional Development Needs Assessment Survey HERE / Force Copy HERE**

Annual Training Video
Annual Training Slide Deck
KSDE Annual PDC Required Training - Ed Kalas KSDE
PDC Member Annual Training Completion Form

## Professional Development Reflection Survey

Professional Development Reflection survey HERE/Force Copy and edit HERE

# Master Professional Development Plan




## Southwest Plains Regional Service Center USD 626

PDC 2.0 Consortium

Date Plan Approved by State Board of Education: TBD Date of Plan Expiration: 7/31/2030

# Participating Districts/Systems

By virtue of the inclusion of the name of the district/system below, each district/system confirms it will do the following:

- Use this Master Professional Development Plan to guide and conduct the business of its PDC;
- Cooperate in the process of reviewing and amending the Master Professional Development Plan;
- Create, locally-approve, follow, and update its own local PD plan based on this Master Plan;
- Submit its local PD Plan to Southwest Plains Regional Service Center USD 626 for initial review;
- Based on review by Southwest Plains Regional Service Center USD 626 and KSDE, make changes to its Local PD Plan to ensure compliance with Kansas statutes and regulations, and
- Give KSDE at least 3 months' notice that it wants to create its own District/System PD Plan by emailing professionallearning@ksde.gov.

| District # | District Name |
|---|---|
| D0102 | Cimarron-Ensign |
| D0105 | Rawlins County |
| D0200 | Greeley County Schools |
| D0208 | Trego County* |
| D0210 | Hugoton Public Schools |
| D0215 | Lakin |
| D0216 | Deerfield |
| D0217 | Rolla |
| D0218 | Elkhart |
| D0220 | Ashland |
| D0225 | Fowler* |
| D0226 | Meade* |
| D0227 | Hodgeman County Schools* |
| D0274 | Oakley |
| D0303 | Ness City |
| D0331 | Kingman - Norwich |
| D0335 | North Jackson |

| District # | District Name |
|---|---|
| D0355 | Ellinwood Public Schools |
| D0363 | Holcomb |
| D0371 | Montezuma |
| D0374 | Sublette |
| D0378 | Riley County |
| D0381 | Spearville |
| D0401 | Chase-Raymond |
| D0407 | Russell County |
| D0412 | Hoxie Community Schools |
| D0422 | Kiowa County |
| D0438 | Skyline Schools |
| D0452 | Stanton County |
| D0459 | Bucklin |
| D0467 | Leoti |
| D0476 | Copeland |
| D0477 | Ingalls |
| D0482 | Dighton |
| D0494 | Syracuse |
| D0495 | Ft Larned |
| D0507 | Satanta |
| D0602 | NKESC-Northwest KS Educational Serv Center |
| D0613 | Southwest KS Area Coop |
| D0626 | Southwest Plains Regional Svc Ctr |

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC |
|---|---|
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

USD 626 SWPRSC MISSION STATEMENT
SWPRSC partners with districts to impact growth in educators and students by providing quality professional learning and innovative solutions relevant to state and local initiatives.

USD 626 SWPRSC VISION STATEMENT
SWPRSC is dedicated to positively impacting student success outcomes.

USD 626 SWPRSC PHILOSOPY
The philosophy of the Southwest Plains Regional Service Center Professional Development Plan is to view professional development as a combination of education and personal experience which leads to professional growth of certified staff. The ultimate goal is better learning outcomes for students resulting from the continuous growth of certified personnel.

We believe that learning is a lifelong process, and that change is constant. Therefore, the goal of the Southwest Plains Regional Service Center Professional Development (PD) Plan is to facilitate the professional growth of certified staff members to help them meet individual and institutional needs. We believe that:

1. We should involve the potential participants in identifying these needs.

2. The PD Plan should identify, organize, and promote professional activities that are based on sound principles of staff development.

3. The staff development programs should be meaningful to the participants.

4. The building principals are key people in staff development and must be trained to take an active leadership role.

5. The Southwest Plains Regional Service Center PD Plan must respect the autonomy and preferences of the local districts in the SWPRSC PDC Consortium.

USD 626 SWPRSC PROFESSIONAL DEVELOPMENT PURPOSE
The PD Plan is designed to foster quality development through the following cooperative ventures:

- Interdistrict sharing of information on quality procedures and best practices for staff development.
- Interdistrict sharing of resources, both materials and human, for development.
- Interdistrict collaboration on in-service speakers and workshops for additional growth opportunities and cost-effective staff development.

## 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.

The Southwest Plains Regional Service Center Professional Development Consortium is a representative group of certified personnel that cooperates with the Local Professional Development Council in each participating district in matters concerning the planning, development, implementation and operation of the PD Education Plan.

District/System PDC members are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

Typically, the PDC Chair or his/her designee is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

## 1.3 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.

Each district/system 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.

Members of each Professional Development Council shall participate in the annual training provided by Southwest Regional Service Center in August. If any member is unable to attend the training given by SWPRSC, the chair of the PDC will be responsible for ensuring members receive the annual training. SWPRSC PDC committee members will facilitate the training.

SWPRSC will provide a certificate of completion to each member that attended the training. Members will give a copy of the certificate to the chair of the PDC to place in their file. If members aren't able to attend the training at SWRSC and the chair of the PDC provides the training, he/she will provide a district certificate of completion.

Each district/system will assign a position who is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The location of the documentation will be included in the local plan. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to its governing body, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

The Southwest Plains Regional Service Center PDC 2.0 service program will:

1. Act as liaisons to participating districts to strengthen in-service programs through sharing

ideas and communicating across districts.

2. Provide Local Professional Development Councils the regional five-year Inservice Education Plan and submit it to the State Board of Education.

3. Maintain the Southwest Plains Regional Service Center In-service Education Plan.

4. Facilitate the identification of the in-service needs of each district and translate the needs into goals and objectives for the Southwest Plains Regional Service Center in-service Education Plan.

5. Assist in designing and coordinating inter-district in-service activities for participating districts.

6. Coordinate in-service activities for professional staff with similar objectives on School Improvement Plans and the areas of KESA 2.0 accreditation.

7. Promote outcomes-based staff development.

8. Implement the In-service Education Plan according to the Kansas State Board of Education guidelines.

# Section Two

## The District/System Professional Development Plan

### KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

### KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.




## 2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. If districts /systems have additional information to add to each section, they will do that in their district/system plan.

Although not using the KESA 2.0 Kansas School Improvement Model itself, Southwest Plains Regional Service Center will guide its districts in its use as the main process for determining action for professional development concentrating on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

## 2.1 Assessment and prioritization of school improvement needs

## Fundamentals

*(The foundation for school improvement in Kansas Schools)*

**Structured Literacy**

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

**Standards Alignment**

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

**Balanced Assessment**

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

**Quality Instruction**

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

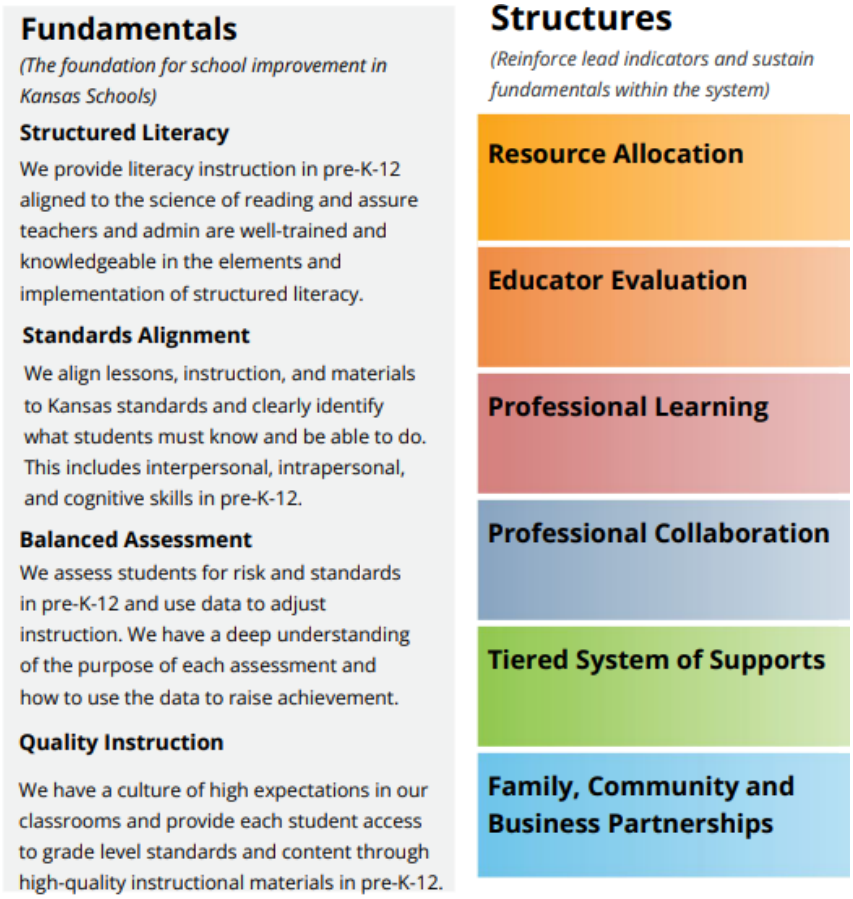
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

## 2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.




A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

## 2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

| Structures<br>*(Reinforce lead indicators and sustain fundamentals within the system)* | Lead Indicators<br>*(Actions that support implementation of the Fundamentals)* |
|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. |

## 2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

| Structures<br>*(Reinforce lead indicators and sustain fundamentals within the system)* | Lead Indicators<br>*(Actions that support implementation of the Fundamentals)* | Measures of Progress<br>*(How we know the action is being implemented effectively)* |
|---|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. | • Measure<br>• 6 Month Target<br>• 1 Year Target |

## 2.5 Reporting results of evaluation of in-service needs

Stakeholder engagement may not be broad in any district/system, but it is vital. However, this section is optional for districts/systems that reports back to the stakeholders that have helped support them in the development of this plan.

Stakeholder reporting can help: Source of list

- Build trust with stakeholders and gain their support
- Increase accountability and transparency
- Improve relationships with stakeholders
- Increase legitimacy and perception as a leader
- Engage internal stakeholder audiences (including employees)
- Support ongoing dialogue with stakeholders (including knowledge transfer)
- Motivate stakeholders to engage further

If districts /systems do not use this option, they should add “N/A” to the end of the title and leave the section blank.

# 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. If districts /systems have additional information to add to each section, they will do that in their local plan.




Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

**3.1 Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

**3.2 Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

**3.3 Determine individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

### 3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

### 3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

### 3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

### 3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

# Section Four

## Awarding Professional Development Points for Re-licensure

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## 4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff. If districts /systems have additional information to add to each section, they will do that in their local plan.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other

contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

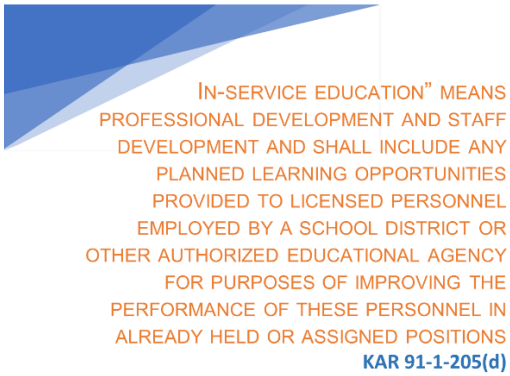
The PDC awards points as a council. No individual member may approve points.

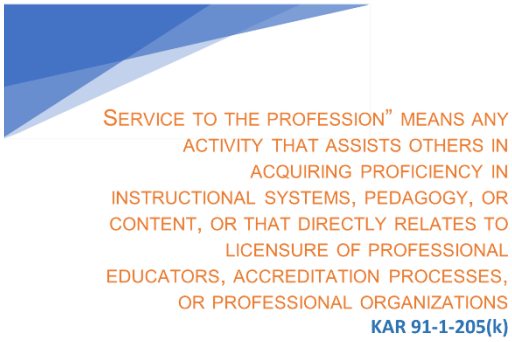
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

---

## 4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points

earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge** What do you know now that you did not know before? | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of service to the profession |
| **Application** What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

## Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

### Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

---

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

### Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

### Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

## 4.4 Indicators for the Three Levels

### Level I Knowledge Indicators:
### *What do you know now that you did not know before?*

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

### Level II Application Indicators:
### *What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

## Level III Impact Indicators:
## *How has student performance improved? What has positively changed about the program?*

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

### USING THE PDC 2.0 SYSTEM FOR TRACKING PD POINTS

Districts in the SWPRSC PDC Consortium use the PDC 2.0 cloud-based software system. See appendix for screenshots of PDC 2.0 (https://www.swprsc.org/page/pdc)

Benefits of using PDC 2.0 include:

- Paperless system
- Email alerts to PDC chair when points request is made
- District wide load of goals
- Mass points (activity load) entry for district wide professional development/in-service
- Easy process to request points
- Password protected with lost password feature
- Easy registration and setup
- Semi-annual On-site consultant visit
- Anytime virtual support

PROCESS

- All certified staff will create their own accounts in the software by using the Sign-Up link and district code.
- Staff will enter their identifying information, license information and create username and password.
- Staff will be trained to use the system to enter their points, upload documentation and submit their IDPs by the PDC Chair/committee.

- PDC 2.0 account administrators will use the program to approve points (based on committee decisions) and to do activity loads for site-wide professional development.

## 4.5 Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Neither KSDE nor Southwest Plains Regional Service Center gets involved with districts/system employment or other local matters.

If there is a separate policy and procedures guide or process for local matters, districts /systems can add that in their district/system plan, either in this section or as an appendix. Otherwise, leaving this section empty is permissible.

## 4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. **Do I have to have professional development points to renew my five-year professional license?**

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**

- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

**2. How old can professional development points be? What about credit hours?**

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

**3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
**Regulation 91-1-205(b)(3)(F)**

**4. If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

**5. What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

**6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

**7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

**8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

**9. Can points be earned for attending a coaching clinic or course?**

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

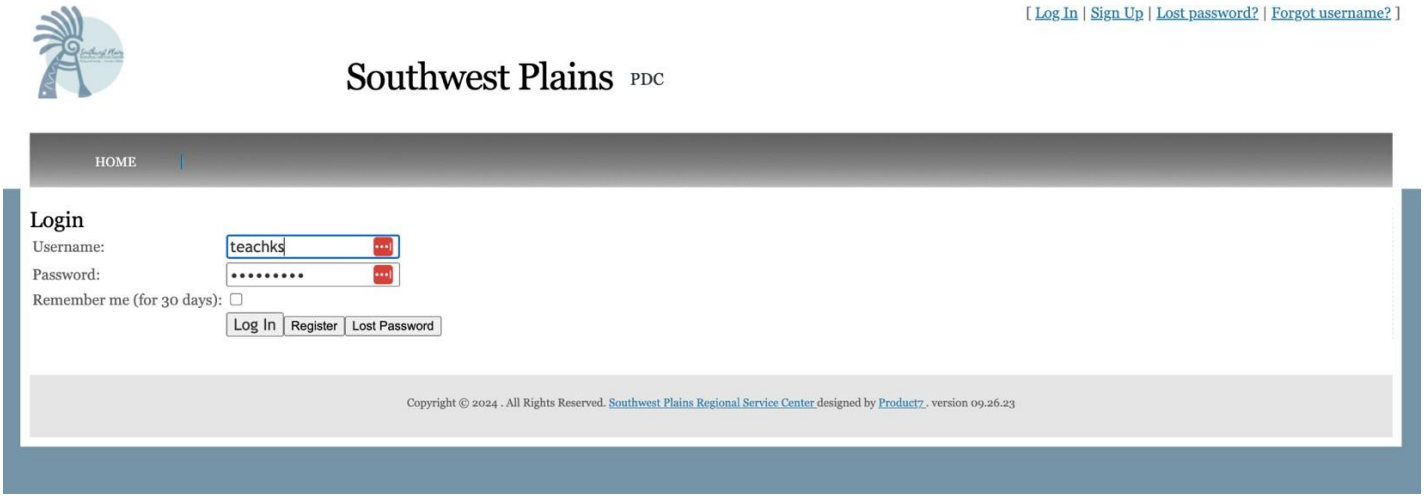
# Appendix (Appendices)

## Appendix A – PDC 2.0 Screenshots

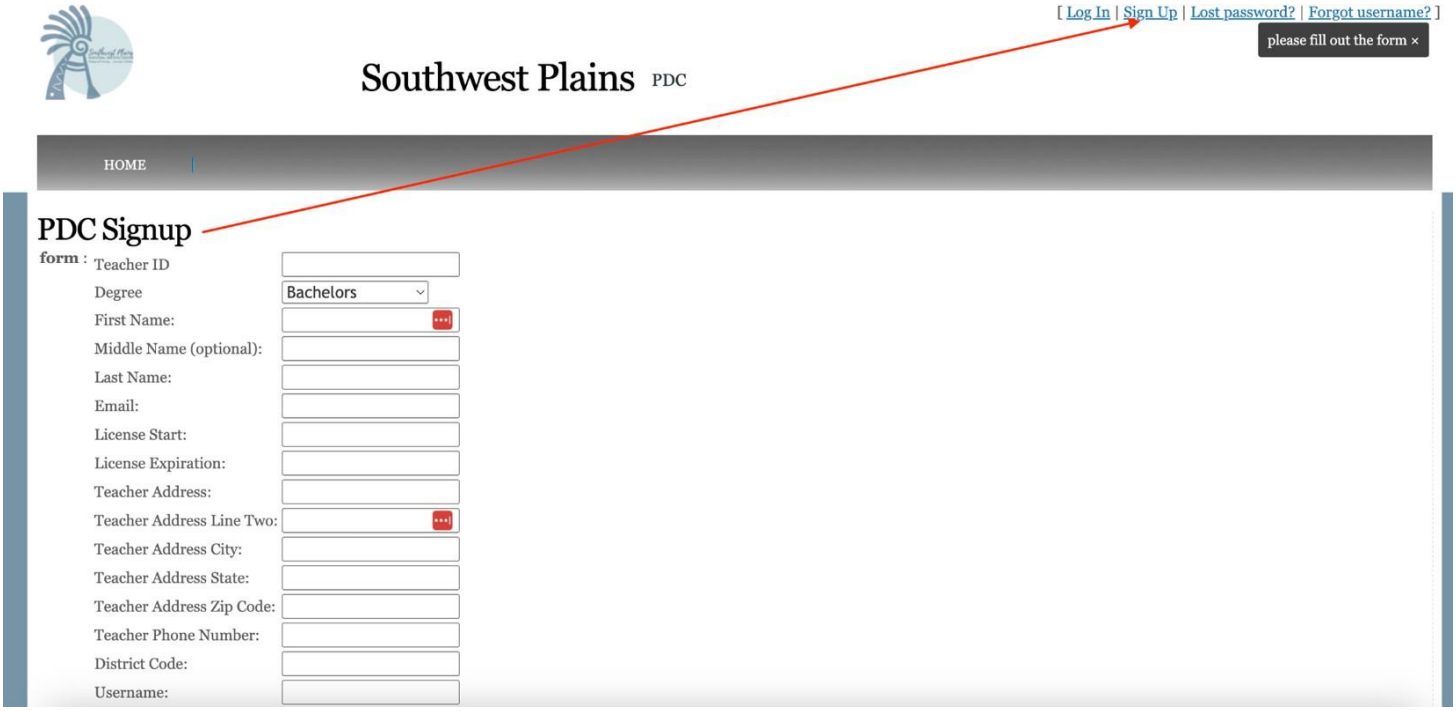
Home Screen PDC 2.0



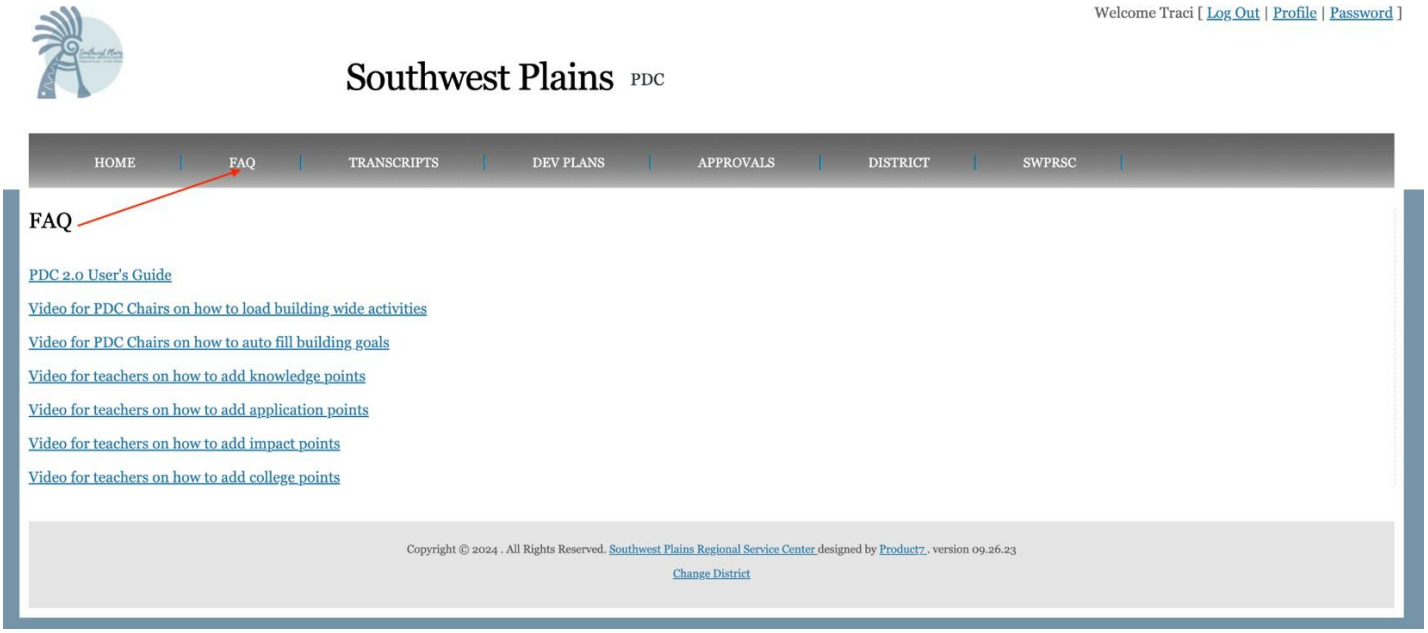

Log In Screen PDC 2.0



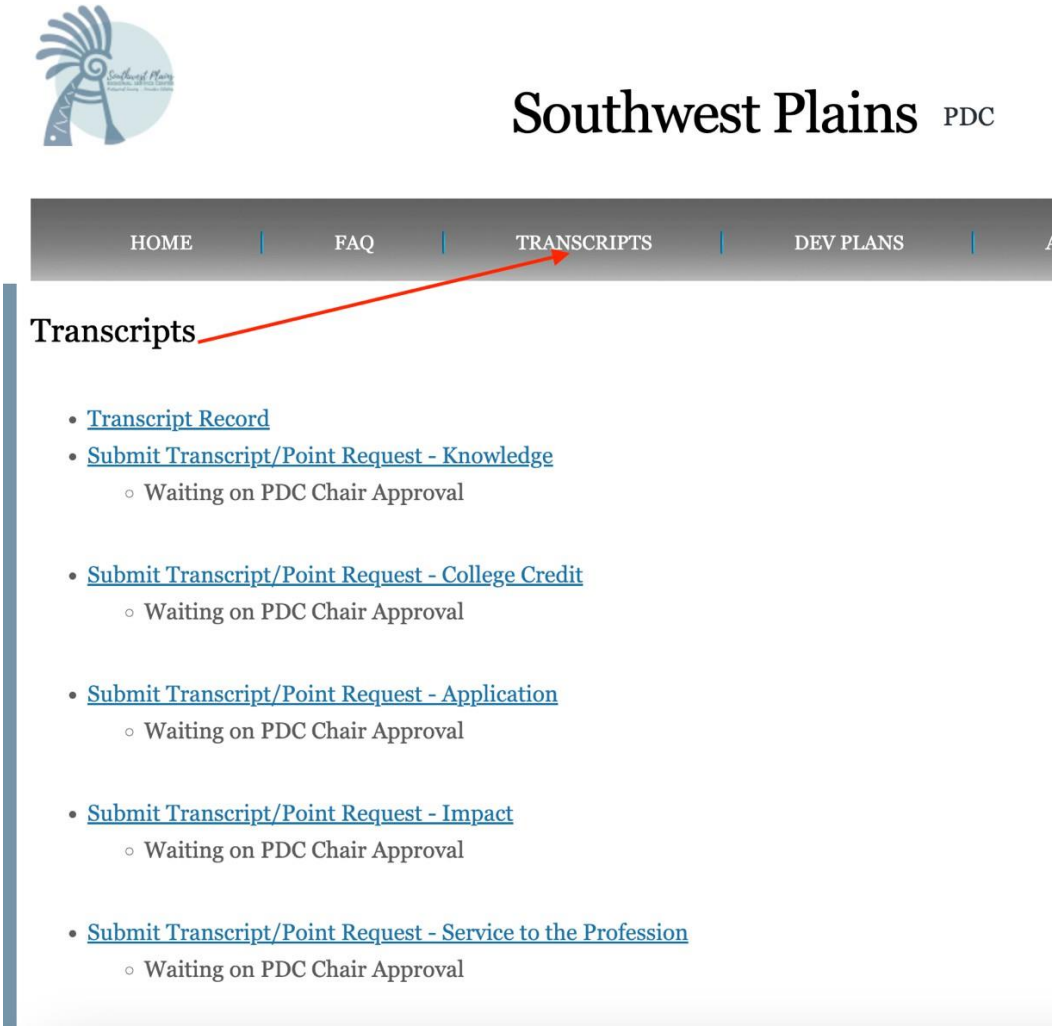
First Time Registration PDC 2.0



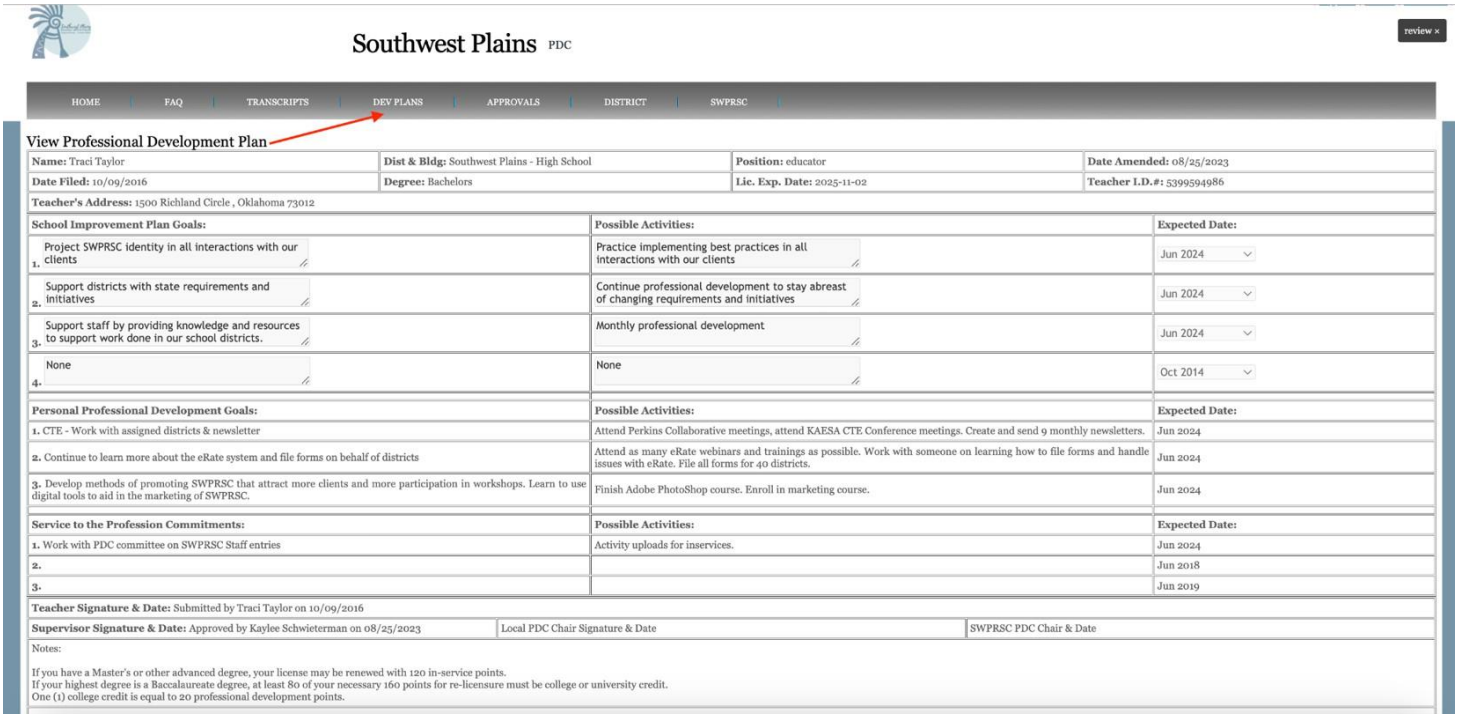

FAQs Page PDC 2.0



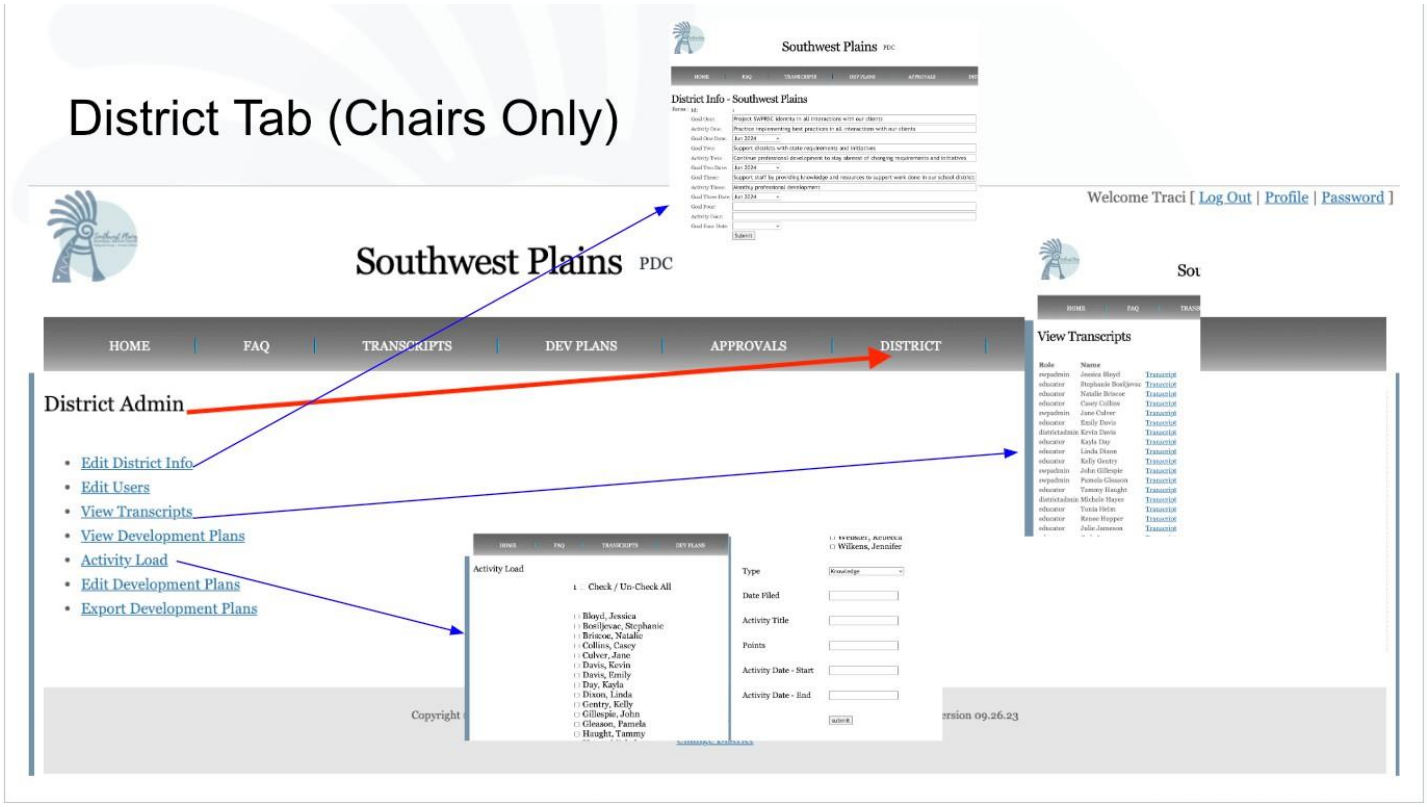
Transcripts PDC 2.0

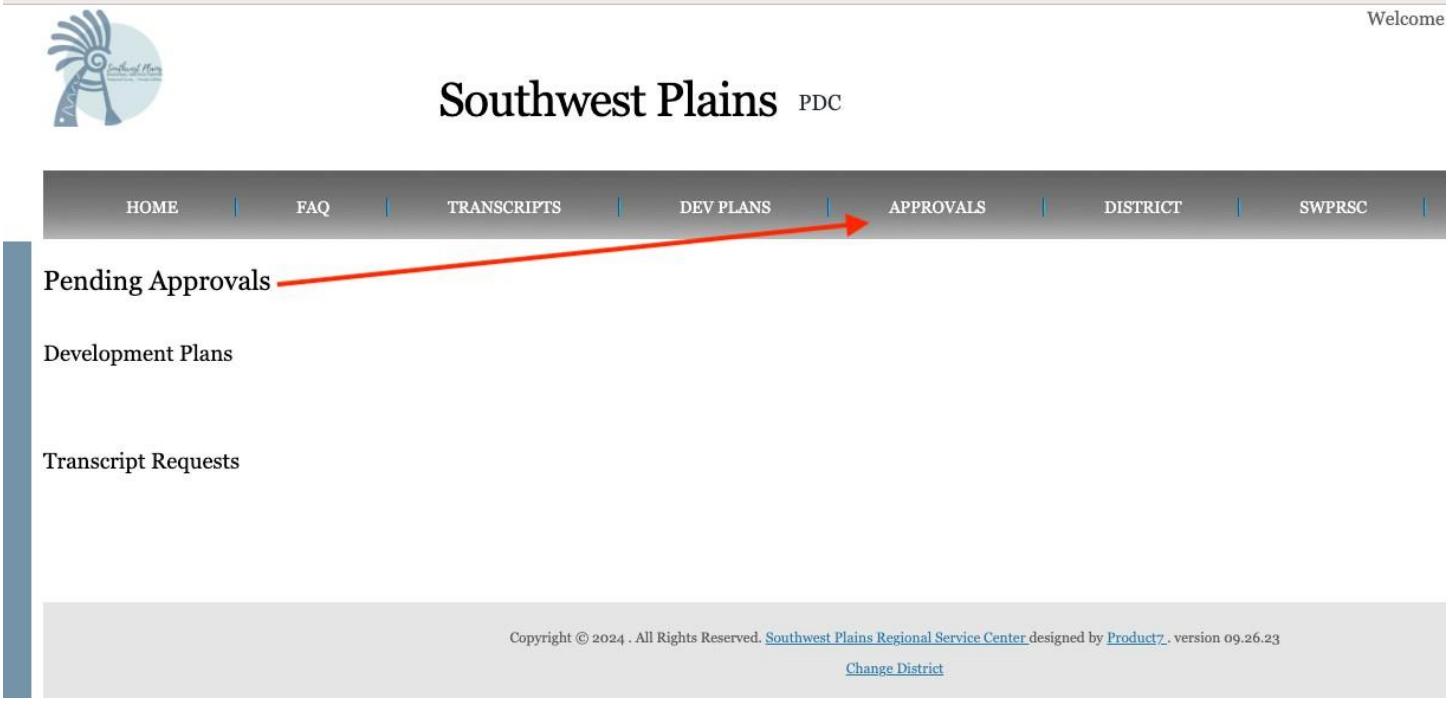


Individual Development Plan Page 2.0




District Tab (Chairs Only) PDC 2.0




Welcome
Southwest Plains PDC
HOME
FAQ
TRANSCRIPTS
DEV PLANS
APPROVALS
DISTRICT
SWPRSC
Pending Approvals
Development Plans
Transcript Requests
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Change District

# Master Professional Development Plan




# SMOKY HILL ESC
# Master Professional Development Plan
# 8/1/25-7/31/30

Smoky Hill ESC
Interlocal #629

Date Plan Approved by State Board of Education:
Date of Plan Expiration: 7/31/30

# Participating Districts/Systems

By virtue of the inclusion of the name of the district/system below, each district/system confirms it will do the following:

- Use this Master Professional Development Plan to guide and conduct the business of its PDC;
- Cooperate in the process of reviewing and amending the Master Professional Development Plan;
- Create, locally approve, follow, and update its own local PD plan based on this Master Plan;
- Submit its local PD Plan to Smoky Hill Education Service Center Interlocal 629 for initial review;
- Based on review by Smoky Hill Education Service Center Interlocal 629 and KSDE, make changes to its Local PD Plan to ensure compliance with Kansas statutes and regulations, and
- Give KSDE at least 3 months' notice that it wants to create its own District/System PD Plan by emailing professionallearning@ksde.gov.

| District # | District Name |
|---|---|
| D0212 | Northern Valley |
| D0239 | North Ottawa County |
| D0240 | Twin Valley |
| D0299 | Sylvan-Lucas Unified Schools |
| D0325 | Phillipsburg |
| D0326 | Logan |
| D0334 | Southern Cloud |
| D0392 | Osborne County |
| D0399 | Paradise |
| D0426 | Pike Valley |
| D0473 | Chapman |
| D0496 | Pawnee Heights |
| D0502 | Lewis |
| D0629 | Smoky Hill Education Service Center |
| S0510 | Lawrence Gardner High Juvenile Correction Facility |
| | |

# 5-year Professional Development Plan Approval

The Smoky Hill Education Service Center (SMESC) Professional Development Council approved the following plan, at its meeting held on July 30, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lydia Leal-Short
Signature

8/18/2025
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC |
|---|---|
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

Smoky Hill ESC (SHESC) Interlocal 629 has a long history of commitment to professional development in service to educators and students. The Consortium of Districts participating in SHESC's plan is committed to professional development and focused on increasing educator effectiveness and student results. The overall vision of SHESC's plan is to:

- Ensure that teaching and learning lead to success for all students.
- Leverage a balanced assessment system to determine the impact of professional learning on student results.
- Engage educators in professional learning that supports them in developing essential expertise through applying evidence-based practices and aligning their learning with quality curriculum, instruction, and assessment.

The Professional Development Council (PDC) administers the District Professional Development Plan and is responsible for creating and implementing the plan. The PDC also develops and manages the policies and procedures that impact individual, building, and district-level professional and staff development.

At the Service Center and the District level (participating districts), the group is represented by certified teachers and leadership. Members are either selected (through nominations and voting) or volunteer to serve on the PDC and represent their group. PDCs strive for equal representation of certified teachers and leadership on the PDC. Still, leadership representation is not greater than that of certified teachers (the number of certified teachers can exceed that of leadership). Due to the variation in the sizes of districts participating in SHESC's plan membership, the PDC membership ranges from 3 to 12 members, with each building in each participating district having at least two representatives (one certified teacher and one leadership member).

SHESC and PDC Consortium Member Districts follow a PDC Plan that may be approved by the local school Board of Education and are charged with managing the policies and procedures in the PDC plan, both current and future. They also follow the criteria established by KSDE for the PDCE. These criteria follow:

- Establishment of a professional development council;
- An assessment of staff development needs;
- Identification of goals and objectives;
- Evaluative criteria; and
- Procedures for awarding professional development points.

Members of the PDC participate in annual training related to their roles and responsibilities and how to improve professional development regulations (K.A.R. 91-1-205 through 91-1-206 and 91-215 through 91-1-219.

## 1.2 Membership

**KAR 91-1-217. In-service education professional development council.**

a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The PDC that governs the SHESC Plan comprises the PDC chairs participating in the PDC consortium. This group meets at least four times annually to review the consortium plan (and to make revisions as needed) and for annual training. At the beginning of each school year, this meeting often prepares PDC consortium members to provide annual training for their local PDC and all staff as needed each year as part of the beginning-of-the-year professional development in the district. This group often discusses adherence to policies and procedures set forth by KSDE.

The District PDC for each district participating in the SHESC plan has a minimum of 1 certified teacher from each building and one building/district leader* selected through a nomination process or as a volunteer to represent their respective groups. Each building in a district has a representation on the PDC; some small districts in the consortium share physical space for the elementary and secondary school with a small staff and act as one building. The minimum membership that includes appropriate representation by certified staff and leadership. Minimums are presented due to variations in year-to-year make-up, due to electing or having volunteers on the council. Most participating districts have more than the minimum.

Superintendents can serve on the PDC if the local leadership group/s selects them. As per state regulations, staff cannot be assigned to serve on the PDC.

Each year, either in the spring or fall (depending on the district), PDC selection is done through representative groups (certified teachers and leaders) putting forth nominations or volunteers willing to serve on the PDC. Then they are selected by various methods (ballot, hand voting, or agreement (in the case of no slate of candidates and a willing volunteer). Districts in the consortium often have terms of three years, and membership changes on a rotating basis.

Districts in the consortium typically use a 3-1 ratio for a certified teacher member/leadership member. Again, due to the small size of many of the districts participating in the consortium, *leaders often support more than one building, so it is common for there to be more teachers than leaders on the PDC.

As mentioned earlier, each district selects PDC members in the spring or at the start of the school year. Often, this coincides with contracts being done in the districts, especially if PDC members receive a stipend for their work. Each PDC keeps on file an annual membership list that notes representation – this is included in the PDC minutes, along with the process each year for selecting membership. Minutes are either on file in paper or electronically maintained by the district. Below is a sample ballot;

most districts use either a paper ballot or Google Forms to collect selection responses from staff that are returned to the PDC chair.

District/System PDC members 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 as licensed leaders, with at least two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations, invalid.

Typically, the PDC Chair or their designee is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire, or otherwise leave the PDC, they should notify the PDC Chair before the next PDC meeting. Vacancies on the PDC will be filled using the process below.

## 1.3 Responsibilities

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

ROLES AND RESPONSIBILITIES: The Smoky Hill ESC PDC Consortium uses a hierarchical approach in that a Consortium PDC comprises all participating districts. At this level, Smoky Hill supports each district with understanding regulations, annual training, and all other issues related to the consortium and local policies and procedures. Each district has at least a District PDC of representatives (certified and leadership staff) from each building. Smoky Hill ESC develops and maintains the five-year plan for the consortium and provides annual training. When a five-year plan expires, Smoky Hill takes the old plan and incorporates any changes being made by KSDE at that time. At PDC Consortium meetings, input related to the revised five-year plan is sought, and changes are made based on consortium members' input. Once KSDE approves the consortium's five-year plan, Smoky Hill collects a copy of the district's (operational) procedures from each participating district and keeps them on file. If changes are made to these, then districts submit a revised copy. The district (operational) procedures follow state regulations and the approved consortium five-year plan – the main variations in plans include timelines, movement on the salary schedule, or points used to move on the salary schedule, and forms unique to each district.

Smoky Hill ESC maintains a Consortium PDC comprised of all PDC consortium Districts. Typically, the District PDC chair and at least one other member of the PDC are encouraged to participate in annual Consortium PDC meetings. These meetings are led by the PDC chair at Smoky Hill or one of the other PDC members representing Smoky Hill. There are usually three to four meetings a year. At least one meeting annually focuses on the required annual training for PDCs/all staff, and Smoky Hill supports the PDC chairs of each participating district in conducting these trainings in their districts. Below is a sample of each year's SHESC PDC meeting agenda (they can vary if changes are made at KSDE, then these changes are also included in the agenda):

Agenda:

- Welcome and Introductions (Identification of new District PDC chairs)
- Updates from KSDE – PDC Checklist, Process for Plan review
- PDC roles and responsibilities
- Questions related to PDC operations
- Questions related to Policy and Procedure
- Questions related to Awarding of Points and Licensure
- Planning for Annual Training (considerations for returning and new staff)
    - PDC process and timelines
    - Individual plan
    - Awarding of points
    - Other
- Sharing
- Future concerns?

In Districts, the District PDCs are responsible for conducting Annual training with all staff (Regulations and process/timeline for awarding points), including returning and new staff members. In some districts, this is done with all staff during professional development time; in others, it is done at the building level by building representatives who serve on the District PDC.

## 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.

District/System PDC 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, including in-person, online, video, etc., and might be done in-house or with another partner/s, such as an educational service center.

Smoky Hill ESC provides Annual Training to PDC members of the consortium districts. At a minimum, at least one person from each district PDC must attend (typically the chair). We encourage at least two or even the whole district PDC to attend. If the entire PDC does not attend these trainings, then the representative is charged with providing the training information to the rest of the PDC. Some districts also supplement this with the recorded information available at KSDE. As part of the Annual Training, Smoky Hill goes over the roles and responsibilities of council members and any other pertinent information that needs to be addressed with the district PDCs and/or all staff. Typically, updates that may have come from KSDE. Districts share at these trainings how they will approach this training back in their districts, and Smoky Hill ESC supports this work as requested by each consortium member. For most districts, this happens at the beginning or the end of each school year, depending on when the district forms its PDC membership each year. Smoky Hill ESC provides this training several times yearly to accommodate this need. It maintains a list of districts participating, agendas, and materials for training. This is typically kept in Microsoft Word files kept in yearly folders. KSDE has requested a list of those who participated in this training in the past.

The PDC chair or representative for participating consortium districts is responsible for ensuring that this training is done in their district, and documentation of this should be maintained in their PDC minutes in whatever paper/electronic form is being used by the district and kept at the district level.

**Sample Agenda for Yearly Staff Training**

- Welcome and Introductions of the PDC Members
- Distribution either in paper or electronic form of the Staff IPDP Procedures and Forms, and an overview
    - Timeline for IPDP approval and PDC meetings (awarding of points)
    - Knowledge, Application, and Impact (include requirements for each)
    - Requirements based on licensure (Bachelor's vs Advanced Degree)
    - College Credit (requirements and prior approval)
- Review of the Process and forms for developing the IPDP with the supervisor and the approval process
- Review of the Process for completing forms for documentation of points requested for PDC approval
    - Forms
    - Logistics – how submitted, approval process, timelines
    - Licensure and transcripts
- Training on using the forms, if paper or if an electronic system (shared forms drives, Google, Frontline, PD Toolbox, etc.) is being used, training in how to use the system
- Questions

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to its participating districts, the Consortium PDC members maintain operational procedures for smoothly and efficiently running its activities.

OPERATIONAL PROCEDURES: Smoky Hill ESC, each year, shares the specific teacher-friendly version of the organizational plan and forms (see plan in the appendix) that we use with our staff each year in August; that is based on the operational procedures and the consortium's approved five-year plan. We also discuss the differences in each local plan that are allowable under our approved five-year plan. Examples include meeting dates for the PDC, the timeline, and the logistics of completing individual plans in each district. Smoky Hill ESC uses a timeline from July to August – each year, individual plans are made for all staff in August. Summer points are awarded as per this timeline. In some districts that allow PD points for movement on the salary schedule, this timeline may vary to accommodate when districts award contracts. Some districts also use Frontline, PD Toolbox, etc., to maintain their forms and plans. Others use Google or Excel forms and spreadsheets to manage the paperwork. This is often a topic of discussion at our annual meetings as districts continue to look for better ways to manage the process. The consortium does not dictate a particular medium for this process. Still, districts in each of their organizational plans spell this out clearly, and this is part of what they go over with staff at annual meetings.

The SHESC board approved a five-year consortium plan at a board meeting, and participating districts are encouraged to share this plan with their local board and to have their organization plans shared with their local boards of education.

Participating districts maintain their operational procedures in documents kept at the local level that, upon the approval of the five-year consortium plan, are kept on file as well with Smoky Hill ESC.

# Section Two

## The District/System Professional Development Plan

### KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

### KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.




## 2.0 Introduction

The school improvement plan(s) will provide information about student performance gaps and desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process used to decide on that area. If districts /systems have additional information to add to each section, they will do that in their district/system plan.

Although not all participating districts/systems may be using the KESA 2.0 Kansas School Improvement Model itself, Smoky Hills Education Service Center will guide its districts in its use as the primary process for determining action for professional development, concentrating on:

KESA 2.0 Kansas School Improvement Model is the primary process for determining action for professional development, and should concentrate on:

- Determining if each district student is receiving instruction to meet academic standards,
- Assessing how instruction aligns with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- Describing what is not being done and who the students or student groups need particular attention.
- Determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The action plan review

process intends to better equip systems to report on the plan's implementation by developing plans agreed upon by KSDE and systems that are clear, aligned to the School Improvement Model, and data-informed.

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

The PDC Chair or their designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

## 2.1 Assessment and prioritization of school improvement needs

**Fundamentals**

*(The foundation for school improvement in Kansas Schools)*

**Structured Literacy**

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

**Standards Alignment**

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

**Balanced Assessment**

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

**Quality Instruction**

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high-quality instructional material, and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to concentrate on the goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas's rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals ensure school systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade-level content and standards.

Each year, the KESA School Improvement Day will focus on prioritizing needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

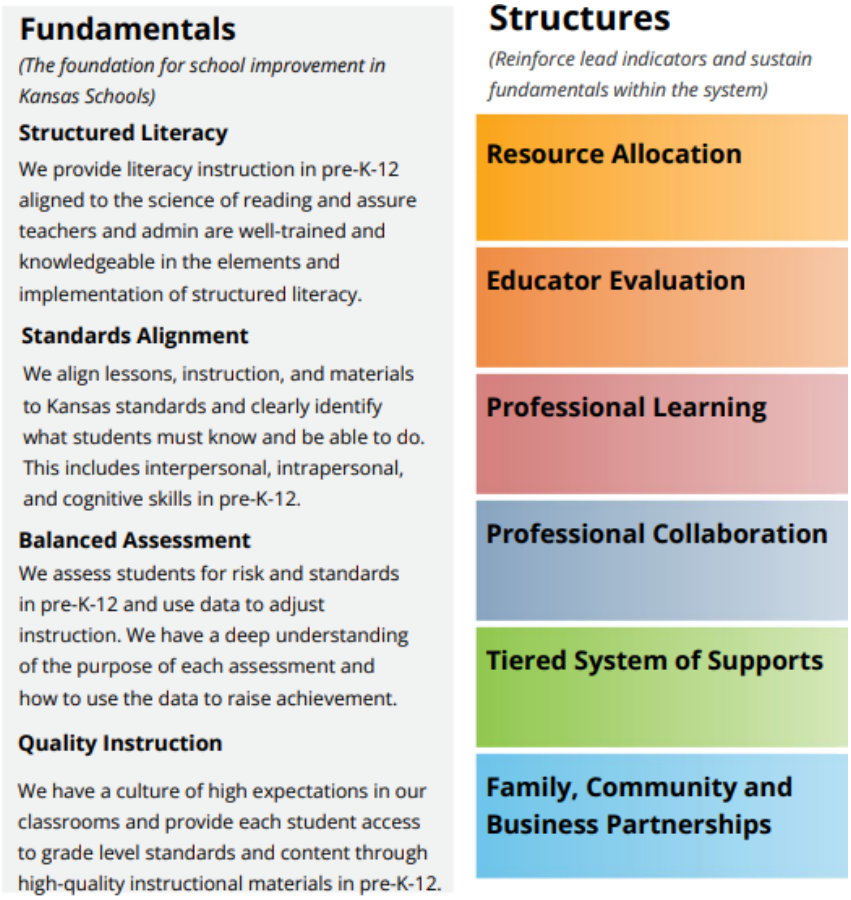
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- Review KESA Student Outcome Data,
- Discuss Guided Reflective Questions to identify needs,
- Reach consensus on the current state of each of the six structures,
- Develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- Walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

## 2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.




A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives focus on helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should plan its criteria to decide if the goals and objectives are met.

Goals should also focus on teachers' knowledge and skills related to specific curriculum areas, including state curriculum standards or school improvement goals. They should align with student performance goals at the school, district (or educational agency), and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT will collaborate with Building Leadership Teams (BLT), staff, the local school board, and site councils, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize, and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

## 2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high-leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOPs for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User-defined MOP

Not every Foundation-Structure-Lead Indicator-Measure of Progress combination will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

| Structures<br>*(Reinforce lead indicators and sustain fundamentals within the system)* | Lead Indicators<br>*(Actions that support implementation of the Fundamentals)* |
|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. |

## 2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. Evaluating the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

| Structures<br>*(Reinforce lead indicators and sustain fundamentals within the system)* | Lead Indicators<br>*(Actions that support implementation of the Fundamentals)* | Measures of Progress<br>*(How we know the action is being implemented effectively)* |
|---|---|---|
| **Resource Allocation** | Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Educator Evaluation** | Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Learning** | District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Professional Collaboration** | Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Tiered System of Supports** | Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs. | • Measure<br>• 6 Month Target<br>• 1 Year Target |
| **Family, Community and Business Partnerships** | Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators. | • Measure<br>• 6 Month Target<br>• 1 Year Target |

## 2.5 Reporting results of evaluation of in-service needs

Stakeholder engagement may not be broad in any district/system, but it is vital. However, this section is optional for districts/systems reporting back to the stakeholders who have helped them develop this plan.

Stakeholder reporting can help: Source of list

- Build trust with stakeholders and gain their support
- Increase accountability and transparency
- Improve relationships with stakeholders
- Increase legitimacy and perception as a leader
- Engage internal stakeholder audiences (including employees)
- Support ongoing dialogue with stakeholders (including knowledge transfer)
- Motivate stakeholders to engage further

If districts /systems do not use this option, they should add “N/A” to the end of the title and leave the section blank.

# 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, nothing impacts an educator more than their Individual Professional Development Plan (IPDP).

The final approval for IPDPs is with the PDC unless licensed staff appeals to the Licensing Review Board. Once the staff signs it, no one should impede the IDPD from getting to the PDC for an approval decision. If districts /systems have additional information to add to each section, they will do that in their local plan.




Developing an individual professional development plan requires the same basic steps as the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

**3.1 Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and their supervisor, if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, it 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. Identify personal professional development needs, including acquiring points for licensure renewal. Consider your content standards, necessary pedagogy skills, and building and district improvement plans to determine the needed areas.

**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 provide the skills and knowledge necessary to meet your 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, including action research, case studies, and reflective logs or journals, may be done independently. 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 include indicators for the three levels (Knowledge, Application, Impact). Indicators determine if the planned professional development has led to the desired results. Progress toward indicators should occur regularly throughout each school year and 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 identifying 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 previously identified but that are not showing improvement.

# Section Four

## Awarding Professional Development Points for Re-licensure

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## 4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff. If districts /systems have additional information to add to each section, they will do that in their local plan.

One PD point is earned for every one clock-hour of in-service activity, and there are *no limits* on the number of points earned for licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number

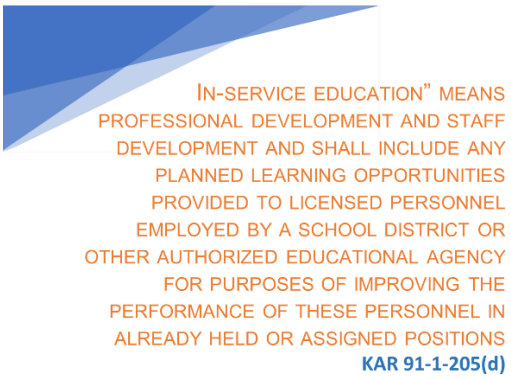
of PD points earned for licensure renewal, contrary to regulation, invalid.

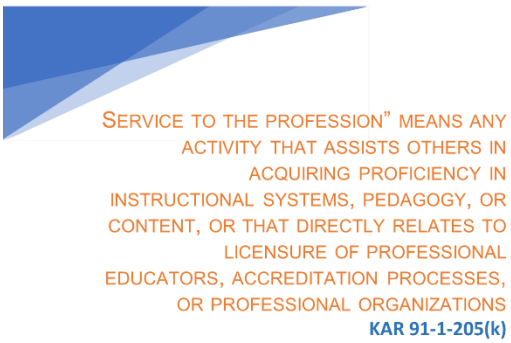
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed) can help PDCs decide on the type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. Based on the license type, this will distinguish the teacher/specialist and the leader. These trainings provide knowledge to service the profession from content or professional education knowledge that can be used for application and/or impact.

## 4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession," the PDC will not consider it for points.




## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit before 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 a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of these three areas:

- Content Endorsement Standards
- Professional Education Standards
- 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 an evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

## Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points earned for licensure renewal. The three levels are described below:

### Level I – Knowledge

Points are awarded at one PD point per clock-hour of in-service education or service to the profession, and acceptable verification is given to and accepted by the PDC.

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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 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.

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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 to gain professional development points for licensure.

### Level II – Application

Points are awarded based on the demonstrated application of the information gained at the knowledge level, for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for the application, including, but not limited to, the length of time the application will take.

### Level III – Impact

Points are awarded based on the demonstrated impact of the knowledge and skills acquired, for which 3 X's is the original knowledge level points. The PDC will determine the requirements for impact, including, but not limited to, how the application results 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 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 explaining the time spent.

### Level II Application Indicators:
### *What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation, such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post-samples of students' work.

Examination of participants' journals, portfolios, or other artifacts.

## Level III Impact Indicators:
*How has student performance improved? What has positively changed about the program?*

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

# 4.5 Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Neither KSDE nor Smoky Hill Education Service Center gets involved with district/system employment or other local matters.

If there is a separate policy and procedures guide or process for local matters, districts /systems can add that in their district/system plan, either in this section or as an appendix. Otherwise, leaving this section empty is permissible.

## 4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. **Do I have to have professional development points to renew my five-year professional license?**

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field, 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 their professional license, does s/he have to continue to meet the same professional development requirements for renewal?**

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
**Regulation 91-1-205(b)(3)(F)**

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the West Coast and the Pacific Northwest, operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the 4-semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy,' and part of the reason is that they are not awarding full semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level at which 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 unacceptable, 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 that 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 the motivation of children or developing leadership skills would be appropriate. PDCs 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.

## FAQ's Regarding Awarding Professional Development Points for Re-licensure

1. **How many points are needed for license renewal?**

   It depends! If you have a Professional Teaching license and hold a bachelor's degree, you must submit via your PDC transcript 160 professional development points. Of which half (80 points – 20 points is equivalent to one hour of college credit) must be awarded by completing appropriate college or university credit (taking this usually must be approved by your supervisor and the PDC before awarding credit. If you hold an advanced degree, you must submit 120 professional development points. These can include points derived from college credit (and approved as specified earlier by your supervisor and PDC), but you are not required to have an advanced degree to earn college credit. Individuals can apply semester credit hours directly to Licensure for renewal without being awarded professional development points ONLY if the credit earned is part of an approved teacher preparation program for an endorsed area, school specialist, or leadership license. Professional development points must be earned in at least one of the following three areas: content endorsement standards, professional education standards, or service to the profession.

2. **How are points awarded for knowledge?**

   One point is awarded for each hour of seat time.

3. **How are points awarded for the application?**

   Application points are connected to knowledge points, in that in conjunction with your supervisor, you discuss plans for applying what you have learned through acquiring knowledge points, gain prior approval, and then, once completed, submit to the PDC the agreed-upon evidence for approval by the PDC and awarding of points. Points are awarded by doubling the knowledge points previously earned and approved.

4. **How are points awarded for impact?**

   Impact points are connected to knowledge points, in that, in conjunction with your supervisor you discuss plans showing classroom impact based on what you have learned through acquiring knowledge points and gain prior approval and then once completed submit to the PDC the agreed upon evidence (data and/or artifacts) for approval by the PDC and awarding of points. Points are awarded by tripling the knowledge points previously earned and approved.

5. **How old can professional development points be? What about credit hours?**

   Points must be earned and awarded during the term of the license that is being renewed. If knowledge points were earned in a previous licensure period, then the application or impact points must have been earned during the licensure period being renewed.

6. **How do requirements change for retired educators who want to maintain a license?**

   If an educator is taking part in an education retirement system in any state, they can renew by completing half of the professional development points specified in the regulations.

7. **What does an educator need to do to renew a five-year substitute license?**

   The educator must renew the license with at least 50 professional development points.

8. **What has to be reported on an official professional development transcript?**

   The professional development transcript must include the following:
   - Listing of all activities for which professional development points were awarded
   - Date and number of points awarded for each activity
   - College credit hours and points should be noted, along with the university awarding the credit
   - Designation also needs to be as to whether or not the points were awarded for service to the profession, content, and professional education.

9. **Do official transcripts from colleges or universities need to be included on the professional development transcript?**

   Yes, the professional development council will be awarding points for courses and then recording them on the professional development transcript. KSDE will check that the institution is appropriately accredited and that the credit is semester credit hours.

**10. Does the official professional development transcript have to indicate if points awarded were at the knowledge, application, or impact level?**

Yes, the PDC council will need to determine the level when they award the points.

**11. What guidelines should a PDC use to determine whether college credit is appropriate for renewal of a license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). 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 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 foreign language. College credit should be approved by the supervisor prior to taking the course.

**12. Can points be earned for attending a coaching clinic or course?**

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 KSDE does 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 that 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 the motivation of children or developing leadership skills would be appropriate. PDCs should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16-hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

**Kansas Professional Development Regulations**

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

**Kansas Professional Development Statutes**

72-2544 to 2553 Professional Development Statutes

**Professional Development Points**

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

# GLOSSARY

BLT – Building Leadership Team guides the improvement process at the building level.

DLT – District Leadership Team guides the improvement process at the district level.

IPDP – Individual Professional Development Plan is developed by each licensed staff member to guide their annual professional development needs and is done in collaboration with their supervisor to identify gaps in knowledge and skills that can lead to individual goals and activities for professional development. Once the professional development is completed and documented, it is then sent to the PDC, which awards points that are used for licensure or re-licensure.

KSDE – Kansas State Department of Education

Licensure Review Committee – This is the committee at KSDE that oversees the PDC regulations.

PDC – Professional Development Council – This is a district committee that oversees local processes and procedures that meet State Professional Development Regulations. Additionally, they are part of determining and planning district/building professional development needs. They provide training to staff in local procedures, as well as award points recorded on each certified staff member's approved IPDP, which are then used for movement on the salary schedule.

Site Council – Site Councils are typically at the District/Building level and are made up of parents and community members who provide advice related to initiatives at the District/Building level. They are key in developing communication and input cycles.

# Appendices

# Appendix A
# SHESC PDC Manual



SHESC Staff PDC Manual 7.25.pdf

# Appendix B
# Professional Development Event Evaluation

### Professional Development Evaluation Form

Directions: Return this form with your request for PD points. Questions 1-3 are required. Question 4 is necessary if you analyzed student, building-level, or district data as a part of your professional development.

Name Title of Professional Development Event Event Date(s)

1. List three things that you learned as a result of the professional development experience.

2. Describe one takeaway from this professional development experience that you will implement immediately to inform your practice.

3. Describe at least one aspect of the training you plan to follow up on for additional study.

4. Describe what you learned about student academic performance that you want to act upon based on the analysis.

# Appendix C
# Sample District/Building Action Plan

**Sample Action Plan for District/Building Improvement and Professional Development**

**System** **School**
**SMART Goal Statement**

**Objectives**

| **Area of Focus** | **Indicator** | **Baseline** (Evaluation qualitative and/or quantitative data being used to determine progress) | **Target** (based on baseline data, what are the target milestones for the target?) |
|---|---|---|---|
| | | | |
| | | | |

| | **Action/Step/Activity*** | **Person(s) Responsible** | **Needed Resources** | **Milestone 1 (date)** | **Milestone 2 (date)** |
|---|---|---|---|---|---|
| **1** | | | | | |
| **2** | | | | | |
| **3** | | | | | |
| **4** | | | | | |
| **5** | | | | | |
| **6** | | | | | |
| **7** | | | | | |
| **8** | | | | | |
| **9** | | | | | |
| **10** | | | | | |

*Include, if needed, professional development for each step to support the action step

# Appendix D

# Smoky Hill Education Service Center Executive Summary

**Smoky Hill ESC Individual Professional Development Plan-Executive Summary**

| KESA Professional Development Guidelines | Individual Focus | Building Focus | System Focus |
|---|---|---|---|
| How is the professional development program aligned with the mission, academic focus, and KESA Plan? | Individual priorities flow from the professional teaching standards. | Building-level priorities flow directly from building improvement plans, which are determined by examining research and student data. | District priorities flow directly from the district improvement plan, which is determined by reviewing research and student data. |
| Who decides what the focus for professional development will be? | An individual in collaboration with a supervisor | Building a leadership team, including all building staff and PDC representatives. | The district leadership team (DLT) coordinates with the district PDC. |
| How is the focus of professional development determined at each level? | Personal needs- identified through teaching standards | Examination of student/teacher data in the school profile. | Examination of student/teacher data in the district profile. |
| How are the goals written to meet a results-based focus? | Goals are written based on professional teaching standards and address knowledge, application, impact, or service to the profession. | Goals come from initiatives identified in the school improvement plan and address how the individual will demonstrate knowledge, application, impact, or service to the profession. | Goals come from initiatives identified in the district improvement plan and address how the individual will demonstrate knowledge, application, impact, or service to the profession. |
| What activities/actions are present at each level to accomplish professional development priorities? | Evidence of:<br>**Level 1-Knowledge** (e.g., workshops, conferences, study groups, professional reading, classroom/school visits, independent study projects)<br>**Level 2- Application** (e.g., practice with feedback from a peer coach or supervisor, notes from feedback sessions, lesson plans, videos of instruction, logs, team meetings, direct observation of another person, artifacts from the project)<br>**Level 3- Impact** (e.g., reflective journals, demonstrations for peers, peer coaching, action research projects, conducting training, project artifacts, analyzing student data, presenting findings to peers)<br>**Service to the Profession** (e.g., presentations at conferences, service on state/regional committees, accreditation teams, mentoring novice educators, peer coaching, teaching college courses, local unpaid committee work) | | |
| How are measures of the impact of professional development priorities at each level determined? | **Level 1-Knowledge**- measured by in-seat time<br>**Level 2- Application**-measured by a portfolio of evidence demonstrating application of the new skill/knowledge/behavior as agreed upon by supervisor and educator<br>**Level 3- Impact**-Measured by a portfolio of evidence showing impact on students or other professionals as agreed upon by supervisor and educator<br>**Service to the Profession**-measured by a portfolio of evidence that documents service as agreed upon by supervisor and educator | | |
| How are professional development points assigned? | **Level 1-Knowledge**-1 hour of PD equals 1 PD point, no limit on the number of points earned in a year<br>**Level 2- Application**-2 times knowledge points<br>**Level 3- Impact-** 3 times knowledge points<br>**Service to the Profession**-points based on identified activities | | |
| Who reports the professional development results (to whom, when, in what manner) | Educators share a portfolio of evidence with the supervisor when the IPDP points are validated.<br>PDC representatives report results to faculty as needed.<br>PDC representatives report results to the local BOE as needed. | | |
| When did the BOE review the plan? | The SHESC Executive Board reviews the plan annually in July; the next review is July 2026. | | |

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** **3 d.**

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/9/2025** |
|---|---|---|---|---|
| Shane Carter | Shane Carter | Randy Watson | | |

**Item Title:**

Act on Recommendations for Licensure Waivers

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

**Explanation of Situation Requiring Action:**

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the wavier list.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

| org no | org name | first name | last name | subject | recommendation | Teaching Endorsements Held by Educator |
|---|---|---|---|---|---|---|
| D0202 | Turner-Kansas City | Adam | Shulman | Science - Middle Level - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0202 | Turner-Kansas City | Rhonda | Jones | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0202 | Turner-Kansas City | Arturo | Garza | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0203 | Piper-Kansas City | Linda | Rumney | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0224 | Clifton-Clyde | Loretta | Cole | Math - extension on number of days under an esub. | Approved** | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Curstin | Hamblin | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Anna | Davis | Art - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Brooke | Karr | Low Incidence Special Education | Approved | HIGH-INCIDENCE SPECIAL EDUCATION (6-12) |
| D0229 | Blue Valley | Kindred | Baldus | High Incidence Special Education | Approved** | ELEMENTARY EDUCATION (K-6); ENGLISH LANGUAGE ARTS (6-12) |
| D0229 | Blue Valley | Marsha | Adams | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jaime | Kuhlman | High Incidence Special Education | Approved* | EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12) |
| D0229 | Blue Valley | Jana | McVey | High Incidence Special Education | Approved | EARLY CHILDHOOD UNIFIED (B-GRD3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12) |

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| D0229 | Blue Valley | Molly | Laughlin | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Sarah | Eller | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Michaela | Tarwater | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Brayden | Gage | High Incidence Special Education | Approved | PHYSICAL EDUCATION (PRK-12) |
| D0229 | Blue Valley | Susan | May | Gifted | Approved | EARLY - LATE CHILDHOOD GENERALIST (K-6) |
| D0229 | Blue Valley | Misti | Wald | Gifted | Approved* | ENGLISH LANGUAGE ARTS (5-8) |
| D0229 | Blue Valley | Miranda | Mandl | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Alicia | Prifti | Low Incidence Special Education | Approved* | HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6); LOW-INCIDENCE SPECIAL EDUCATION (6-12); LOW-INCIDENCE SPECIAL EDUCATION (K-6) |
| D0229 | Blue Valley | Behrouz | Dehdasht | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Christina | Fink | Gifted | Approved | EARLY - LATE CHILDHOOD GENERALIST (K-6) |
| D0229 | Blue Valley | Jessica | Garrett | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION (PRK-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6) |
| D0229 | Blue Valley | Carissa | Hall | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0229 | Blue Valley | Alexis | Harmon | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION UNIFIED (K-6) |
| D0229 | Blue Valley | Whitney | Withers | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Thomas | Gray | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Marcia | Irvin Washington | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Emily | Nohr | Art - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Sharon | Taylor | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Andria | Meyer | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jennifer | Duggan | High Incidence Special Education | Approved | ELEMENTARY (K-9); ENGLISH (5-9); GENERAL SCIENCE (5-9) |
| D0229 | Blue Valley | Julia | Coelho | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION (K-6) |
| D0229 | Blue Valley | Orlando | McGibboney | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Mary | Scheibel | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jennie | Battaglia | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION (K-6) |

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| D0229 | Blue Valley | Philip | Gellott | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Alayna | Nowlin | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Erin | Sutton | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Michelle | Cole | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Rebecca | Kessler | Low Incidence Special Education | Approved | EARLY CHILDHOOD UNIFIED (B-K) |
| D0229 | Blue Valley | Hadley | Flener | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Steven | Simpson II | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Priyanka | Pant | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Bryan | Woods | Low Incidence Special Education | Approved | HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6) |
| D0229 | Blue Valley | Lisa | Flynn | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0229 | Blue Valley | Nicholas | Macedo | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jamey | Gallegos | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6) |
| D0229 | Blue Valley | Stacey | Hatton | Speech/Speech Communications - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jamie | Hartford | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jaysa | Wichers | Low Incidence Special Education | Approved* | ELEMENTARY EDUCATION (PRK-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6) |
| D0229 | Blue Valley | James | Demaree | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Jenna | Smith | Low Incidence Special Education | Approved | EARLY CHILDHOOD UNIFIED (B-GRD3) |
| D0229 | Blue Valley | Derek | Harkleroad | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Kari | Novak | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0229 | Blue Valley | Danielle | Mitchell | Low Incidence Special Education | Approved* | HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12) |
| D0229 | Blue Valley | Kia | Warren | High Incidence Special Education | Approved* | ELEMENTARY EDUCATION (K-6) |
| D0229 | Blue Valley | Mary | Swan | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0229 | Blue Valley | Judith | Spunaugle | Low Incidence Special Education | Approved* | HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); INSTRUMENTAL MUSIC (K-12); VOCAL MUSIC (K-12) |
| D0229 | Blue Valley | Jennifer | Joo | High Incidence Special Education | Approved | EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12) |
| D0229 | Blue Valley | Cameron | Collins | High Incidence Special Education | Approved** | ENGLISH LANGUAGE ARTS (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8) |
| D0229 | Blue Valley | Sneha Prakash | Sabale | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0230 | Spring Hill | Karla | DeCoster | Gifted | Approved | MATHEMATICS (5-8); MATHEMATICS (6-12) |
| D0230 | Spring Hill | Kandi | Haney | Low Incidence Special Education | Approved | EARLY CHILDHOOD EDUCATION (PRK-3); EARLY CHILDHOOD UNIFIED (B-GRD3) |
| D0230 | Spring Hill | Kelli | Wilson | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0233 | Olathe | Rachel | Tanney | Gifted | Approved | EARLY - LATE CHILDHOOD GENERALIST (K-6) |
| D0233 | Olathe | Carol | Glasscock | High Incidence Special Education | Approved* | ELEMENTARY (K-9) |
| D0233 | Olathe | Rachel | Kemper | Low Incidence Special Education | Approved | ADAPTIVE SPECIAL EDUCATION (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6) |
| D0233 | Olathe | Heather | Good | Visual Impaired | Approved* | ELEMENTARY EDUCATION (PRK-6) |
| D0233 | Olathe | Clinton | Snyder | High Incidence Special Education | Approved | ELEMENTARY EDUCATION UNIFIED (K-6) |
| D0244 | Burlington | Christina | Lawson | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0261 | Haysville | Laura | Rogers | Gifted | Approved* | BUILDING LEADERSHIP (PRK-12); ELEMENTARY (K-9) |
| D0261 | Haysville | Hayley | Cline | High Incidence Special Education | Approved* | ELEMENTARY EDUCATION (PRK-6) |
| D0261 | Haysville | Melinda | Winsor | High Incidence Special Education | Approved | ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6) |
| D0261 | Haysville | Jaclyn | Nowak-Pierce | High Incidence Special Education | Approved | ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12); HEALTH (PRK-12) |

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| D0261 | Haysville | Ceyanna | Shaffer | High Incidence Special Education | Approved | ELEMENTARY EDUCATION (PRK-6) |
| D0265 | Goddard | Jeremy | Heim | World History - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0273 | Beloit | Madison | Cashatt | Early Childhood/Pre-School - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Kaysi | Armstrong | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Tricia | Nicolau | Earth Space Science - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Amy | Bunting | Early Childhood Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Victoria | Tafolla | Elementary Extension of Days Only - extension on number of days under an esub. | Approved* | SUBSTITUTE TEACHER PRK-12 |
| D0305 | Salina | Gabrielle | Herzog | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |
| D0305 | Salina | Kaitlyn | Taylor | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Juanell | Beal | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0305 | Salina | Vicki | Walker | High Incidence Special Education - extension on number of days under an esub. | Approved** | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Thanarat | Pakkarato | Science - Middle Level - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Alaina | Yianakopulos | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Emma | Easter | Art - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Elizabeth | Deatherage | Low Incidence Special Education - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Jessica | Patterson | Science - Middle Level - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (K-12) |
| D0305 | Salina | Audrie | Glaser | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Michael | Shirk | High Incidence Special Education - extension on number of days under an esub. | Approved** | EMERGENCY 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 |

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| D0305 | Salina | Charlotte | Springer | High Incidence Special Education - extension on number of days under an esub. | Approved* | (K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Kari | McKenna | Early Childhood Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Lakin | Heitschmidt | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Baylee | Kampfe | 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* | EMERGENCY 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 | Tori | Decker | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Anna | Francis | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0305 | Salina | Samantha | Huffstickler | Family and Consumer Science - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0342 | McLouth | Emily | Hinostroza | 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) |
| D0342 | McLouth | Janette | Hall | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0343 | Perry Public Schools | Shawn | O'Brien | Library Media Specialist | Approved | ENGLISH LANGUAGE ARTS (6-12) |
| D0348 | Baldwin City | Robin | McCune | English Language Arts - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0348 | Baldwin City | Sarah | Hutchison | General Business Topics - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0353 | Wellington | Tyra | Dwyer | Low Incidence Special Education - extension on number of days under an esub. | Approved** | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0353 | Wellington | Sawyer | Bowman | Elementary Extension of Days Only - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0353 | Wellington | Addyson | Barber | Science - Middle Level - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0378 | Riley County | Hailey | Havenstein | English Language Arts - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0378 | Riley County | Karen | Ericson | Agriculture - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |

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| D0383 | Manhattan-Ogden | Christine | Warren | Library Media Specialist | Approved | ENGLISH LANGUAGE ARTS (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (6-12) |
| D0402 | Augusta | Brittany | Wright | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0402 | Augusta | Samantha | Conrad | Physical Education | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12); VOCAL MUSIC (PRK-12) |
| D0435 | Abilene | Addisyn | Oliver | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |
| D0435 | Abilene | Hilary | Katzenmeier | Family and Consumer Science - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0435 | Abilene | Cassandra | Crider | Early Childhood/Pre-School - extension on number of days under an esub. | Approved** | SUBSTITUTE TEACHER PRK-12 |
| D0446 | Independence | Cheryl | Sparks | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |
| D0446 | Independence | Kelsey | Stephens | Physical Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0446 | Independence | Rebecca | Meadows | English Language Arts - extension on number of days under an esub. | Approved** | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0446 | Independence | Biranda | Schultheiss | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0446 | Independence | Shyloh | Scott | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0453 | Leavenworth | Eric | Hallmark | High Incidence Special Education | Approved | ART (PRK-12) |
| D0453 | Leavenworth | Daniel | Lentz | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0453 | Leavenworth | Misti | Earls | High Incidence Special Education | Approved | EARLY CHILDHOOD UNIFIED (B-K); LIBRARY MEDIA (PRK-12) |
| D0453 | Leavenworth | Kathryn | Barnette | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0453 | Leavenworth | Karla | Matthias | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0453 | Leavenworth | Nicole | Lance | Low Incidence Special Education | Approved | ADVANCED MATHEMATICS (6-12); ENGLISH LANGUAGE ARTS (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12) |
| D0453 | Leavenworth | Cameron | Beecham | High Incidence Special Education - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0458 | Basehor-Linwood | Julie | Spatz | Technology Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0458 | Basehor-Linwood | Jillian | DeMoro | Elementary Extension of Days Only - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0460 | Hesston | Laird | Goertzen | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0464 | Tonganoxie | Matthew | Smith | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0464 | Tonganoxie | Haley | Pray | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0464 | Tonganoxie | Nicolas | Butler | Low Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0474 | Haviland | Leonora | Anders | English Language Arts - extension on number of days under an esub. | Approved | 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 | Kiara | Walker | Science - Middle Level - 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 | Lamont | Ray | Low Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Harley | Griffith | Science - Middle Level - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| 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 | Rodney | Ewing | English Language Arts - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Kristen | McCarty | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Elizabeth | Wert | Elementary Extension of Days Only - 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 | Allison | Vicicondi | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Kaileigh | Solis | Physical Education - 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 | Teeino | Tabares | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |

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| D0475 | Geary County Schools | Sina | Kinsley | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | ELEMENTARY EDUCATION (PRK-6) |
| D0475 | Geary County Schools | Emily | Martin | 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 | 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 | Kelly | Manges | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |
| D0475 | Geary County Schools | Jenna | Rook | 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 | Renee | Poolman | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Scott | Thomason | Physical Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0475 | Geary County Schools | Nicole | Coons | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Aimee | Fisher | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Tara | Runnells | Early Childhood/Pre-School - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Jillian | Toms | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Serena | Alfaro | Physical Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Jessie | Navarro | Early Childhood Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Brittany | Zamora | High Incidence Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Yadira | Cruz Ortiz | Early Childhood/Pre-School - 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) |

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| D0475 | Geary County Schools | Clare | Parone | Elementary Extension of Days Only - 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 | Brooke | Benjamin | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Maribel | Johnson | Early Childhood/Pre-School - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0475 | Geary County Schools | Shayla | Wright | 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 | General Science - extension on number of days under an esub. | Approved* | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Kristopher | Magee | Technology Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Sloan | Stanley | Science - Middle Level - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Jessica | Jenkins | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Jean | Viloria | Gifted - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0497 | Lawrence | Heather | Meng | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Laura | Scott | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Alexandra | Gray | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Anne | Davidson | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Madina | Salaty | General Business Topics - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Vicki | Cable | Math - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Cheyna | Partridge | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Arlee | Butterfield | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Crystal | Cheshareck | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | (K-12); EMERGENCY SUBSTITUTE TEACHER (K-12) |
| D0497 | Lawrence | George | LeBar | Science - Middle Level - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0497 | Lawrence | Abigail | Ballin Capps | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Ian | Farley | Technology Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Kacie | Kneidel | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Cloeie | Russell | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Kimberly | Krannawitter | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Dana | McCoy | Library Media Specialist - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Tynia | Gaines | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Jared | Jegen | Technology Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0497 | Lawrence | Athena | Jordan | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

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| D0497 | Lawrence | Christine | Dobson | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0511 | Attica | Brenna | Ricke | Elementary Extension of Days Only - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0615 | Brown Co KS Special Ed Coop | Jared | Dittmer | High Incidence Special Education | Approved | ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12) |
| D0617 | Marion County Special Education | Michelle | Ackland | Gifted | Approved | BIOLOGY (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); MATHEMATICS (5-8); SCIENCE (5-8) |
| D0619 | Sumner Co Educational Services | Kristen | Radcliff | Early Childhood Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| D0619 | Sumner Co Educational Services | Crystal | Willson | High Incidence Special Education | Approved** | EARLY CHILDHOOD UNIFIED (B-GRD3) |
| D0619 | Sumner Co Educational Services | Carolyn | Myers | High Incidence Special Education | Approved** | EARLY - LATE CHILDHOOD GENERALIST (K-6) |
| D0619 | Sumner Co Educational Services | Michaela | Brown | Low Incidence Special Education | Approved** | HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12) |
| D0619 | Sumner Co Educational Services | Jenna | Schroeder | High Incidence Special Education | Approved* | BUSINESS (6-12) |
| D0619 | Sumner Co Educational Services | Abbi | Willert | Low Incidence Special Education | Approved** | EARLY CHILDHOOD UNIFIED (B-GRD3) |
| D0709 | Holton Special Education Coop. | Yvonne | Blaske | High Incidence Special Education - extension on number of days under an esub. | Approved | SUBSTITUTE TEACHER PRK-12 |
| D0709 | Holton Special Education Coop. | Carrie | Belveal | High 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) |
| D0720 | East Central KS Sp. Ed. Coop. | Hannah | White | Low Incidence Special Education | Approved | ELEMENTARY EDUCATION (K-6) |

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| S0610 | School for Deaf | Polly | Rolofson | Physical Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| S0610 | School for Deaf | Cole | Harred | Deaf or Hard of Hearing - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| S0610 | School for Deaf | Sarah | Hesser | Early Childhood Special Education - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |
| S0610 | School for Deaf | Jessica | Schultz | Deaf or Hard of Hearing - extension on number of days under an esub. | Approved | EMERGENCY SUBSTITUTE TEACHER (PRK-12) |

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** e. 3 consent

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** |
|---|---|---|---|
| Julie Ewing | Beth Fultz | Randy Watson | 9/09/2025 |

**Item Title:**

Act to extend contract with ACT for ACT, WorkKeys, and Pre-ACT assessments as required by Kansas Statute (Consent Agenda)

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to extend the contract with ACT for the purpose of providing ACT assessments to students in accredited schools. The contract will provide one PreACT to all students enrolled in grade 9, one ACT to all students enrolled in grade 11 including science and one WorkKeys suite to all students enrolled in either 11th or 12th grade. This act would extend this contract to five more years from July 1, 2026, through June 30, 2031, shall not exceed $25 million.

**Explanation of Situation Requiring Action:**

The 2021 Kansas Legislature continues to appropriate funds for a statewide contract to provide free PreACT, ACT, and WorkKeys assessments to students enrolled in accredited Kansas Schools. This is a line item in the budget. The Kansas Department of Education will negotiate a five-year not-to-exceed contract for these services if funds continue to be appropriated by the legislature and signed by the Governor. The contract will also include both in-person and webinar professional development workshops, project management, data transfer, and a dedicated person to assist Kansas schools with Help Desk and reporting questions.

This is the Statute that requires ACT and WorkKeys to be provided to Kansas Students.

**2023 Kansas Statutes 72-5179.**

ACT college entrance exams and workkeys assessments; payment of fees and costs; publication of exam information; report. (a) The state board of education shall provide the ACT college entrance exam and the three ACT workkeys assessments that are required to earn a national career readiness certificate to each student enrolled in grades 11 and 12, and the pre-ACT college entrance exam to each student enrolled in grade nine. No student shall be required to pay any fees or costs to take any such exam or assessments. The state board shall not be required to provide more than one exam and three assessments for each student. The state board of education may enter into any contracts that are necessary to promote statewide cost savings to administer such exams and assessments. (b) The Kansas department of education and each school district shall annually publish on their websites the times, dates and locations of the pre-ACT college entrance exam, the ACT college entrance exam and the ACT workkeys assessments that are offered in Kansas and information for students on how to register for such

exams or assessments. (c) Participation in the pre-ACT college entrance exam, the ACT college entrance exam or the ACT workkeys assessment shall be optional. Nothing in this section shall be construed to require any student to participate in such exams or assessments. (d) On or before the first day of each regular legislative session, the state board of education shall prepare and submit a report to the senate standing committee on education and the house standing committee or any successor committees on education that includes the aggregate exam and assessment data for all students who were provided the exams and assessments pursuant to this section. (e) As used in this section, "student" means any person who is regularly enrolled in any public school or accredited nonpublic school located in Kansas. History: L. 2019, ch. 19, § 4; L. 2021, ch. 114, § 23; July 1

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** **3 f.**

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/9/2025** |
|---|---|---|---|---|
| Julie Ewing | Beth Fultz | Randy Watson | | |

**Item Title:**

Act to add category to Postsecondary Asset List: student officer in any state level high school organization.

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve to change the current language from the Graduation Requirements Postsecondary Assess List from CTSO officers- state level only to state officer in any state level high school organization.

**Explanation of Situation Requiring Action:**

The current list of postsecondary assets that a student can earn for graduation refers specifically to CTSO officers at the state level. Changing the language to encompass a state officer in any state level high school organization allows more opportunities for districts to recognize students participating as an officer in any state level high school organization.

The list is currently official for the 2025–2026 school year. Students must acquire a minimum of two postsecondary assets before graduating; more can be required if the local district feels this is necessary.

Districts will need to track students' acquisition of postsecondary assets.

Districts will also need to keep track of students' acquisition of postsecondary assets once the minimum is met.

Youth apprenticeships
40 or more community service hours
Client-centered Projects
Workplace learning experience directly related to a student's IPS
Industry-recognized certifications (see elsewhere in these modules as to how this is defined)
Seal of Biliteracy
ACT Composite (score of 21 or higher)
WorkKeys Level (Silver or higher)
9+ college hours
State assessment scores of 3 or 4 for math, ELA, science (demonstrating College Readiness)
ASVAB per the requirements of the military branch selected
SAT score (1200 or higher)
Completing the Board of Regents Curriculum
International Baccalaureate Exam (4+)
Advanced Placement Exam (3+)
CTE Scholar
Eagle Scout or Girl Scout Gold Scout

4-H Kansas Key Award
Two or more high school athletics/activities
JROTC
95% attendance in high school
Senior exit interview/senior projects
CTSO officers - state level only **Change to <u>Student Officer in any State Level High School Organization</u>**

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Notification to the Kansas State Board of Education of the intention of three private schools and one Scholarship Granting Organization to participate in the Tax Credit for Low Income Student Scholarship Program.

**Recommended Motion:**

This is information only. By statute, these entities must give notice to the State Board of their intent to participate in the Tax Credit for Low Income Student Scholarship.

**Explanation of Situation Requiring Action:**

Three private schools and one Scholarship Granting Organization, listed below, **meet the requirements** and this is to ***notify the Kansas State Board of Education*** of their intention to participate in the Tax Credit Low Income Student Scholarship Program (TCLISSP).

**Private Schools**

1. Christ Lutheran School – Overland Park, KS
2. Newton Bible Christian School – Newton, KS
3. St. John Paul II Independent School – Colwich, KS

**Scholarship Granting Organization**

1. Yes. Every kid. Foundation. – Arlington, VA

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), 72-4351 (ksrevisor.org) et al, requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 107, Rock Hills, Jewell County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 107, Rock Hills, Jewell 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 107, Rock Hills, Jewell 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 107 plans to use the bond proceeds (not to exceed **$10,635,000**) to pay the costs to (a) construct, furnish, and equip improvements and renovations to Junior/Senior High and Elementary, including safety and security improvements, and HVAC improvements; (b) construct, furnish, and equip a Career and Technical Education Facility; (c) construct, furnish, equip and acquire other necessary renovations and improvements to District facilities; and (d) make all other necessary improvements appurtenant thereto.

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 5-1 with one member absent.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

| Unified School District 107 Rock Hills | County: Jewell |
|---|---|

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $63,321,306 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $8,864,983 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $10,635,000 | 16.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $10,635,000 | 16.8% |
| 8. Estimated amount of bond indebtedness authorized without approval | $8,864,983 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $1,770,017 | 2.8% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 107, Rock Hills, Jewell 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 107, Rock Hills, Jewell County, to receive capital improvement (bond and interest) state aid as authorized by law.

**Explanation of Situation Requiring Action:**

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 107, Rock Hills, Jewell 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 August 21, 2025.

USD 107 plans to use the bond proceeds (not to exceed **$10,635,000**) to pay the costs to (a) construct, furnish, and equip improvements and renovations to Junior/Senior High and Elementary, including safety and security improvements, and HVAC improvements; (b) construct, furnish, and equip a Career and Technical Education Facility; (c) construct, furnish, equip and acquire other necessary renovations and improvements to District facilities; and (d) make all other necessary improvements appurtenant thereto.

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 5-1 with one member absent.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

| Unified School District 107 Rock Hills | County: Jewell | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $63,321,306 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $8,864,983 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $10,635,000 | 16.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $10,635,000 | 16.8% |
| 8. Estimated amount of bond indebtedness authorized without approval | $8,864,983 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $1,770,017 | 2.8% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 263, Mulvane, Sedgwick County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 263, Mulvane, 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 263, Mulvane, 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 263 plans to use the bond proceeds (not to exceed **$45,225,000**) (a) Mulvane Middle School: demolish 1954-portion and construct, equip, and furnish new classrooms and educational support spaces and secured entrance, a new storm shelter area, and building driveways, improve HVAC system, vocal music classroom, science areas, and other support areas; (b) Munson Primary School: improvements to HVAC and electrical, upgrade restrooms, and install classroom intruder locks; (c)Mulvane Grade School: remodel main entrance and classroom intruder locks, and improvements to HVAC system; (d) Mulvane High School: replace entire roof and upgrades to lighting and sound systems in auditorium, install classroom intruder locks, and improvements to HVAC system; all other necessary improvements and pay financing costs and capitalized interest on bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous (5-0; two members absent).
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

**Unified School District 263 Mulvane  County: Sedgwick**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $162,463,232 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $22,744,852 | |
| 4. State Aid Percentage | 1% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $2,000,000 | 1.2% |
| 6. Amount of bond indebtedness requested | $45,225,000 | 27.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $47,225,000 | 29.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $22,744,852 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $24,480,148 | 15.1% |

**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

August 10, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 263, Mulvane, 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 263, Mulvane, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

**Explanation of Situation Requiring Action:**

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 263, Mulvane, 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 August 21, 2025.

USD 263 plans to use the bond proceeds (not to exceed **$45,225,000**) (a) Mulvane Middle School: demolish 1954-portion and construct, equip, and furnish new classrooms and educational support spaces and secured entrance, a new storm shelter area, and building driveways, improve HVAC system, vocal music classroom, science areas, and other support areas; (b) Munson Primary School: improvements to HVAC and electrical, upgrade restrooms, and install classroom intruder locks; (c)Mulvane Grade School: remodel main entrance and classroom intruder locks, and improvements to HVAC system; (d) Mulvane High School: replace entire roof and upgrades to lighting and sound systems in auditorium, install classroom intruder locks, and improvements to HVAC system; all other necessary improvements and pay financing costs and capitalized interest on bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous (5-0; two members absent).
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

| Unified School District USD 263 Mulvane | County: Sedgwick |
|---|---|

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $162,463,232 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $22,744,852 | |
| 4. State Aid Percentage | 1% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $2,000,000 | 1.2% |
| 6. Amount of bond indebtedness requested | $45,225,000 | 27.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $47,225,000 | 29.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $22,744,852 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $24,480,148 | 15.1% |

**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

August 10, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 274, Oakley, Logan County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 274, Oakley, Logan 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 274, Oakley, Logan 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 274 plans to use the bond proceeds (not to exceed **$27,995,000**) to pay the costs to construct, furnish and equip: (a) new Elementary and Middle School and connect existing buildings to additions for ADA compliance; (b) improvements and additions for a new physical ed classroom, and locker rooms, restrooms, and concessions area for the football facility; (c) improvements and renovations to Oakley High School, including classroom, ADA compliant restroom renovations and expansion, and safety and security improvements; (d) parking, transportation and site improvements; and (e) all necessary improvements, renovations, and actions related thereto and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 5-0 with all members present.
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. Buildings are being consolidated under this proposal.
10. Bond project includes locker rooms, restrooms, and concessions area for the football facility (est cost $1,106,000) at the high school that will be used primarily for extracurricular activities. This amount is not eligible for capital improvement state aid, therefore, state aid will be prorated at 97%.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

| Unified School District 274 Oakley | County: Logan | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $64,923,196 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $9,089,247 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $27,995,000 | 43.1% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $27,995,000 | 43.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $9,089,247 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $18,905,753 | 29.1% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 274, Oakley, Logan 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 274, Oakley, Logan County, to receive capital improvement (bond and interest) state aid as authorized by law.

**Explanation of Situation Requiring Action:**

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 274, Oakley, Logan County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be **prorated at 97 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 August 21, 2025.

USD 274 plans to use the bond proceeds (not to exceed **$27,995,000**) to pay the costs to construct, furnish and equip: (a) new Elementary and Middle School and connect existing buildings to additions for ADA compliance; (b) improvements and additions for a new physical ed classroom, and locker rooms, restrooms, and concessions area for the football facility; (c) improvements and renovations to Oakley High School, including classroom, ADA compliant restroom renovations and expansion, and safety and security improvements; (d) parking, transportation and site improvements; and (e) all necessary improvements, renovations, and actions related thereto; and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 5-0 with all members present.
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. Buildings are being consolidated under this proposal.
10. Bond project includes locker rooms, restrooms, and concessions area for the football facility (est cost $1,106,000) at the high school that will be used primarily for extracurricular activities. This amount is not eligible for capital improvement state aid, therefore, state aid will be prorated at 97%.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 288, Central Heights, Franklin County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 288, Central Heights, Franklin 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 288, Central Heights, Franklin 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 288 plans to use the bond proceeds (not to exceed **$15,350,000**) to pay the costs to construct, furnish, equip, and acquire: (a) improvements and renovations to the District's facilities, including new gymnasium, wrestling and locker room facilities, a new Vo-Ag facility, a new Early Childhood Center, safety and security improvements and track improvements; (b) all improvements related thereto (collectively the "Project"); and (c) pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 5-0 with two members absent.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

| Unified School District 274 Oakley | County: Logan |
|---|---|

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $64,923,196 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $9,089,247 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $27,995,000 | 43.1% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $27,995,000 | 43.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $9,089,247 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $18,905,753 | 29.1% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

| **Unified School District 288 Central Heights** | **County: Franklin** |
|---|---|

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $49,653,399 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $6,951,476 | |
| 4. State Aid Percentage | 3% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | **Percent of Equalized Assessed Valuation - Current Year** |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $1,370,000 | 2.8% |
| 6. Amount of bond indebtedness requested | $15,350,000 | 30.9% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $16,720,000 | 33.7% |
| 8. Estimated amount of bond indebtedness authorized without approval | $6,951,476 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $9,768,524 | 19.7% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/9/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 288, Central Heights, Franklin 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 288, Central Heights, Franklin County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 288, Central Heights, Franklin 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 August 21, 2025.

USD 288 plans to use the bond proceeds not to exceed **$15,350,000**) to pay the costs to construct, furnish, equip, and acquire: (a) improvements and renovations to the District's facilities, including new gymnasium, wrestling and locker room facilities, a new Vo-Ag facility, a new Early Childhood Center, safety and security improvements and track improvements; (b) all improvements related thereto (collectively the "Project"); and (c) pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 5-0 with two members absent.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

| Unified School District 288 Central Heights | County: Franklin | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $49,653,399 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $6,951,476 | |
| 4. State Aid Percentage | 3% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $1,370,000 | 2.8% |
| 6. Amount of bond indebtedness requested | $15,350,000 | 30.9% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $16,720,000 | 33.7% |
| 8. Estimated amount of bond indebtedness authorized without approval | $6,951,476 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $9,768,524 | 19.7% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 294, Oberlin, Decatur County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 294, Oberlin, Decatur 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 294, Oberlin, Decatur 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 294 plans to use the bond proceeds (not to exceed **$16,500,000**) to pay the costs to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a pre-K through 12th Grade facility; and (b) make all other necessary improvements related thereto. (elementary bldg will be closed and sold.)

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 6-0 with one absent.
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. One building is 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 294 Oberlin** | **County: Decatur** |
|---|---|

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $60,520,505 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $8,472,871 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | **Percent of Equalized Assessed Valuation - Current Year** |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $16,500,000 | 27.3% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $16,500,000 | 27.3% |
| 8. Estimated amount of bond indebtedness authorized without approval | $8,472,871 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $8,027,129 | 13.3% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

**Unified School District 294 Oberlin** **County: Decatur**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $60,520,505 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $8,472,871 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $16,500,000 | 27.3% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $16,500,000 | 27.3% |
| 8. Estimated amount of bond indebtedness authorized without approval | $8,472,871 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $8,027,129 | 13.3% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 294, Oberlin, Decatur 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 294, Oberlin, Decatur County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 294, Oberlin, Decatur 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 August 21, 2025.

USD 294 plans to use the bond proceeds (not to exceed **$16,500,000**) to pay the costs to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a pre-K through 12th Grade facility; and (b) make all other necessary improvements related thereto. (elementary bldg will be closed and sold.)

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 6-0 with one absent.
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. One building is 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 294 Oberlin** **County: Decatur**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $60,520,505 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $8,472,871 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $16,500,000 | 27.3% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $16,500,000 | 27.3% |
| 8. Estimated amount of bond indebtedness authorized without approval | $8,472,871 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $8,027,129 | 13.3% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 350, St. John-Hudson, Stafford County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 350, St. John-Hudson, Stafford 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 350, St. John-Hudson, Stafford 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 350 plans to use the bond proceeds (not to exceed **$17,900,000**) to pay the costs to acquire, construct, equip and install additions, renovations and improvements (a) to the junior/senior high, including new secure entrance and office addition, new physical education classroom with bleacher seating and locker rooms adjacent to existing main gym, west high classroom renovations for ADA compliance, HVAC and electrical upgrades, new kitchen and concessions area and renovated cafeteria, and building exterior and interior finish improvements; and (b) to the elementary, including new secure entrance, office space, classrooms, and restrooms addition at south end, corridor connection to library for security purposes, classroom renovations for larger classrooms, HVAC and electrical upgrades, building exterior and interior finish improvements and lockers in hallway for upper elem grades; pay the costs to construct a FEMA shelter addition for all junior/high and elementary students and staff; pay the costs to make related site and utility improvements and all other necessary and related improvements; and to pay financing costs related to the bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 7-0.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 350, St. John-Hudson, Stafford 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 350, St. John-Hudson, Stafford County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 350, St. John-Hudson, Stafford 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 August 21, 2025.

USD 350 plans to use the bond proceeds (not to exceed **$17,900,000**) to pay the costs to acquire, construct, equip and install additions, renovations and improvements (a) to the junior/senior high, including new secure entrance and office addition, new physical education classroom with bleacher seating and locker rooms adjacent to existing main gym, west high classroom renovations for ADA compliance, HVAC and electrical upgrades, new kitchen and concessions area and renovated cafeteria, and building exterior and interior finish improvements; and (b) to the elementary, including new secure entrance, office space, classrooms, and restrooms addition at south end, corridor connection to library for security purposes, classroom renovations for larger classrooms, HVAC and electrical upgrades, building exterior and interior finish improvements and lockers in hallway for upper elementary grades; pay the costs to construct a FEMA shelter addition for all junior/high and elementary students and staff; pay the costs to make related site and utility improvements and all other necessary and related improvements; and to pay financing costs related to the bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 7-0.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

**Unified School District USD 350 St. John Hudson County: Stafford**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $45,645,283 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $6,390,340 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $17,900,000 | 39.2% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $17,900,000 | 39.2% |
| 8. Estimated amount of bond indebtedness authorized without approval | $6,390,340 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $11,509,660 | 25.2% |

**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

August 4, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 353, Wellington, Sumner County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 353, Wellington, Sumner 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 353, Wellington, Sumner 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 353 plans to use the bond proceeds (not to exceed **$22,600,000**) to pay the costs to construct, furnish and equip: (a) improvements and renovations to Wellington High, including roof, HVAC, parking, and football field restroom improvements; (b) improvements and renovations to Wellington Middle, including roof, building, HVAC, parking, Ag shop, theater, and track and field improvements; (c) improvements and renovations to Eisenhower, Kennedy, Lincoln and Washington Elementary Schools, including roof, building, HVAC, and parking improvements (d) improvements and renovations to Sumner County Academy, including roof and building; (e) improvements and renovations to other District facilities, including HVAC improvements, parking improvements at tennis courts, and improvements to District office.

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 5-1.
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. No buildings are being consolidated under this proposal.
10. Bond project includes football field restroom improvements at the high school and track and field improvements at the middle school (est cost $2,000,000) that will be used primarily for extracurricular activities. This amount is not eligible for capital improvement state aid, therefore, state aid will be prorated at 92% on $20,600,000.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

**Unified School District 353 Wellington County: Sumner**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $95,671,433 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $13,394,001 | |
| 4. State Aid Percentage | 25% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $15,875,000 | 16.6% |
| 6. Amount of bond indebtedness requested | $22,600,000 | 23.6% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $38,475,000 | 40.2% |
| 8. Estimated amount of bond indebtedness authorized without approval | $13,394,001 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $25,080,999 | 26.2% |

**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

August 4, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 353, Wellington, Sumner 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 353, Wellington, Sumner County, to receive capital improvement (bond and interest) state aid as authorized by law.

**Explanation of Situation Requiring Action:**

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 353, Wellington, Sumner County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be **prorated at 92 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 August 21, 2025.

USD 353 plans to use the bond proceeds (not to exceed **$22,600,000**) to pay the costs to construct, furnish and equip: (a) improvements and renovations to Wellington High, including roof, HVAC, parking, and football field restroom improvements; (b) improvements and renovations to Wellington Middle, including roof, building, HVAC, parking, Ag shop, theater, and track and field improvements; (c) improvements and renovations to Eisenhower, Kennedy, Lincoln and Washington Elementary Schools, including roof, building, HVAC, and parking improvements (d) improvements and renovations to Sumner County Academy, including roof and building; (e) improvements and renovations to other District facilities, including HVAC improvements, parking improvements at tennis courts, and improvements to District office.

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 5-1.
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. No buildings are being consolidated under this proposal.
10. Bond project includes football field restroom improvements at the high school and track and field improvements at the middle school (est cost $2,000,000) that will be used primarily for extracurricular activities. This amount is not eligible for capital improvement state aid, therefore, state aid will be prorated at 92% on $20,600,000.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

**Unified School District USD 353 Wellington County: Sumner**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $95,671,433 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $13,394,001 | |
| 4. State Aid Percentage | 25% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $15,875,000 | 16.6% |
| 6. Amount of bond indebtedness requested | $22,600,000 | 23.6% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $38,475,000 | 40.2% |
| 8. Estimated amount of bond indebtedness authorized without approval | $13,394,001 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $25,080,999 | 26.2% |

**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

August 4, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 407, Russell Co., Russell County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 407, Russell Co., Russell 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 407, Russell Co., Russell 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 407 plans to use the bond proceeds (not to exceed **$13,500,000**) to pay the costs to construct, furnish and equip: (a) improvements, renovations and additions to Simpson Elementary, including new music rooms and storm shelters, building improvements, and ADA improvements; (b) improvements, renovations and additions to Bickerdyke Elementary, including new commons areas and storm shelters, HVAC, plumbing and electrical improvements, building improvements, and ADA improvements; (c) improvements and renovations to Russell Junior-Senior High, including HVAC, plumbing and electrical improvements, building improvements, and security and ADA improvements (d) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

**Unified School District 407 Russell  County: Russell**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $94,813,291 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $13,273,861 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $13,500,000 | 14.2% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $13,500,000 | 14.2% |
| 8. Estimated amount of bond indebtedness authorized without approval | $13,273,861 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $226,139 | 0.2% |

**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

August 4, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 407, Russell Co., Russell 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 407, Russell Co., Russell County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 407, Russell Co., Russell 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 August 21, 2025.

USD 407 plans to use the bond proceeds (not to exceed **$13,500,000**) to pay the costs to construct, furnish and equip: (a) improvements, renovations and additions to Simpson Elementary, including new music rooms and storm shelters, building improvements, and ADA improvements; (b) improvements, renovations and additions to Bickerdyke Elementary, including new commons areas and storm shelters, HVAC, plumbing and electrical improvements, building improvements, and ADA improvements; (c) improvements and renovations to Russell Junior-Senior High, including HVAC, plumbing and electrical improvements, building improvements, and security and ADA improvements (d) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

| Unified School District USD 407 Russell | County: Russell | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $94,813,291 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $13,273,861 | |
| 4. State Aid Percentage | 0% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $13,500,000 | 14.2% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $13,500,000 | 14.2% |
| 8. Estimated amount of bond indebtedness authorized without approval | $13,273,861 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $226,139 | 0.2% |

**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

August 4, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 450, Shawnee Heights, Shawnee County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 450, Shawnee Heights, Shawnee 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 450, Shawnee Heights, Shawnee 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 450 plans to use the bond proceeds (not to exceed **$65,000,000**) to pay the costs to construct, furnish and equip: (a) improvements, additions and renovations to Berryton, Shawnee Heights, Tecumseh North, and Tecumseh South Elementary Schools, including classroom, ADA accessible playgrounds, building, mechanical, HVAC, improve parking and pick-up/drop-off; (b) improvements, additions and renovations to Shawnee Hts Middle School, including classroom, new gymnasium, building, mechanical, HVAC, parking and transportation improvements; (c) improvements, additions and renovations to Shawnee Hts High School, including classroom, new gymnasium, stadium fieldhouse addition, kitchen, building, mechanical, HVAC, parking and transportation improvements; and (d) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project includes an addition at the high school stadium fieldhouse including locker rooms, restrooms, concessions and an officials' area that will be used primarily for extracurricular activities. The cost of the stadium project will not be eligible for capital improvement state aid, therefore, state aid will be **prorated at 96%**.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

| Unified School District 450 Shawnee Heights | County: Shawnee | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $322,416,383 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $45,138,294 | |
| 4. State Aid Percentage | 6% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $3,135,000 | 1.0% |
| 6. Amount of bond indebtedness requested | $65,000,000 | 20.2% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $68,135,000 | 21.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $45,138,294 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $22,996,706 | 7.1% |

**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

August 10, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 450, Shawnee Heights, Shawnee 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 450, Shawnee Heights, Shawnee County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD450, Shawnee Heights, Shawnee County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be **prorated at 96 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 August 21, 2025.

USD 288 plans to use the bond proceeds (not to exceed **$65,000,000**) to pay the costs to construct, furnish and equip: (a) improvements, additions and renovations to Berryton, Shawnee Heights, Tecumseh North, and Tecumseh South Elementary Schools, including classroom, ADA accessible playgrounds, building, mechanical, HVAC, improve parking and pick-up/drop-off; (b) improvements, additions and renovations to Shawnee Hts Middle School, including classroom, new gymnasium, building, mechanical, HVAC, parking and transportation improvements; (c) improvements, additions and renovations to Shawnee Hts High School, including classroom, new gymnasium, stadium fieldhouse addition, kitchen, building, mechanical, HVAC, parking and transportation improvements; and (d) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project includes an addition at the high school stadium fieldhouse including locker rooms, restrooms, concessions and an officials' area that will be used primarily for extracurricular activities. The cost of the stadium project will not be eligible for capital improvement state aid, therefore, state aid will be **prorated at 96%**.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid *

**Unified School District USD450 Shawnee Heights** **County: Shawnee**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $322,416,383 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $45,138,294 | |
| 4. State Aid Percentage | 6% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $3,135,000 | 1.0% |
| 6. Amount of bond indebtedness requested | $65,000,000 | 20.2% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $68,135,000 | 21.1% |
| 8. Estimated amount of bond indebtedness authorized without approval | $45,138,294 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $22,996,706 | 7.1% |

**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

August 10, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 470, Arkansas City, Cowley 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 470, Arkansas City, Cowley County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 470, Arkansas City, Cowley 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 August 21, 2025.

USD 470 plans to use the bond proceeds (not to exceed **$52,725,000**) ***Proposition No 1***: to pay the costs to (a) acquire, construct, equip and install additions, renovations or improvements to the district middle school building, including an addition for maker space, art lab, foods lab, and business lab; a storm shelter and multipurpose room addition; a new main entrance with secure controlled entry; an addition to replace vocal and orchestra rooms; renovations to special education classrooms, including a multi-disabilities classroom with adjacent drop-off and pick-up; renovations to boys and girls locker rooms; accessibility and other renovations and updates to 7th and 8th grade science and general classrooms; renovations to administration and support areas; replacements, upgrades and improvements to building HVAC equipment, temperature controls, water and sewer lines, roofs, and access control system; bridge replacement for drop-off and pick-up safety; and renovation of track restrooms, including a training room; (b) acquire and equip district data center and IT support improvements; (c) acquire, construct and equip secure controlled entrances to Adams and Roosevelt Elementary Schools; and (at an estimated cost of **$14,040,000**) ***Proposition No. 2*** to (a) construct, furnish and equip a new Pre-K attendance center, with nine classrooms.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 7-0.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 9/09/2025** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 470, Arkansas City, Cowley County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 470, Arkansas City, Cowley 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 470, Arkansas City, Cowley 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 470 plans to use the bond proceeds (not to exceed **$52,725,000**) ***Proposition No 1***: to pay the costs to (a) acquire, construct, equip and install additions, renovations or improvements to the district middle school building, including an addition for maker space, art lab, foods lab, and business lab; a storm shelter and multipurpose room addition; a new main entrance with secure controlled entry; an addition to replace vocal and orchestra rooms; renovations to special education classrooms, including a multi-disabilities classroom with adjacent drop-off and pick-up; renovations to boys and girls locker rooms; accessibility and other renovations and updates to 7th and 8th grade science and general classrooms; renovations to administration and support areas; replacements, upgrades and improvements to building HVAC equipment, temperature controls, water and sewer lines, roofs, and access control system; bridge replacement for drop-off and pick-up safety; and renovation of track restrooms, including a training room; (b) acquire and equip district data center and IT support improvements; (c) acquire, construct and equip secure controlled entrances to Adams and Roosevelt Elementary Schools; and at an estimated cost of **$14,040,000** ***Proposition No. 2*** – to (a) construct, furnish and equip a new Pre-K attendance center, with nine classrooms.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous 7-0.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

| Unified School District 470 Arkansas City | County: Cowley | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $167,677,737 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $23,474,883 | |
| 4. State Aid Percentage | 30% | 25-26 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $66,765,000 | 39.8% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $66,765,000 | 39.8% |
| 8. Estimated amount of bond indebtedness authorized without approval | $23,474,883 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $43,290,117 | 25.8% |

**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

August 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

**Agenda Number:** 6

**Meeting Date:** 9/9/2025

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** State Assessment Score Reports

**From:** Beth Fultz

Beth Fultz, Director, Career Standards, and Assessment Services will provide a timeline update on the release of state assessment scores. Julie Ewing, Assistant Director, Career Standards and Assessments, Susan Martin, Director at Assessment Technology Solutions (ATS) at the Assessment and Achievement Institute (AAI) at the University of Kansas and Matt Copland, Associate Director will share sample student score reports in English language arts, math and science available to parents in the *Kite* parent portal. They will also share samples of building and district assessment reports and Julie Ewing will provide examples of how the data from these reports could be used to evaluate and improve instruction.

**Agenda Number:** 7

**Meeting Date:** 9/9/2025

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Presentation: Efforts on increasing excellence in Kansas Educational Leadership

**From:** Deborah Bremer

G.A. Buie is a 24-year veteran of Kansas education, serving as a teacher, athletic director, assistant principal, and principal. He has worked with a wide variety of schools in Kansas, working at the middle and high school levels. From 2009-2015 Buie served on the Board of Directors for the National Association of Secondary School Principals, In 2013 he was elected to serve as the NASSP President. During his time as term President-Elect and President, he had the opportunity to travel to 25 states and the countries of Finland, China, and the Dominican Republic and experience their education systems.

In 2015 Buie was selected as the next Executive Director of the United School Administrators of Kansas (USA-Kansas) and the Kansas School Superintendents Associations(KSSA). During his time at USA-Kansas, the organization has doubled down on its commitment to World Class Leadership by mentoring, training, supporting, and coaching school administrators across the state. This work isn't completed in silos, it's based upon strong relationships with their members and other educational organizations that share the same vision for Kansas Kids.

Buie is a graduate of Missouri Valley College (B.S.), Kansas State University (M.S.) and completed his Doctoral Coursework at Nova Southeastern University.

He will address the efforts to train and support administrative staff.

**Agenda Number:** 8

**Meeting Date:** 9/9/2025

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Reading Corner

**From:** Deborah Bremer

Dr. Laurie Curtis, Early Literacy/Dyslexia Program manager will bring a reading specialist from Holton who has focused on teaching reading to older students. Mrs. Newton will also be bringing an administrator and student from Holton.

Sarah Newton

Reading Specialist
HMS Ambassador Sponsor
HNEA Middle School Building Rep

Holton Middle School (based here)
Holton High School

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 9

| Staff Initiating: | Director: | Commissioner: | Meeting Date: | 9/9/2025 |
|---|---|---|---|---|
| Deborah Bremer | Jay Scott | Randy Watson | | |

**Item Title:**

Act on the Accreditation Review Council's recommendations (Jay Scott)

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Accreditation Review Council recommendation that each school system in KESA be accredited for the 2025-2026 school year.

**Explanation of Situation Requiring Action:**

The Accreditation Review Council (ARC) is made up of educators, diverse in role and geographic location, that is charged with making a recommendation of accreditation status for every system, every year to the State Board of Education. This receive item is comprised of the ARC's recommendations of accreditation status for each system in KESA (303 school systems in 24-25).

The ARC makes their recommendations of accreditation by reviewing reports prepared by KSDE showing how each school system in KESA either met or did not meet KESA standards. For 2024-2025, KSDE evaluated school systems in two areas, School Improvement and Compliance. In School Improvement, KSDE's Action Plan Review team evaluated each system's KESA Action Plan for clarity, alignment to the 4 Fundamentals, and being data-driven. A school system meeting those criteria would result in having a Ready-to-Implement KESA Action Plan. In Compliance, each system was evaluated by a lead team at KSDE against the standards for being "in compliance". The ARC reviewed the attached reports (Action Plan status, Compliance status), and then voted on a recommendation of accreditation status for each system during an early July meeting.

During the meeting, the ARC voted to recommend every school system in KESA to be accredited based on the attached reports. Every school system in KESA has a Ready-to-Implement KESA Action Plan, meeting the KESA standards in School Improvement. In Compliance, the majority of the school systems met the standards in each of the 14 KESA Compliance areas. There are several school systems that are Not In Compliance in a few Compliance areas, however, this is the first year for those particular school systems to be Not In Compliance and, following our evaluation process, a school system's accreditation status is not affected when not meeting standards for one year. If a school system does not meet standards for two consecutive years in the same KESA area, that is when the ARC will complete a more in-depth review to determine if the system should remain accredited or be accredited with conditions.

Therefore, while not all school systems met standards in each KESA Compliance area, the ARC, following our KESA process, is recommending each school system to remain accredited. The school systems that did not meet KESA Compliance standards have been notified.

So, as a receive item, the Accreditation Review Council is recommending each school system in KESA to be accredited for the 25-26 school year.

| Org No | Organization | School Year | Action Plan Status |
|---|---|---|---|
| D0101 | Erie-Galesburg | 2025 | Ready to Implement |
| D0102 | Cimarron-Ensign | 2025 | Ready to Implement |
| D0103 | Cheylin | 2025 | Ready to Implement |
| D0105 | Rawlins County | 2025 | Ready to Implement |
| D0106 | Western Plains | 2025 | Ready to Implement |
| D0107 | Rock Hills | 2025 | Ready to Implement |
| D0108 | Washington Co. Schools | 2025 | Ready to Implement |
| D0109 | Republic County | 2025 | Ready to Implement |
| D0110 | Thunder Ridge Schools | 2025 | Ready to Implement |
| D0111 | Doniphan West Schools | 2025 | Ready to Implement |
| D0112 | Central Plains | 2025 | Ready to Implement |
| D0113 | Prairie Hills | 2025 | Ready to Implement |
| D0114 | Riverside | 2025 | Ready to Implement |
| D0115 | Nemaha Central | 2025 | Ready to Implement |
| D0200 | Greeley County Schools | 2025 | Ready to Implement |
| D0202 | Turner-Kansas City | 2025 | Ready to Implement |
| D0203 | Piper-Kansas City | 2025 | Ready to Implement |
| D0204 | Bonner Springs | 2025 | Ready to Implement |
| D0205 | Bluestem | 2025 | Ready to Implement |
| D0206 | Remington-Whitewater | 2025 | Ready to Implement |
| D0207 | Fort Leavenworth | 2025 | Ready to Implement |
| D0208 | Trego County | 2025 | Ready to Implement |
| D0209 | Moscow Public Schools | 2025 | Ready to Implement |
| D0210 | Hugoton Public Schools | 2025 | Ready to Implement |
| D0211 | Norton Community Schools | 2025 | Ready to Implement |
| D0212 | Northern Valley | 2025 | Ready to Implement |
| D0214 | Ulysses | 2025 | Ready to Implement |
| D0215 | Lakin | 2025 | Ready to Implement |
| D0216 | Deerfield | 2025 | Ready to Implement |
| D0217 | Rolla | 2025 | Ready to Implement |
| D0218 | Elkhart | 2025 | Ready to Implement |
| D0219 | Minneola | 2025 | Ready to Implement |
| D0220 | Ashland | 2025 | Ready to Implement |
| D0223 | Barnes | 2025 | Ready to Implement |
| D0224 | Clifton-Clyde | 2025 | Ready to Implement |
| D0225 | Fowler | 2025 | Ready to Implement |
| D0226 | Meade | 2025 | Ready to Implement |
| D0227 | Hodgeman County | 2025 | Ready to Implement |
| D0229 | Blue Valley | 2025 | Ready to Implement |
| D0230 | Spring Hill | 2025 | Ready to Implement |
| D0231 | Gardner Edgerton | 2025 | Ready to Implement |
| D0232 | De Soto | 2025 | Ready to Implement |
| D0233 | Olathe | 2025 | Ready to Implement |
| D0234 | Fort Scott | 2025 | Ready to Implement |
| D0235 | Uniontown | 2025 | Ready to Implement |
| D0237 | Smith Center | 2025 | Ready to Implement |
| D0239 | North Ottawa County | 2025 | Ready to Implement |

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|---|---|---|---|
| D0240 | Twin Valley | 2025 | Ready to Implement |
| D0241 | Wallace County Schools | 2025 | Ready to Implement |
| D0242 | Weskan | 2025 | Ready to Implement |
| D0243 | Lebo-Waverly | 2025 | Ready to Implement |
| D0244 | Burlington | 2025 | Ready to Implement |
| D0245 | LeRoy-Gridley | 2025 | Ready to Implement |
| D0246 | Northeast | 2025 | Ready to Implement |
| D0247 | Cherokee | 2025 | Ready to Implement |
| D0248 | Girard | 2025 | Ready to Implement |
| D0249 | Frontenac Public Schools | 2025 | Ready to Implement |
| D0250 | Pittsburg | 2025 | Ready to Implement |
| D0251 | North Lyon County | 2025 | Ready to Implement |
| D0252 | Southern Lyon County | 2025 | Ready to Implement |
| D0253 | Emporia | 2025 | Ready to Implement |
| D0254 | Barber County North | 2025 | Ready to Implement |
| D0255 | South Barber | 2025 | Ready to Implement |
| D0256 | Marmaton Valley | 2025 | Ready to Implement |
| D0257 | Iola | 2025 | Ready to Implement |
| D0258 | Humboldt | 2025 | Ready to Implement |
| D0259 | Wichita | 2025 | Ready to Implement |
| D0260 | Derby | 2025 | Ready to Implement |
| D0261 | Haysville | 2025 | Ready to Implement |
| D0262 | Valley Center Pub Sch | 2025 | Ready to Implement |
| D0263 | Mulvane | 2025 | Ready to Implement |
| D0264 | Clearwater | 2025 | Ready to Implement |
| D0265 | Goddard | 2025 | Ready to Implement |
| D0266 | Maize | 2025 | Ready to Implement |
| D0267 | Renwick | 2025 | Ready to Implement |
| D0268 | Cheney | 2025 | Ready to Implement |
| D0269 | Palco | 2025 | Ready to Implement |
| D0270 | Plainville | 2025 | Ready to Implement |
| D0271 | Stockton | 2025 | Ready to Implement |
| D0272 | Waconda | 2025 | Ready to Implement |
| D0273 | Beloit | 2025 | Ready to Implement |
| D0274 | Oakley | 2025 | Ready to Implement |
| D0275 | Triplains | 2025 | Ready to Implement |
| D0281 | Graham County | 2025 | Ready to Implement |
| D0282 | West Elk | 2025 | Ready to Implement |
| D0283 | Elk Valley | 2025 | Ready to Implement |
| D0284 | Chase County | 2025 | Ready to Implement |
| D0285 | Cedar Vale | 2025 | Ready to Implement |
| D0286 | Chautauqua Co Community | 2025 | Ready to Implement |
| D0287 | West Franklin | 2025 | Ready to Implement |
| D0288 | Central Heights | 2025 | Ready to Implement |
| D0289 | Wellsville | 2025 | Ready to Implement |
| D0290 | Ottawa | 2025 | Ready to Implement |
| D0291 | Grinnell Public Schools | 2025 | Ready to Implement |

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|---|---|---|---|
| D0292 | Wheatland | 2025 | Ready to Implement |
| D0293 | Quinter Public Schools | 2025 | Ready to Implement |
| D0294 | Oberlin | 2025 | Ready to Implement |
| D0297 | St Francis Comm Sch | 2025 | Ready to Implement |
| D0298 | Lincoln | 2025 | Ready to Implement |
| D0299 | Sylvan Grove | 2025 | Ready to Implement |
| D0300 | Comanche County | 2025 | Ready to Implement |
| D0303 | Ness City | 2025 | Ready to Implement |
| D0305 | Salina | 2025 | Ready to Implement |
| D0306 | Southeast Of Saline | 2025 | Ready to Implement |
| D0307 | Ell-Saline | 2025 | Ready to Implement |
| D0308 | Hutchinson Public Schools | 2025 | Ready to Implement |
| D0309 | Nickerson | 2025 | Ready to Implement |
| D0310 | Fairfield | 2025 | Ready to Implement |
| D0311 | Pretty Prairie | 2025 | Ready to Implement |
| D0312 | Haven Public Schools | 2025 | Ready to Implement |
| D0313 | Buhler | 2025 | Ready to Implement |
| D0314 | Brewster | 2025 | Ready to Implement |
| D0315 | Colby Public Schools | 2025 | Ready to Implement |
| D0316 | Golden Plains | 2025 | Ready to Implement |
| D0320 | Wamego | 2025 | Ready to Implement |
| D0321 | Kaw Valley | 2025 | Ready to Implement |
| D0322 | Onaga-Havensville-Wheaton | 2025 | Ready to Implement |
| D0323 | Rock Creek | 2025 | Ready to Implement |
| D0325 | Phillipsburg | 2025 | Ready to Implement |
| D0326 | Logan | 2025 | Ready to Implement |
| D0327 | Ellsworth | 2025 | Ready to Implement |
| D0329 | Wabaunsee | 2025 | Ready to Implement |
| D0330 | Mission Valley | 2025 | Ready to Implement |
| D0331 | Kingman - Norwich | 2025 | Ready to Implement |
| D0332 | Cunningham | 2025 | Ready to Implement |
| D0333 | Concordia | 2025 | Ready to Implement |
| D0334 | Southern Cloud | 2025 | Ready to Implement |
| D0335 | North Jackson | 2025 | Ready to Implement |
| D0336 | Holton | 2025 | Ready to Implement |
| D0337 | Royal Valley | 2025 | Ready to Implement |
| D0338 | Valley Falls | 2025 | Ready to Implement |
| D0339 | Jefferson County North | 2025 | Ready to Implement |
| D0340 | Jefferson West | 2025 | Ready to Implement |
| D0341 | Oskaloosa Public Schools | 2025 | Ready to Implement |
| D0342 | McLouth | 2025 | Ready to Implement |
| D0343 | Perry Public Schools | 2025 | Ready to Implement |
| D0344 | Pleasanton | 2025 | Ready to Implement |
| D0345 | Seaman | 2025 | Ready to Implement |
| D0346 | Jayhawk | 2025 | Ready to Implement |
| D0347 | Kinsley-Offerle | 2025 | Ready to Implement |
| D0348 | Baldwin City | 2025 | Ready to Implement |

| | | | |
|---|---|---|---|
| D0349 | Stafford | 2025 | Ready to Implement |
| D0350 | St John-Hudson | 2025 | Ready to Implement |
| D0351 | Macksville | 2025 | Ready to Implement |
| D0352 | Goodland | 2025 | Ready to Implement |
| D0353 | Wellington | 2025 | Ready to Implement |
| D0355 | Ellinwood Public Schools | 2025 | Ready to Implement |
| D0356 | Conway Springs | 2025 | Ready to Implement |
| D0357 | Belle Plaine | 2025 | Ready to Implement |
| D0358 | Oxford | 2025 | Ready to Implement |
| D0359 | Argonia Public Schools | 2025 | Ready to Implement |
| D0360 | Caldwell | 2025 | Ready to Implement |
| D0361 | Chaparral Schools | 2025 | Ready to Implement |
| D0362 | Prairie View | 2025 | Ready to Implement |
| D0363 | Holcomb | 2025 | Ready to Implement |
| D0364 | Marysville | 2025 | Ready to Implement |
| D0365 | Garnett | 2025 | Ready to Implement |
| D0366 | Woodson | 2025 | Ready to Implement |
| D0367 | Osawatomie | 2025 | Ready to Implement |
| D0368 | Paola | 2025 | Ready to Implement |
| D0369 | Burrton | 2025 | Ready to Implement |
| D0371 | Montezuma | 2025 | Ready to Implement |
| D0372 | Silver Lake | 2025 | Ready to Implement |
| D0373 | Newton | 2025 | Ready to Implement |
| D0374 | Sublette | 2025 | Ready to Implement |
| D0375 | Circle | 2025 | Ready to Implement |
| D0376 | Sterling | 2025 | Ready to Implement |
| D0377 | Atchison Co Comm Schools | 2025 | Ready to Implement |
| D0378 | Riley County | 2025 | Ready to Implement |
| D0379 | Clay County | 2025 | Ready to Implement |
| D0380 | Vermillion | 2025 | Ready to Implement |
| D0381 | Spearville | 2025 | Ready to Implement |
| D0382 | Pratt | 2025 | Ready to Implement |
| D0383 | Manhattan-Ogden | 2025 | Ready to Implement |
| D0384 | Blue Valley | 2025 | Ready to Implement |
| D0385 | Andover | 2025 | Ready to Implement |
| D0386 | Madison-Virgil | 2025 | Ready to Implement |
| D0387 | Altoona-Midway | 2025 | Ready to Implement |
| D0388 | Ellis | 2025 | Ready to Implement |
| D0389 | Eureka | 2025 | Ready to Implement |
| D0390 | Hamilton | 2025 | Ready to Implement |
| D0392 | Osborne County | 2025 | Ready to Implement |
| D0393 | Solomon | 2025 | Ready to Implement |
| D0394 | Rose Hill Public Schools | 2025 | Ready to Implement |
| D0395 | LaCrosse | 2025 | Ready to Implement |
| D0396 | Douglass Public Schools | 2025 | Ready to Implement |
| D0397 | Centre | 2025 | Ready to Implement |
| D0398 | Peabody-Burns | 2025 | Ready to Implement |

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| D0399 | Paradise | 2025 | Ready to Implement |
| D0400 | Smoky Valley | 2025 | Ready to Implement |
| D0401 | Chase-Raymond | 2025 | Ready to Implement |
| D0402 | Augusta | 2025 | Ready to Implement |
| D0403 | Otis-Bison | 2025 | Ready to Implement |
| D0404 | Riverton | 2025 | Ready to Implement |
| D0405 | Lyons | 2025 | Ready to Implement |
| D0407 | Russell County | 2025 | Ready to Implement |
| D0408 | Marion-Florence | 2025 | Ready to Implement |
| D0409 | Atchison Public Schools | 2025 | Ready to Implement |
| D0410 | Durham-Hillsboro-Lehigh | 2025 | Ready to Implement |
| D0411 | Goessel | 2025 | Ready to Implement |
| D0412 | Hoxie Community Schools | 2025 | Ready to Implement |
| D0413 | Chanute Public Schools | 2025 | Ready to Implement |
| D0415 | Hiawatha | 2025 | Ready to Implement |
| D0416 | Louisburg | 2025 | Ready to Implement |
| D0417 | Morris County | 2025 | Ready to Implement |
| D0418 | McPherson | 2025 | Ready to Implement |
| D0419 | Canton-Galva | 2025 | Ready to Implement |
| D0420 | Osage City | 2025 | Ready to Implement |
| D0421 | Lyndon | 2025 | Ready to Implement |
| D0422 | Kiowa County | 2025 | Ready to Implement |
| D0423 | Moundridge | 2025 | Ready to Implement |
| D0426 | Pike Valley | 2025 | Ready to Implement |
| D0428 | Great Bend | 2025 | Ready to Implement |
| D0429 | Troy Public Schools | 2025 | Ready to Implement |
| D0430 | South Brown County | 2025 | Ready to Implement |
| D0431 | Hoisington | 2025 | Ready to Implement |
| D0432 | Victoria | 2025 | Ready to Implement |
| D0434 | Santa Fe Trail | 2025 | Ready to Implement |
| D0435 | Abilene | 2025 | Ready to Implement |
| D0436 | Caney Valley | 2025 | Ready to Implement |
| D0437 | Auburn-Washburn | 2025 | Ready to Implement |
| D0438 | Skyline Schools | 2025 | Ready to Implement |
| D0439 | Sedgwick Public Schools | 2025 | Ready to Implement |
| D0440 | Halstead | 2025 | Ready to Implement |
| D0443 | Dodge City | 2025 | Ready to Implement |
| D0444 | Little River | 2025 | Ready to Implement |
| D0445 | Coffeyville | 2025 | Ready to Implement |
| D0446 | Independence | 2025 | Ready to Implement |
| D0447 | Cherryvale | 2025 | Ready to Implement |
| D0448 | Inman | 2025 | Ready to Implement |
| D0449 | Easton | 2025 | Ready to Implement |
| D0450 | Shawnee Heights | 2025 | Ready to Implement |
| D0452 | Stanton County | 2025 | Ready to Implement |
| D0453 | Leavenworth | 2025 | Ready to Implement |
| D0454 | Burlingame Public School | 2025 | Ready to Implement |

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| D0456 | Marais Des Cygnes Valley | 2025 | Ready to Implement |
| D0457 | Garden City | 2025 | Ready to Implement |
| D0458 | Basehor-Linwood | 2025 | Ready to Implement |
| D0459 | Bucklin | 2025 | Ready to Implement |
| D0460 | Hesston | 2025 | Ready to Implement |
| D0461 | Neodesha | 2025 | Ready to Implement |
| D0462 | Central | 2025 | Ready to Implement |
| D0463 | Udall | 2025 | Ready to Implement |
| D0464 | Tonganoxie | 2025 | Ready to Implement |
| D0465 | Winfield | 2025 | Ready to Implement |
| D0466 | Scott County | 2025 | Ready to Implement |
| D0467 | Leoti | 2025 | Ready to Implement |
| D0469 | Lansing | 2025 | Ready to Implement |
| D0470 | Arkansas City | 2025 | Ready to Implement |
| D0471 | Dexter | 2025 | Ready to Implement |
| D0473 | Chapman | 2025 | Ready to Implement |
| D0474 | Haviland | 2025 | Ready to Implement |
| D0475 | Geary County Schools | 2025 | Ready to Implement |
| D0476 | Copeland | 2025 | Ready to Implement |
| D0477 | Ingalls | 2025 | Ready to Implement |
| D0479 | Crest | 2025 | Ready to Implement |
| D0480 | Liberal | 2025 | Ready to Implement |
| D0481 | Rural Vista | 2025 | Ready to Implement |
| D0482 | Dighton | 2025 | Ready to Implement |
| D0483 | Kismet-Plains | 2025 | Ready to Implement |
| D0484 | Fredonia | 2025 | Ready to Implement |
| D0487 | Herington | 2025 | Ready to Implement |
| D0489 | Hays | 2025 | Ready to Implement |
| D0490 | El Dorado | 2025 | Ready to Implement |
| D0491 | Eudora | 2025 | Ready to Implement |
| D0492 | Flinthills | 2025 | Ready to Implement |
| D0493 | Columbus | 2025 | Ready to Implement |
| D0494 | Syracuse | 2025 | Ready to Implement |
| D0495 | Ft Larned | 2025 | Ready to Implement |
| D0496 | Pawnee Heights | 2025 | Ready to Implement |
| D0497 | Lawrence | 2025 | Ready to Implement |
| D0498 | Valley Heights | 2025 | Ready to Implement |
| D0499 | Galena | 2025 | Ready to Implement |
| D0500 | Kansas City | 2025 | Ready to Implement |
| D0501 | Topeka Public Schools | 2025 | Ready to Implement |
| D0502 | Lewis | 2025 | Ready to Implement |
| D0503 | Parsons | 2025 | Ready to Implement |
| D0504 | Oswego | 2025 | Ready to Implement |
| D0505 | Chetopa-St. Paul | 2025 | Ready to Implement |
| D0506 | Labette County | 2025 | Ready to Implement |
| D0507 | Satanta | 2025 | Ready to Implement |
| D0508 | Baxter Springs | 2025 | Ready to Implement |

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| D0509 | South Haven | 2025 | Ready to Implement |
| D0511 | Attica | 2025 | Ready to Implement |
| D0512 | Shawnee Mission Pub Sch | 2025 | Ready to Implement |
| S0507 | St. Hosp. Training Center Parsons | 2025 | Ready to Implement |
| S0521 | Department of Corrections | 2025 | Ready to Implement |
| S0604 | School for Blind | 2025 | Ready to Implement |
| S0610 | School for Deaf | 2025 | Ready to Implement |
| X0758 | Heartspring | 2025 | Ready to Implement |
| Z0006 | Brookridge Day School | 2025 | Ready to Implement |
| Z0009 | Independence Bible School | 2025 | Ready to Implement |
| Z0026 | Lutheran Schools (Topeka) | 2025 | Ready to Implement |
| Z0028 | Dodge City Catholic Diocese | 2025 | Ready to Implement |
| Z0029 | Kansas City Catholic Diocese | 2025 | Ready to Implement |
| Z0030 | Salina Catholic Diocese | 2025 | Ready to Implement |
| Z0031 | Wichita Catholic Diocese | 2025 | Ready to Implement |
| Z0032 | Lakemary Center Paola | 2025 | Ready to Implement |
| Z0060 | Accelerated Schools | 2025 | Ready to Implement |
| Z0064 | Annoor Islamic School | 2025 | Ready to Implement |
| Z0066 | Life Preparatory Academy | 2025 | Ready to Implement |
| Z0070 | Branches Academy | 2025 | Ready to Implement |

| System | ASQ Completion | Dyslexia | Licensure | CNW | ACT & WorkKeys | Assessments | Educator Mentoring | Individual Plan of Study | KIDS | Kindergarten Readiness | Professional Development | Special Education | Title Services | Anti Bullying | Jason Flatt Act | Mand. Reporting |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 101 Erie-Galesburg | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 102 Cimarron-Ensign | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 103 Cheylin | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 105 Rawlins County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 106 Western Plains | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 107 Rock Hills | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 108 Washington Co. Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 109 Republic County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 110 Thunder Ridge Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 111 Doniphan West Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 112 Central Plains | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 113 Prairie Hills | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 114 Riverside | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 115 Nemaha Central | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 200 Greeley County Schools | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 202 Turner-Kansas City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 203 Piper- Kansas City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 204 Bonner Springs | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 205 Bluestem | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 206 Remington-Whitewater | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 207 Fort Leavenworth | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 208 Trego | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 209 Moscow Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 210 Hugoton Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 211 Norton Community Schools | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 212 Northern Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 214 Ulysses | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 215 Lakin | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 216 Deerfield | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 217 Rolla | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 218 Elkhart | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 219 Minneola | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 220 Ashland | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 223 Barnes | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 224 Clifton-Clyde | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 225 Fowler | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 226 Meade | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 227 Hodgeman County Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 229 Blue Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 230 Spring Hill | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 231 Gardner Edgerton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 232 De Soto | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 233 Olathe | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 234 Fort Scott | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 235 Uniontown | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 237 Smith Center | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 239 North Ottawa County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 240 Twin Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 241 Wallace County Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 242 Weskan | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 243 Lebo- Waverly | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 244 Burlington | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 245 LeRoy-Gridley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 246 Northeast | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 247 Cherokee | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 248 Girard | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 249 Frontenac Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 250 Pittsburg | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 251 North Lyon County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 252 Southern Lyon County | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 253 Emporia | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 254 Barber County North | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 255 South Barber | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 256 Marmaton Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 257 Iola | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 258 Humboldt | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 259 Wichita | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 260 Derby | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 261 Haysville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 262 Valley Center Pub Sch | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 263 Mulvane | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 264 Clearwater | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 265 Goddard | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 266 Maize | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 267 Renwick | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 268 Cheney | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 269 Palco | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 270 Plainville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 271 Stockton | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 272 Waconda | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 273 Beloit | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 274 Oakley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 275 Triplains | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 281 Graham County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 282 West Elk | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 283 Elk Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 284 Chase County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 285 Cedar Vale | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 286 Chautauqua Co Community | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 287 West Franklin | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 288 Central Heights | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 289 Wellsville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 290 Ottawa | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 291 Grinnell Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 292 Wheatland | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 293 Quinter Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 294 Oberlin | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 297 St Francis Comm Sch | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 298 Lincoln | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 299 Sylvan Grove | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 300 Comanche County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 303 Ness City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 305 Salina | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 306 Southeast of Saline | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 307 Ell-Saline | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 308 Hutchinson Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 309 Nickerson | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 310 Fairfield | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 311 Pretty Prairie | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 312 Haven Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 313 Buhler | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 314 Brewster | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 315 Colby Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 316 Golden Plains | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 320 Wamego | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 321 Kaw Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |

please increase using magnifying glass image

| System | ASQ Completion | Dyslexia | Licensure | CNW | ACT & WorkKeys | Assessments | Educator Mentoring | Individual Plan of Study | KIDS | Kindergarten Readiness | Professional Development | Special Education | Title Services | Anti Bullying | Jason Flatt Act | Mand. Reporting |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 322 Onaga-Havensville-Wheaton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 323 Rock Creek | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 325 Phillipsburg | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 326 Logan | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 327 Ellsworth | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 329 Wabaunsee | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 330 Mission Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 331 Kingman-Norwich | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 332 Cunningham | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 333 Concordia | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 334 Southern Cloud | Not in Compliance | Not in Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 335 North Jackson | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 336 Holton | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 337 Royal Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 338 Valley Falls | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 339 Jefferson County North | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 340 Jefferson West | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 341 Oskaloosa Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 342 McLouth | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 343 Perry Public Schools | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 344 Pleasanton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 345 Seaman | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 346 Jayhawk | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 347 Kinsley-Offerle | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 348 Baldwin City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 349 Stafford | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 350 St. John-Hudson | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 351 Macksville | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 352 Goodland | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 353 Wellington | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 355 Ellinwood Public Schools | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 356 Conway Springs | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 357 Belle Plaine | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 358 Oxford | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 359 Argonia Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 360 Caldwell | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 361 Chaparral Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 362 Prairie View | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 363 Holcomb | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 364 Marysville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 365 Garnett | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 366 Woodson | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 367 Osawatomie | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 368 Paola | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 369 Burrton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 371 Montezuma | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 372 Silver Lake | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 373 Newton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 374 Sublette | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 375 Circle | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 376 Sterling | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 377 Atchison Co Comm Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 378 Riley County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 379 Clay County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 380 Vermillion | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 381 Spearville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 382 Pratt | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 383 Manhattan | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 383 Manhattan-Ogden | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 384 Blue Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 385 Andover | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 386 Madison-Virgil | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 387 Altoona-Midway | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 388 Ellis | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 389 Eureka | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 390 Hamilton | Not in Compliance | Working on Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 392 Osborne County | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 393 Solomon | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 394 Rose Hill Public Schools | Not in Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 395 LaCrosse | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 396 Douglass Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 397 Centre | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 398 Peabody-Burns | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 399 Paradise | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 400 Smoky Valley | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 401 Chase-Raymond | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 402 Augusta | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 403 Otis-Bison | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 404 Riverton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 405 Lyons | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 407 Russell County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 408 Marion-Florence | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 409 Atchison Public Schools | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 410 Durham-hillsboro-Lehigh | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 411 Goessel | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 412 Hoxie Community Schools | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 413 Chanute Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 415 Hiawatha | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 416 Louisburg | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 417 Morris County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 418 McPherson | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 419 Canton-Galva | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 420 Osage City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 421 Lyndon | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 422 Kiowa County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 423 Moundridge | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 426 Pike Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 428 Great Bend | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 429 Troy Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 430 South Brown County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 431 Hoisington | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 432 Victoria | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 434 Santa Fe Trail | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 435 Abilene | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 436 Caney Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 437 Auburn Washburn | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 438 Skyline Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 439 Sedgwick Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 440 Halstead | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 443 Dodge City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 444 Little River | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 445 Coffeyville | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 446 Independence | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 447 Cherryvale | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 448 Inman | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 449 Easton | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |

| System | ASQ Completion | Dyslexia | Licensure | CNW | ACT & WorkKeys | Assessments | Educator Mentoring | Individual Plan of Study | KIDS | Kindergarten Readiness | Professional Development | Special Education | Title Services | Anti Bullying | Jason Flatt Act | Mand. Reporting |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 450 Shawnee Heights | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 452 Stanton County | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 453 Leavenworth | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 454 Burlingame Public School | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 456 Marais Des Cygnes Valley | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 457 Garden City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 458 Basehor-Linwood | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 459 Bucklin | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 460 Hesston | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 461 Neodesha | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 462 Central | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 463 Udall | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 464 Tonganoxie | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 465 Winfield | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 466 Scott County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 467 Lezdi | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 468 Healy Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 469 Lansing | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 470 Arkansas City | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 471 Dexter | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 473 Chapman | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 474 Haviland | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 475 Geary County Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 476 Copeland | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 477 Ingalls | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 479 Colony-Crest | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 480 Liberal | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 481 Rural Vista | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 482 Dighton | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 483 Kismet-Plains | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 484 Fredonia | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 487 Herrington | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 489 Hays | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 490 El Dorado | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 491 Eudora | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 492 Flint Hills | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 493 Columbus | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 494 Syracuse | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 495 Ft Larned | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 496 Pawnee Heights | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 497 Lawrence | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 498 Valley Heights | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 499 Galena | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 500 Kansas City | In Compliance | Not in Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 501 Topeka Public Schools | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 502 Lewis | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 503 Parsons | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 504 Oswego | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 505 Chetopa- St. Paul | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 506 Labette County | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 507 Satanta | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 508 Baxter Springs | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 509 South Haven | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 511 Attica | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| 512 Shawnee Mission Pub Sch | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Accelerated Schools | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Annoor Islamic School | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Branches Academy | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Brookridge Day School | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Heartspring | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Independence bible Elementary | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Lakemary Center Paola | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Lawrence Gardner High School | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Life Preparatory Academy | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Lutheran Schools | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| School for the Blind Central Office | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| School for the Deaf Central Office | Not in Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| St. Hosp. Training Center Parsons | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Z0028 Dodge City Catholic Dist Ford Co | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Z0029 KC Archdiocese | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Z0030 Salina Catholic Dist Saline Co | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |
| Z0031 Wichita Catholic Dist Sedgwick Co | In Compliance | In Compliance | Not in Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance | In Compliance |

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 10

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** |
|---|---|---|---|
| Jessica Dorsey | Beth Fultz | Randy Watson | 9/09/2025 |

**Item Title:**

Recommendation to contract with America Learns for AmeriCorps performance, progress and financial reporting

**Recommended Motion:**

It is moved that the Kansas State Board of Education contract with America Learns for AmeriCorps performance, progress and financial reporting.

**Explanation of Situation Requiring Action:**

The Kansas Volunteer Commission will contract with America Learns, LLC, for the AmeriCorps Impact Suite, which is a subgrantee progress and financial monitoring system. This system will be utilized to monitor the approximately $2 million dollars in grant funds allocated to AmeriCorps Kansas subgrantees. In 2021, we moved to the America Learns system because it has budget templates aligned to the requirements of our federal funder, preloaded performance measures aligned to our required performance measure instructions, and a timesheet system for AmeriCorps members to record their service time. We also had a growing need to develop an electronic system for maintaining the files of our 250+ AmeriCorps members across the state for compliance and monitoring. Previously, the files were kept in paper form and when we monitored for compliance, we had to either travel onsite or the programs had to scan the files (with over 25 required pieces of documentation each) and then send them to us via a secure file sharing system. This was cumbersome, time-consuming and unnecessary. America Learns offers a robust member file keeping system that makes compliance visits efficient. All programs need to do is click a button and Commission staff instantly have access to each electronic member file.

The contract includes the following services and costs:
Grantee Progress Reports: $3,750
Financial Reports: $3,750
Timesheets and Member Files: $2,625 x 8 programs = $21,000
Electronic document signing: $250 x 8 programs = $2,000
Implementation Consulting and Ongoing Support: Included
**This contract will not exceed a total of $30,500 and is contingent upon receiving the 2025-2026 AmeriCorps formula grant.**

The contract also includes: unlimited accounts for commission staff, unlimited data storage and access across program years, including archived data from My Service Log, multiple daily data backups, including seven-year storage of end-of-the-month backups, and access to all upgrades and new features within the services being used. The proposed contract would operate from September 1, 2025 to August 31, 2026. Federal funds are provided by the Corporation for National and Community Service (DBA AmeriCorps).

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 11

| Staff Initiating: | Director: | Commissioner: | Meeting Date: | 9/9/2025 |
|---|---|---|---|---|
| Catherine Chmidling | Shane Carter | Randy Watson | | |

## Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approvals

## Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation program approvals for Emporia State University and Kansas State University.

## Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider program approvals for Emporia State University and Kansas State University.

The educator preparation program review process is guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004 and have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations and assessment instruments.

Following the institutional application and receipt of program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution, and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as

attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented in August as a Receive item.

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July 03, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On July 01, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program review submissions, rejoinders, and final team reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Emporia State University programs through December 31, 2032:

Building Leadership PreK-12, A
- Areas for Improvement
- Standards 1-7
- None

Chemistry 6-12, I
- Areas for Improvement
- Standards 1-8
- None

District Leadership PreK-12, A
- Areas for Improvement
- Standards 1-7
- None

English Language Arts 6-12, I
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Gifted PreK-12, A

Areas for Improvement

Standards 1-6

None

Health PreK-12, I

Areas for Improvement

Standards 1-5

None

Music-Instrumental PreK-12, I

Areas for Improvement

Standards 1-7

None

Music-Vocal PreK-12, I

Areas for Improvement

Standards 1-7

None

Physical Education PreK-12, I

Areas for Improvement

Standards 1-7

None

Speech/Theatre 6-12, I

Areas for Improvement

Standards 1-6

None

World Languages PreK-12, I

Areas for Improvement

Standards 1-8

None

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July 03, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Kansas State University

Introductory Statement:

On July 01, 2025, the Evaluation Review Committee reviewed an application for new program approval for Kansas State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and Final Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following Kansas State University program through December 31, 2027:

Innovative Elementary Education Unified LERP K-6, I new program
Areas for Improvement:
Standards 1-11, Science of Reading
none

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

# PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

## PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

### 91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.
(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified

intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

## 91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review

committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

## 91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six

months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time,

may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 13 a

| Staff Initiating: | Director: | Commissioner: | Meeting Date: | 9/9/2025 |
|---|---|---|---|---|
| Julie Ewing | Beth Fultz | Randy Watson | | |

**Item Title:**

Receive Item Approve Request for Proposal (RFP) for License Agreement with Reading/Math resources aligned to the Kansas Assessment Program (Action in October)

**Recommended Motion:**

It is moved the Kansas Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a product linked to English Language Arts and mathematics scale score on the Kansas state summative assessments and resources for students, parents, and teacher aligned to the scientific measure of a student's reading or mathematics ability with a contract amount not to exceed $1.5 million through June 30, 2031.

**Explanation of Situation Requiring Action:**

The Kansas State Department of Education (KSDE) is issuing this Request for Proposal to obtain competitive responses from vendors. The contract will be issued for a licensing agreement from July 1, 2026, through June 30, 2031.

The vendor will provide a scientific approach to measuring reading ability and reading materials and mathematical achievement and concept/application solvability. The measure should be linked to English Language Arts and mathematics scale score on the Kansas state summative assessments. For instructional purposes, the measures should be reported at the student and classroom levels. The measures should appear on reports that are sent home to parents and reports that are provided to the current grade-level teacher and/or the next grade-level teacher. The measure will be added to individual student score reports and used in peer review for summative assessment approval.

During the term of this agreement the vendor will provide access to online resources for students, parents, and teachers that are aligned to the scientific measure of a student's reading or mathematics ability.

Background/History: Previously the Kansas State Department of Education has had multi-year contracts with MetaMetrics for these products, services, and resources. The Department of Administration requires a bid for these services seeking the provider to provide approval for bid.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 13 b.

| Staff Initiating: | Director: | Commissioner: | Meeting Date: | 9/9/2025 |
|---|---|---|---|---|
| Julie Ewing | Beth Fultz | Randy Watson | | |

**Item Title:**

Receive Item to approve the continuation of work on the Kansas Assessment Program (Act in October)

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the University of Kansas for the purpose of providing the state assessments to students in accredited schools. The contract will provide development of new items, test administration, score reporting, psychometrics, and some released items annually. This contract is for three years from July 1, 2026, and would not exceed $6,000,000 annually.

**Explanation of Situation Requiring Action:**

The Kansas State Department of Education (KSDE) is committed to maintaining a balanced assessment system, emphasizing the provision of equitable resources to support diverse assessment opportunities. We firmly believe that such a system offers a thorough and effective framework for evaluating student learning.

Currently Assessment and Technology Solutions (ATS) at the University of Kansas contracts for all state assessment products and services. Both Kansas state statute and federal regulations require students attending public schools to be assessed annually on content knowledge and skills. The Kansas State Board of Education and the Kansas State Department of Education believe the balanced assessment systems approach to testing provides the best evaluation of student performance. The balanced assessment system approach includes mini-tests, interims, and summative assessments aligned to Kansas content standards. All Kansas assessments are delivered to students on a single platform (Kite) and all reports related to the assessments are also available for parents, teachers and administrators on the Kite platform. It is a one-stop shop for all testing and reporting for Kansas schools. Work would include development of test items, test administration, scoring, psychometrics, and score reporting. By continuing to use the same testing platform and vendor to develop additional test items, some items could be released annually.

**Agenda Number:** **14**

**Meeting Date:** **9/9/2025**

KANSAS STATE DEPARTMENT OF EDUCATION

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**Item Title:** Overview and sharing Budget Request to Legislature with the State Board

**From:** Luanne Barron

Superintendent Luanne Barron will provide a brief overview of the Kansas School for the Deaf (KSD) and share the school's budget request to the legislature for the next school year.

**Agenda Number:** **15**

**Meeting Date:** **9/9/2025**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
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**Item Title:** Kansas State School for the Blind: Overview and Budget Request to the Legislature

**From:** Jon Harding

Superintendent Harding will give a brief overview of the Kansas State School for the Blind and share the school's budget request to the legislature.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 16

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/9/2025** |
|---|---|---|---|---|
| Superintendents Barron and Harding | | Randy Watson | | |

**Item Title:**

Receive Item to raise the Out-Of-State Tuition Increase for the Kansas School for the Deaf and the Kansas School for the Blind

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the proposed tuition rate increases for out-of-state students at the Kansas School for the Deaf and the Kansas State School for the Blind. The proposed new rates for the 2026-2027 school year would be as follows:

Day Services: An increase from $40,000.00 to $50,000.00 per student.

Dormitory Services: An increase from $20,000.00 to $25,000.00 per student.

**Explanation of Situation Requiring Action:**

This document proposes a necessary increase in the out-of-state tuition rates for students attending the Kansas School for the Deaf (KSD) and the Kansas State School for the Blind (KSSB), starting in the 2026-2027 school year. The proposed increase aims to address a significant financial discrepancy that has developed due to prolonged inflation, ensuring the continued provision of high-quality, specialized educational services.

**Current Financial Context**

Since at least 2013, the out-of-state tuition rates have remained unchanged at $40,000.00 per student for day services, with an additional $20,000.00 for students residing in the dormitory. Over this same period, the cumulative inflation rate has been an estimated 38.3%, causing a substantial gap between the tuition collected and the actual cost of providing services. While out-of-state school districts cover transportation and some paraprofessional support, the schools themselves bear the majority of the costs, including certified teachers, specialized equipment, food, and all other indirect expenses.

**Justification for Rate Adjustment**

The current tuition rates are no longer sufficient to cover the rising operational costs of our highly specialized programs. The provided services—including instruction from certified teachers of the deaf and blind, access to state-of-the-art adaptive technology, and residential care—are unique and essential for student success. The tuition has not kept pace with the economic pressures of inflation, which has impacted everything from salaries and benefits for staff to the cost of specialized educational materials, mandated related services, and building maintenance. In-state students do not pay tuition because their education is funded by Kansas state tax dollars, which directly support the KSD and KSSB. Out-of-state students, however, are not covered by Kansas taxpayers, so their families or home states are responsible for paying tuition. This ensures that Kansas residents receive the benefit of the state taxes they contribute, while still allowing students

from other states access to specialized programs.

**Proposed Rate Increase**
To mitigate the financial shortfall and ensure the sustainability of our programs, we propose a 25% increase in out-of-state tuition rates for both schools. The proposed new rates for the 2026-2027 school year would be as follows:

Day Services: An increase from $40,000.00 to $50,000.00 per student.

Dormitory Services: An increase from $20,000.00 to $25,000.00 per student.

This adjustment is a fiscally responsible step that acknowledges the financial realities of our operations while maintaining a reasonable cost for out-of-state districts. The proposed rates would help bridge the funding gap and allow our schools to continue providing the exceptional level of care and education that students with sensory disabilities deserve.

Ongoing Tuition Adjustment To prevent the need for future, one-time tuition increases and to ensure that the out-of-state tuition rates accurately reflect the ongoing costs of operation, we propose that the approved tuition rates be adjusted annually. The adjustments will be equal to the annual percent increase to the Base Aide for Student Excellence (BASE) as defined in K.S.A. 72-5132. Beginning with the 2027-2028 school year, the tuition rates for both day and dormitory services will be increased each year by the percentage change in the BASE. This annual adjustment will be applied on July 1st of each year. The BASE is adjusted by a three year average of the Consumer Price Index for all urban consumers in the Midwest region (CPI-U) as published by the US Department of Labor. The CPI-U is a standard measure of inflation that tracks the average change in prices paid by urban consumers for a basket of consumer goods and services. By linking our tuition to BASE funding increases, we can ensure the financial health and long-term sustainability of our programs while providing predictability for out-of-state districts.

We ask the State Board of Education to approve the proposed tuition rate increases for out-of-state students at the Kansas School for the Deaf and the Kansas State School for the Blind. This measure is crucial for the financial health of the schools and for our ability to continue serving a vulnerable student population with the highest standards of excellence.

**Agenda Number:** 17

**Meeting Date:** 9/09/2025

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Presentation on Privacy for Third Party Data in Schools

**From:** Deborah Bremer

Virginia Crossland Macha, Parents-In-Charge, will present on third party data issues in schools. She will discuss student privacy, and the access third party organizations have to student data.

**Agenda Number:** 1

**Meeting Date:** 9/10/2025

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Presentation: Digital Health and Safety Concerns for Students (Katie Kincaid-Longhauser and Detective Kevin Cronister)

**From:** Deborah Bremer

Mrs. Kincaid-Longhauser runs an organization called The Screen Guardians, which focuses on digital health and safety concerns for students, specifically regarding the need to increase education and protection with technology use. Technology, while beneficial and a necessary part of our world, needs to come with greater safeguards. Online crimes are increasing at an alarming rate, and children are the fastest growing victim pool.

Kevin Cronister is a 15-year law enforcement veteran. He currently serves as a Detective with the Internet Crimes Against Children (ICAC) Task Force in the Kansas City Metro Area.

He is a Squad Leader, as well as a Ballistic Shield Operator and Firearms Instructor for SWAT. Kevin earned his master's degree in forensic psychology and holds numerous certifications, such as Advanced Interview & Interrogation through the Federal Bureau of Investigation (FBI), Crisis Intervention Team (CIT) certified for responding to issues with those in mental health crises, and Advanced Digital Forensic Analysis for the iOS and Android operating system.

He is a certified Force Science Analyst and currently serves on the Use of Force Review Board for his agency. Kevin is a husband and father of 5 children.

Katie Kincaid-Longhauser is a wife and mom of 3 highly active children. She spent nearly 7 years in healthcare as a nurse and later transitioned into the world of digital marketing as the owner of a successful virtual agency that serves both national and international clients.

Katie's resilience and compassion for children drive her mission to protect and advocate for their safety. She has become a leading voice in raising awareness about the risks children face online while also empowering parents to confidently navigate today's complex digital world. By blending her expertise in technology with her experience as a parent and her knowledge of the body and neuroscience, Katie makes digital wellness both practical and impactful.

**Agenda Number:**

**Meeting Date:** 1/1/0001

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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**Item Title:** Impact of AI in Education

**From:** Jake Steel

In this presentation to the State Board of Education, I propose shifting from a one-time informational briefing to a structured learning series. Rather than moving immediately to a policy determination, we will defer that decision and devote the coming months to building a shared knowledge base. The series will define artificial intelligence, outline its core components, and examine its role within the education ecosystem; review the empirical research, public polling, and current policy landscape; and consider foundational papers and, as appropriate, demonstrations of current AI capabilities. This approach will position the Board to determine, at the appropriate time, whether policy action is warranted and, if so, where guidance and resources should be directed.

**Agenda Number:** 3

**Meeting Date:** 9/10/2025

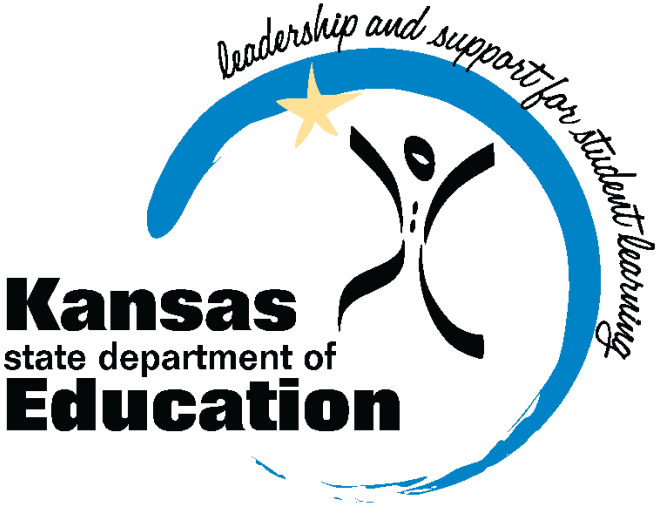
KANSAS STATE DEPARTMENT OF EDUCATION

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**Item Title:** Report on Computer Science Education in Kansas

**From:** Stephen King

During this presentation the Board will be updated on the growth of computer science education in Kansas, beginning with the adoption of the Model Computer Science Standards in 2019 through three years of PACK Act activities to today, with suggested goals for the future being presented.




# Kansas Computer Science Standards

## Grades P-12

Adopted April 16, 2019

# About the Kansas P-12 Computer Science Model Standards

To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, our students must have a clear understanding of the principles and practices of computer science. The Kansas P-12 Computer Science Model Standards delineate a core set of learning objectives designed to provide the foundation for a complete computer science curriculum and its implementation at the P–12 level. To this end, the Standards:

- Introduce the fundamental concepts of computer science to all students, beginning at the primary school level.
- Develop the practices of computational thinking in a sequential progression from pre-kindergarten through high school.
- Encourage schools to offer additional secondary-level computer science courses that will allow interested students to study facets of computer science in more depth and prepare them for entry into the work force or college.
- Increase the availability of rigorous computer science for all students, especially those who are members of underrepresented groups.

The standards have been written by educators to be coherent and comprehensible to teachers, administrators, and policy makers. Grades P-5, middle grades, and secondary L1 are the computer science standards for **all students**. The secondary L2 standards are intended for students who wish to pursue the study of computer science beyond what is expected of all students (specialty or elective courses).

# Connection to the K-12 Computer Science Framework and CSTA Standards

The K–12 Computer Science Framework (k12cs.org) provides overarching, high-level guidance per grade bands, while the standards provide detailed, measurable student performance expectations. The Framework, and the subsequent Computer Science Teachers Association (CSTA) standards document, were considered as primary inputs for the Kansas standards development process.

## Concepts

1. Computing Systems
2. Networks and the Internet
3. Data Analysis
4. Algorithms and Programming
5. Impacts of Computing

## Practices

1. Fostering an Inclusive Computing Culture
2. Collaborating Around Computing
3. Recognizing and Defining Computational Problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating About Computing

**Kansas Computer Science Committee**

Information about standards committee formation was shared with the education community via KSDE listservs, meetings, and the State Board of Education. A registration site was developed with the purpose of obtaining nominations for the standards development committees. Individuals could either self-nominate or could recommend someone. The registration site asked for name, address, email, board district, job title, gender, race, education level, committee group interest, and years of work experience. KSDE staff were asked to ensure that committee members for the standards committees consisted of diversity of gender, race, ethnicity, and education level (K-12 and post-secondary). Special care was taken to ensure that every state board district was represented.

In addition to the committee members the computer science standards committee had a "Representative" ad-hoc group which was comprised of postsecondary, business/community, and military representatives. These individuals were interested in the standards review process and their role was to participate in the discussions and provide feedback.

| Writing Subcommittee | Review Subcommittee | Representative Group |
|---|---|---|
| Chris Holborn, USD 475 | Amy Benz, USD 320 | Robert Burcham, Business & Industry |
| Gwen Lehman, USD 495 | Tyler Bruce, USD 483 | Steven Case, PhD, University of Kansas |
| Laura Leis, USD 400 | Pam Collinge, USD 389 | Charmine Chambers, KBOR |
| Craig Miller, USD 475 | Ross Davis, USD 508 | Anna Hennes, Business & Industry |
| Shane Munro, USD 259 | David Dennis, USD 259 | Chris Issacson, Business & Industry |
| Matthew Peak, USD 503 | Barbra Gonzales, USD 233 | David Kaercher, Business & Industry |
| Kristy Randel, USD 253 | Matthew Lewis, USD 259 | Meg Knauth, Business & Industry |
| Gary Richmond, USD 464 | Brittney Quelch, USD 475 | Jason Knobbe (COL), Military |
| Bryan Salsgiver, USD 229 | Brenda Thompson, USD 373 | Alan Lowden, Business & Industry |
| Samuel Simmons, Sr. USD 500 | Lisa Whallon, USD 233 | Ryan Weber, Business & Industry |
| Steven Stoffregen, USD 465 | Tyler Wolf, USD 348 | Bruce Wellman, NGSS |
| Jill Thompson, USD 264 | Kelley Wyatt, USD 464 | |
| Travis True, USD 501 | | |
| Josh Weese, PhD, Kansas State University | | |
| Chris Wyant, Wichita State University | | |

# Grade PK (Pre-Kindergarten)

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| PK.CS.D.01 | With guidance, demonstrate how to operate a computing device.<br><br>*People use computing devices to perform a variety of tasks accurately and quickly. With guidance, students should be able to select the appropriate app/program to use for tasks they are required to complete. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task.* | Devices | 7. Communicating about computing |
| PK.CS.HS.01 | With guidance, use appropriate terminology to locate and identify common computing devices and components in a variety of environments (e.g. turn on, navigate, open/close programs/apps).<br><br>*A computing system is composed of hardware and software. Hardware consists of physical components. With guidance, students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.* | Hardware and Software | 7. Communicating about computing |
| PK.CS.HS.02 | With guidance, correctly use software that controls computing devices (e.g. e.g. programs, browsers, websites, and applications).<br><br>*Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. With guidance, students should be able to open, use, and close varying programs, apps, or software.* | Hardware and Software | 1. Fostering an inclusive computing culture |
| PK.CS.IO.01 | With guidance, identify and apply basic input/output skills.<br>• Input (keyboarding, mouse, touchscreen, voice, camera, interactive board)<br>• Output (monitor, screen, printer, audio). | Input and Output | 7. Communicating about computing |

| | | | |
|---|---|---|---|
| | *Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters.) Output devices are how a computer displays information, which includes the screen, monitor, speaker, or printer.* | | |
| PK.CS.T.01 | Recognize that computing systems might not work as expected and with guidance can identify simple hardware or software problems (e.g. volume turned down on headphones, monitor turned off).<br><br>*Problems with computing systems have different causes. Students at this level do not need to understand those causes, but they should be able to communicate a problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning on and off the device, turning on speakers, adjusting volume, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.* | Troubleshooting | 6. Testing and refining computational artifacts<br>7. Communicating about computing |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| PK.NI.NCO.01 | Recognize that computing devices are connected via wired or wireless networks so that they can communicate with each other.<br><br>*Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should have an awareness the device is connected to another device.* | Network Communication & Organization | 7. Communicating about computing |
| PK.NI.C.01 | Recognize that passwords are private and should be kept secret.<br><br>*Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity.* | Cybersecurity | 7. Communicating about computing |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| PK.DA.S.01 | Know that the computing device can save information as data that can be searched, modified, and saved or deleted (e.g. save photos, files, or videos).<br><br>*All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. Students should be aware that information can be found or searched on a device.* | Storage | 4. Developing and using abstractions |
| PK.DA.C.01 | Students understand that data about themselves and the world around them is collected, used, and organized in a meaningful way.<br><br>*The collection and use of data about the world around them is a routine part of life and influences how people live.* | Collection | 4. Developing and using abstractions<br>7. Communicating about computing |
| PK.DA.CVT.01 | Students represent collected data in a visual way. (e.g. charts, graphs, tables).<br><br>*Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students can explore bar graphs or line graphs to analyze what has more or less. This can be done without a computing device - paper, interactive board, chart paper, class graph, etc.* | Visualization & Transformation | 7. Communicating about computing |
| PK.DA.IM.01 | Students look for patterns in data, make predictions, and make a model (e.g. make predictions on weather data, butterfly life cycle, etc.) and present in a picture graph or pattern.<br><br>*Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes. Students will* | Inference and Models | 4. Developing and using abstractions |

| | | | |
|---|---|---|---|
| | *show data in a pattern. With guidance, students will show what would be next in a basic pattern, or what might be missing from a pattern. This could be a color pattern, number pattern, animal pattern, etc. It can be as basic as ABAB, or ABBABB.* | | |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| PK.AP.A.01 | With guidance, construct and execute algorithms (set of step-by-step instructions) that includes sequencing and simple loops to accomplish a task, with or without a computing device (e.g. verbally, kinesthetically, with robot devices or a programming language, block coding).<br><br>*Algorithmic thinking is the ability to define clear steps to solve a problem. A process to complete a task (such as the steps to tie your shoes), and recipes are examples of algorithms. Expose students to the term algorithm as they are sequencing events or processes like getting ready for school in the morning.* | Algorithms | 4. Developing and using abstractions |
| PK.AP.V.01 | With guidance, understand that numbers represent different types of data using numbers or other symbols (e.g. thumbs up/thumbs down for yes/no color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).<br><br>*Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.* | Variables | 4. Developing and using abstractions |
| PK.AP.C.01 | With guidance, create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing events and simple loops (e.g. emphasizing beginning, middle, and end; collaborative programming).<br><br>*Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a* | Control | 5. Creating computational artifacts |

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|---|---|---|---|
| | *map. Explore basic robots that use arrows for direction, or search for lessons on CS unplugged fundamentals.* | | |
| PK.AP.M.01 | With guidance, decompose (break down) a larger problem into smaller subproblems.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make breakfast, get ready for school, to move a character across the screen. This can be done with or without a computing device.* | Modularity | 3. Recognizing and defining computational problems |
| PK.AP.PD.01 | Create a design document to illustrate thoughts, ideas, and stories in a sequential manner.<br><br>*Creating a design document for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document such as a story map to illustrate what their program will do.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| PK.AP.PD.02 | Recognize that digital items can be owned and that proper credit needs to be given (e.g. using code, music, pictures).<br><br>*Using computers comes with a level of responsibility. Students should recognize that artifacts were created by others, such as pictures, music, and code.* | Program Development | 7. Communicating about computing |
| PK.AP.PD.03 | With guidance, construct, execute, and debug (identify and fix) algorithms using a programming language and or an unplugged activity that includes sequencing (e.g. use block based programming).<br><br>*Algorithms or programs may not always work correctly. With guidance, students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.* | Program Development | 6. Testing and refining computational artifacts |
| PK.AP.PD.04 | With guidance, use correct terminology in the development of an algorithm to solve a simple problem (e.g. beginning, middle, end).<br><br>*With guidance, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices* | Program Development | 7. Communicating about computing |

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| | *that they made when creating programs. This could be done through discussions with the teacher or class.* | | |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| PK.IC.C.01 | Understand different ways in which types of technologies are used in your daily life.<br><br>*In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, young students can view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. Students should develop an awareness in describing various ways technology can impact their world. (e.g. checking out at a store, buying lunch, using an iPhone or Android device to call in an emergency, or learning through video sharing).* | Culture | 7. Communicating about computing |
| PK.IC.SI.01 | With guidance understand what would be appropriate while participating in an online environment. (Digital Citizenship - focus on Digital Literacy).<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Communicate to students the importance of being safe online by only using sites approved by an adult. Encourage students to tell an adult if they feel uncomfortable or see something they feel is not appropriate. The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).* | Social Interactions | 2. Collaborating around computing |

| | | | |
|---|---|---|---|
| PK.IC.H.01 | Understand that computing technology has changed and improved the way people live, work, and interact.<br><br>*As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students will engage in discussions about how they have evolved since their parents were in school and relate the newest devices they have at home.* | History | 7. Communicating about computing |
| PK.IC.SLE.01 | With guidance understand responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.<br><br>*People use computing technology in ways that can help or hurt themselves or others. Expose students to sharing devices and leaving the device ready for the next user (closing programs, etc.). Explain how passwords or login methods are used and why we protect devices with these.* | Safety, Law, & Ethics | 2. Collaborating around computing |
| PK.IC.CP.01 | Discuss the fact that a wide range of jobs require knowledge or use of computer science.<br><br>*Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able with guidance, picture digital computing devices and word usage necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.* | Community Partnerships | 7. Communicating about computing |

# Grade K (Kindergarten)

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| K.CS.D.01 | Demonstrate how to operate a variety of computing devices.<br><br>*People use computing devices to perform a variety of tasks accurately and quickly. After Instruction, students should be able to select the appropriate app/program to use for tasks they are required to complete, then power down or log off. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task.* | Devices | 7. Communicating about computing |
| K.CS.HS.01 | Use appropriate terminology to locate and identify common computing devices and components in a variety of environments (e.g. turn on, navigate, open/close programs/apps).<br><br>*A computing system is composed of hardware and software. Hardware consists of physical components. After instruction, students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.* | Hardware and Software | 7. Communicating about computing |
| K.CS.HS.02 | Identify and use software that controls computing devices (e.g. programs, browsers, websites, and applications).<br><br>*Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. With guidance, students should be able to associate the icon with the appropriate program/application and its use, then open, use, and close programs, apps, or software. This could include, but not limited to, district purchased client-based reading or math program software, apps for a specific learning method, or accessing a browser to navigate web based programs.* | Hardware and Software | 1. Fostering an inclusive computing culture |
| K.CS.IO.01 | Identify and apply basic input/output skills.<br>• Input (keyboarding, mouse, touchscreen, voice, camera, robotics, interactive board) | Input and Output | 7. Communicating about computing |

| | | | |
|---|---|---|---|
| | • Output (monitor, screen, printer, robotics, audio).<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters. Students should understand the left hand is used for the left side of the keyboard, and the right hand is used on the right side. This includes the understanding the general layout of the keys including developmentally appropriate number recognition.) Output devices are how a computer displays information, which includes the screen, monitor, speaker, or printer.* | | |
| K.CS.T.01 | Recognize that computing systems might not work as expected and use accurate terminology to identify simple hardware or software problems (e.g. volume turned down on headphones, monitor turned off).<br><br>*Problems with computing systems have different causes. Students at this level do not need to understand those causes, but they should be able to communicate a problem with accurate terminology (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.* | Troubleshooting | 6. Testing and refining computational artifacts<br>7. Communicating about computing |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| K.NI.NCO.01 | Recognize and use computing devices to connect with people or other devices using a network to communicate, access, and share information as a class (e.g. the internet, video conferencing, email, file transfer).<br><br>*Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which* | Network Communication & Organization | 7. Communicating about computing |

| | | | |
|---|---|---|---|
| | *uses various software and hardware. Students should understand whether information is being sent to the program or device. (e.g., the teacher laptop is being connected to the LCD projector, or if the wi-fi or internet connection is active.* | | |
| K.NI.C.01 | Use a form of secure access to protect private information and discuss the effects of password misuse (e.g. logging into a device, educational websites, authentication, thumbprint recognition).<br><br>*Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students should appropriately use and protect the passwords they are required to use.* | Cybersecurity | 7. Communicating about computing |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| K.DA.S.01 | With guidance, demonstrate that computing devices can save information as data that can be searched, modified, and saved or deleted (e.g. save photos, files, or videos).<br><br>*All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. With guidance, students will search, save, or delete data. This can be a web search, save and retrieve a photo, take a screenshot, or saving or printing their creations.* | Storage | 4. Developing and using abstractions |
| K.DA.C.01 | Students will learn how data about themselves and the world around them is collected, used, and organized in a meaningful way.<br><br>*The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm.* | Collection | 4. Developing and using abstractions<br>7. Communicating about computing |
| K.DA.CVT.01 | Students represent collected data in a visual way through a computing device (e.g. charts, graphs, tables). | Visualization & Transformation | 7. Communicating about computing |

| | | | |
|---|---|---|---|
| | *Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. With guidance, students could create charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. This data could include types of pets, number of siblings, shoe size, etc. This could be done with an interactive board, tablets, or computer.* | | |
| K.DA.IM.01 | Students look for patterns in data, make predictions, make a model, and draw conclusions (e.g. make predictions on weather data, butterfly life cycle, etc.) and present in a picture graph or pattern.<br><br>*Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes. Students will show data in a pattern. Students will create models to show data which could include pictographs of favorite cookie, fruit, sport, or models also include Students will show what would be next in a pattern, or what might be missing from a pattern. This could be a color pattern, number pattern, animal pattern, etc. It can be as basic as ABAB, or ABBABB.* | Inference and Models | 4. Developing and using abstractions |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| K.AP.A.01 | Construct and execute algorithms (set of step-by-step instructions) that includes sequencing and simple loops to accomplish a task, both independently, collaboratively, with or without a computing device (e.g. verbally, kinesthetically, with robot devices or a programming language, block coding).<br><br>*Algorithmic thinking is the ability to define clear steps to solve a problem. A process to complete a task (such as the steps to tie your* | Algorithms | 4. Developing and using abstractions |

| | | | |
|---|---|---|---|
| | *shoes), and recipes are examples of algorithms. Expose students to the term algorithm as they are sequencing events or processes like getting ready for school in the morning. Students should create algorithms (specific steps) to accomplish a task.* | | |
| K.AP.V.01 | With guidance, recognize that numbers represent different types of data using numbers or other symbols (e.g. thumbs up/thumbs down for yes/no color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).<br><br>*Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.* | Variables | 4. Developing and using abstractions |
| K.AP.C.01 | With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing events and simple loops (e.g. emphasizing beginning, middle, and end; collaborative programming).<br><br>*Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a map. Explore basic robots that use arrows for direction, or search for lessons on CS unplugged fundamentals.* | Control | 5. Creating computational artifacts |
| K.AP.M.01 | With guidance, decompose (break down) a larger problem into smaller subproblems or combine simple tasks to make something more complex.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make breakfast, get ready for school, to move a character across the screen. Combining tasks could include being given objects to construct sub parts that go together to make a more complex creation (e.g., building structures out* | Modularity | 3. Recognizing and defining computational problems |

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| | *of Legos, then combining them into a town or community). This can be done with or without a computing device.* | | |
| K.AP.PD.01 | Create a design document to illustrate thoughts, ideas and stories in a sequential manner (e.g. storyboard, mindmap, sequential graphic organizer).<br><br>*Creating a design document for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process with help from their teachers.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| K.AP.PD.02 | With guidance, give credit to ideas, creations, and solutions of others while developing algorithms (e.g. using code, music, pictures).<br><br>*Using computers comes with a level of responsibility. With guidance, students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.* | Program Development | 7. Communicating about computing |
| K.AP.PD.03 | With guidance, independently or collaboratively construct, execute, and debug (identify and fix) algorithms using a programming language and or an unplugged activity that includes sequencing (e.g. use block based programming).<br><br>*Algorithms or programs may not always work correctly. With guidance, students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs independently or collaboratively.* | Program Development | 6. Testing and refining computational artifacts |
| K.AP.PD.04 | Use correct terminology in the development of an algorithm to solve a simple problem (e.g. beginning, middle, end).<br><br>*At this stage, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices* | Program Development | 7. Communicating about computing |

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| | *that they made when creating programs. This could be done using coding journals, discussions with a teacher, or class presentations.* | | |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| K.IC.C.01 | Understand different ways in which types of technologies are used in your daily life.<br><br>*In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students can view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. Students should be able to analyze where and when various ways technology can be used. (e.g., checking out at a store, buying lunch, using an iPhone or Android device to call in an emergency, or learning through video sharing).* | Culture | 7. Communicating about computing |
| K.IC.SI.01 | With guidance identify appropriate manners while participating in an online environment. (Digital Citizenship - focus on Digital Literacy and Digital Etiquette)<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students practice online safety by only using sites approved by an adult. Encourage students to tell an adult if they feel uncomfortable or see something they feel is not appropriate. Make students aware of the privacy of the digital resources being used in the classroom and who sees what is being posted (social media - the teacher posting class photos, students posting to online platforms such as SeeSaw, data from testing sites such as iStation and Lexia.) Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but* | Social Interactions | 2. Collaborating around computing |

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| | *handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).* | | |
| K.IC.H.01 | Discuss examples of how computing technology has changed and improved the way people live, work, and interact.<br><br>*As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able describe the number of times computers or devices are accessed each day by teachers or peers in class and discuss what life would be like without them.* | History | 7. Communicating about computing |
| K.IC.SLE.01 | Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.<br><br>*People use computing technology in ways that can help or hurt themselves or others. Teach students about sharing devices and leaving the device ready for the next user (closing programs, logging out, etc.) Use passwords or other log in methods, learning why we protect devices and programs (such as online assessment) with these. Students should understand they should never post as another person (blogs, SeeSaw, etc.).* | Safety, Law, & Ethics | 2. Collaborating around computing |
| K.IC.CP.01 | Understand that a wide range of jobs require knowledge or use of computer science.<br><br>*Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to identify after initial instruction what digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.* | Community Partnerships | 7. Communicating about computing |

# First Grade

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 1.CS.D.01 | With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.<br><br>*People use computing devices to perform a variety of tasks accurately and quickly. Students should be able to select the appropriate app/program to use for tasks they are required to complete, then log off or power down. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software. In addition, with teacher guidance, students should be aware that different software has the same primary functionality (e.g. Keynote, PowerPoint, Google Slides).* | Devices | 7. Communicating about computing |
| 1.CS.HS.01 | Use appropriate terminology in identifying and describing the function of common computing devices and components (e.g., use an app to draw on the screen, use software to write a story or control robots).<br><br>*A computing system is composed of hardware and software. Hardware consists of physical components. Software provides a computer a set of instructions to follow. Students should be able to identify and describe the function of software and hardware such as interactive boards, touch screen devices, and robotics.* | Hardware and Software | 7. Communicating about computing |
| 1.CS.HS.02 | With guidance select and use appropriate software/apps for an intended outcome (e.g., programs, browsers, websites, and applications).<br><br>*Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. Students should be able to identify the application or program required for a desired activity. This could include, but not limited to, district purchased client-based reading or math program software, apps for a specific learning methods Reading Eggs,* | Hardware and Software | 1. Fostering an inclusive computing culture |

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| | *iMovie, Google Apps, Seesaw, or accessing a browser to navigate web based programs.* | | |
| 1.CS.IO.01 | Understand and apply basic input/output skills.<br>• Input (keyboarding, mouse, touchscreen, voice, camera, robotics, interactive board)<br>• Output (monitor, screen, printer, 3D printer, robotics, audio)<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters. Students should understand the left hand is used for the left side of the keyboard, and the right hand is used on the right side. This includes the understanding that the keyboard is not in alphabetical order and the general layout of the keys including the location of numbers and basic punctuation.) Output devices are how a computer displays information. Student should understand the use of output devices such as audio, video, screen display, robotics, and printers.* | Input and Output | 7. Communicating about computing |
| 1.CS.T.01 | Identify and describe basic hardware and software problems using accurate terminology (app or program is not working as expected, no sound is coming from the device, caps lock turned on, wi-fi not working).<br><br>*Problems with computing systems have different causes. Students at this level will start to understand those causes, communicate the problem with accurate terminology, and seek solutions to that problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, checking wi-fi, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.* | Troubleshooting | 6. Testing and refining computational artifacts<br>7. Communicating about computing |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 1.NI.NCO.01 | Recognize that by connecting computing devices together they can share information using a network (e.g. wired or wireless network).<br><br>*Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should be able to identify whether information is being sent to the program or device. (e.g., the teacher laptop is being connected to the LCD projector, or if how a bluetooth speaker connection is active.)* | Network Communication & Organization | 7. Communicating about computing |
| 1.NI.C.01 | Identify what authentication methods (passwords) are; explain why they are not shared; and discuss what makes a password strong. Independently, use passwords to access technological devices, apps, etc.<br><br>*Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are not required to use multiple strong passwords. They should appropriately use and protect the passwords they are required to use.* | Cybersecurity | 7. Communicating about computing |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 1.DA.S.01 | With guidance locate, open, modify, delete and save an existing file, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (drive, folder, file).<br><br>*All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. With guidance, students will search for or retrieve files by name, or organize files. This could include taking photos, opening, and deleting them,* | Storage | 4. Developing and using abstractions |

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| | *organizing files or photos into folders on a desktop or on an operating system, and learning to name and save a file before exiting.* | | |
| 1.DA.C.01 | With guidance, collect data and present it two different ways (chart or graph).<br><br>*The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm. Students could count the number of pieces of each color of candy in a bag of candy, such as Skittles or M&Ms. Students could create surveys of things that interest them, such as favorite foods, pets, or TV shows, and collect answers to their surveys from their peers and others. The data collected could then be organized into two visualizations, such as a bar graph or pie chart.* | Collection | 4. Developing and using abstractions<br>7. Communicating about computing |
| 1.DA.CVT.01 | With guidance, identify and interpret data from a chart or graph (visualization) in order to make a prediction, with or without a computing device.<br><br>*Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students could create and analyze charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. They could create and analyze graphs of temperatures taken at the beginning of the school day and end of the school day, identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed. The focus is making predictions based on data.* | Visualization & Transformation | 7. Communicating about computing |
| 1.DA.IM.01 | Create a model of an object or process in order to identify patterns and essential elements. (e.g. water table, butterfly life cycle, seasonal weather patterns). | Inference and Models | 4. Developing and using abstractions |

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| | *Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes such as the engineering design process. Students will create models either physically (paper, clay, etc.) or digitally using photos, text and shapes with the intent of understanding patterns and essential steps and information.* | | |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 1.AP.A.01 | With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) for complete tasks verbally, kinesthetically, with robot devices, or a programing language.<br><br>*Algorithmic thinking is the ability to define clear steps to solve a problem. Composition is the combination of smaller tasks into more complex tasks. With guidance, students should be able to create and follow algorithms for making simple foods, brushing their teeth, getting ready for school, participating in clean-up time or programming a robotic device to follow a preset path.* | Algorithms | 4. Developing and using abstractions |
| 1.AP.V.01 | With guidance, model the way that programs store and manipulate data by using numbers or other symbols to represent information (e.g. thumbs up/thumbs down for yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words).<br><br>*Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or use common icons and symbols to perform an action (play is a triangle, save button, share button, etc.).* | Variables | 4. Developing and using abstractions |
| 1.AP.C.01 | With guidance, independently, or collaboratively construct algorithms (sets of step-by-step instructions) to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition, to express ideas or address a problem. | Control | 5. Creating computational artifacts |

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| | *Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a map. Have students develop the steps and have others follow those steps. Search lessons for CS Unplugged, or CS fundamentals.* | | |
| 1.AP.M.01 | With guidance, decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make a peanut butter and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app.* | Modularity | 3. Recognizing and defining computational problems |
| 1.AP.PD.01 | Independently or with guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by-step) manner (e.g. story map, storyboard, and sequential graphic organizer).<br><br>*Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process by themselves, or with help from their teachers.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| 1.AP.PD.02 | Independently or with guidance give credit to ideas, creations and solutions of others while writing and/or developing programs.<br><br>*Using computers comes with a level of responsibility. Students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.* | Program Development | 7. Communicating about computing |
| 1.AP.PD.03 | With guidance, independently, or collaboratively construct, execute, and debug (identify and fix) programs using a programming language and/or unplugged activity that includes sequencing and repetition. | Program Development | 6. Testing and refining |

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| | *Algorithms or programs may not always work correctly. Students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.* | | computational artifacts |
| 1.AP.PD.04 | Use correct terminology (first, second, third) and explain the choices made in the development or an algorithm to solve a simple problem.<br><br>*At this stage, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs. This could be done using coding journals, discussions with a teacher, class presentations, or blogs.* | Program Development | 7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 1.IC.C.01 | Identify how people use different types of technologies in their daily work and personal lives.<br><br>*Computing technology has changed the way people live and work. In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students will be able to view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. In personal lives, they are encouraged to engage in computing in a positive learning and encouraging manner.* | Culture | 7. Communicating about computing |
| 1.IC.SI.01 | With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how to report concerns. (Digital Citizenship - review Digital Literacy, but focus on Digital Etiquette and Rights and Responsibilities)<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students practice online safety by only using sites approved by an adult. Encourage students to tell an adult if they feel* | Social Interactions | 2. Collaborating around computing |

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| | *uncomfortable or see something they feel is not appropriate. Make students aware of the privacy of the digital resources being used in the classroom and who sees what is being posted (social media - the teacher posting class photos, students posting to online platforms such as SeeSaw, data from testing sites such as iStation and Lexia.) This includes knowing not to disclose personal information such as last name, location, and passwords. Students practice giving positive feedback on other student posts. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).* | | |
| 1.IC.H.01 | Compare how people live and work before and after the implementation or adoption of new computing technology.<br><br>*As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able to identify a list of technologies the school and others have improved in their daily lives. (e.g., ordering devices by voice, financial institutions, household devices management, robotics, cars that drive themselves, and Social Media sharing applications.)* | History | 7. Communicating about computing |
| 1.IC.SLE.01 | Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. Keep login information private, and log off of devices appropriately.<br><br>*People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information such as last name, location, and school, as well as leaving public devices logged in or sharing login information should be recognized and avoided. Students should understand they should never post as another person (blogs, SeeSaw, etc.) The concept of copyright and using photos and text with permission should be recognized and practiced with guidance.* | Safety, Law, & Ethics | 2. Collaborating around computing |

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| 1.IC.CP.01 | Compare and contrast examples of how computing technology has changed and improved the way people live, work, and interact.<br><br>*Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to identify what digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.* | Community Partnerships | 7. Communicating about computing |

# Second Grade

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 2.CS.D.01 | Select and use a computing device to perform a variety of tasks for an intended outcome.<br><br>*People use computing devices to perform a variety of tasks accurately and quickly. Students should be able to select the appropriate app/program to use for tasks they are required to complete, then log off or power down. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software. In addition, with teacher guidance, students should compare and discuss preferences for software with the same primary functionality. Students could compare different web browsers or word processing, presentation, or drawing programs.* | Devices | 7. Communicating about computing |
| 2.CS.HS.01 | Model the use of components of a computing system, its basic functions, peripherals, and storage features.(e.g. using the hard drive, memory/storage, printers, scanners, wireless and cabled connections, and cloud storage).<br><br>*A computing system is composed of hardware and software. Hardware consists of physical components. Software provides a computer a set of instructions to follow. Students should be able to identify and use the function of software and hardware such as memory/storage, printers, flash drive, cloud storage, etc.* | Hardware and Software | 7. Communicating about computing |
| 2.CS.HS.02 | Self-select and use appropriate software/apps for an intended outcome. (e.g., programs, browsers, websites, and applications).<br><br>*Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. Students should be able to select an application or program required for a desired activity. This could include,* | Hardware and Software | 1. Fostering an inclusive computing culture |

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| | *but not limited to, district purchased client-based reading or math program software, apps for a specific learning methods Reading Eggs, iMovie, Google Apps, Seesaw, or accessing a browser to navigate web based programs.* | | |
| 2.CS.IO.01 | Understand and use varying input/output skills.<br>• Input (keyboarding, mouse, touchscreen, voice, voice typing, camera, robotics, interactive board)<br>• Output (monitor, screen, printer, 3D printer, robotics, audio)<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, and keyboarding. (Keyboarding- use fingers on home row and the spacebar with the thumb, shift key for capital letters, understand that clicking the mouse or tapping the location on the screen makes an insertion point in a document and how to use the mouse to highlight (double-click) a word.* | Input and Output | 7. Communicating about computing |
| 2.CS.T.01 | Using accurate terminology, identify and resolve simple hardware and software problems and strategies for solving these problems.<br><br>*Problems with computing systems have different causes. Students at this level will start to understand those causes, and should be able to communicate a problem with accurate terminology, and be able to find solutions to that problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.* | Troubleshooting | 6. Testing and refining computational artifacts<br>7. Communicating about computing |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 2.NI.NCO.01 | Use computing devices to share information and communicate with others using a network. | Network Communication & Organization | 7. Communicating about computing |

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| | *Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should be able to understand and apply the process of sending information to the program or device (e.g., the teacher laptop is being connected to the LCD projector, or if the wi-fi or connection is active via Airplay, screenshare, airdrop, bluetooth speaker or headphones, Google Classroom uploads).* | | |
| 2.NI.C.01 | Demonstrate use of strong authentication methods to access and protect devices and data. Understand the effects of retaining password privacy.<br><br>*Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are required to use strong passwords. They should appropriately use and protect the passwords they are required to use.* | Cybersecurity | 7. Communicating about computing |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 2.DA.S.01 | Manipulate existing files while use appropriate file-naming conventions. With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders.<br><br>*All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. Students will organize files or folders and use naming techniques (e.g., sorting content area activities, grouping photos by project, moving files or photos to the trash).* | Storage | 4. Developing and using abstractions |
| 2.DA.C.01 | With guidance, collect and present the same data in various visual formats.<br><br>*The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data* | Collection | 4. Developing and using abstractions<br>7. Communicating about computing |

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| | *on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm. Students could count the number of pieces of each color of candy in a bag of candy, such as Skittles or M&Ms. Students could create surveys of things that interest them, such as favorite foods, pets, or TV shows, and collect answers to their surveys from their peers and others. The data collected could then be organized into two or more visualizations, such as a bar graph, pie chart, or pictograph.* | | |
| 2.DA.CVT.01 | Collect data over time and organize it on a chart or graph in order to make a prediction.<br><br>*Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students collect data over time, then create and analyze charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. They could create and analyze graphs of temperatures taken at the beginning of the school day and end of the school day, identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed. The focus is on organizing data and making predictions based on data.* | Visualization & Transformation | 7. Communicating about computing |
| 2.DA.IM.01 | Use patterns in data to make inferences or predictions based on data collected from users or simulations.<br><br>*Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This includes students collecting their own data or experiencing digital simulations. The intent is to make predictions based on the data collected from participants or from simulations.* | Inference and Models | 4. Developing and using abstractions |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
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| 2.AP.A.01 | Both independently and collaboratively construct and follow algorithms that include sequencing and simple loops to accomplish a task verbally, kinesthetically, with robot devices, or a programing language.<br><br>*Algorithmic thinking is the ability to define clear steps to solve a problem. Composition is the combination of smaller tasks into more complex tasks. With guidance, students should be able to create and follow algorithms for making simple foods, brushing their teeth, getting ready for school, participating in clean-up time or programming a robotic device to follow a preset path. Students should understand that loops repeat the steps of a process.* | Algorithms | 4. Developing and using abstractions |
| 2.AP.V.01 | Use and model the way a computer program stores, accesses, and manipulates data that is represented as a variable.<br><br>*Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or use common icons and symbols to perform an action (play is a triangle, save button, share button, etc.).* | Variables | 4. Developing and using abstractions |
| 2.AP.C.01 | Independently and collaboratively create programs to accomplish tasks using a programming language such as block based programming using a robot device, or unplugged activity that includes simple loops, sequencing, and repetition.<br><br>*Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Use block based programming, which is found in most robots used in elementary schools, or online resources to learn coding skills.* | Control | 5. Creating computational artifacts |
| 2.AP.M.01 | Independently decompose (break down) a larger problem into smaller subproblems and steps needed to solve those problems.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make a peanut butter* | Modularity | 3. Recognizing and defining computational problems |

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| | *and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app. When coding, including the setting, designing a character, and choosing the actions.* | | |
| 2.AP.PD.01 | Independently create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by- step) manner (e.g., story map, storyboard, and sequential graphic organizer).<br><br>*Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage should be able to complete the planning process by themselves.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| 2.AP.PD.02 | Give credit to ideas, creation (such as code, music, or pictures) and solutions of others while writing and developing programs.<br><br>*Using computers comes with a level of responsibility. Students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.* | Program Development | 7. Communicating about computing |
| 2.AP.PD.03 | Independently and collaboratively construct, execute, analyze and debug (fix) an algorithm using a programming language and/or unplugged activity that includes sequencing and simple loops.<br><br>*Algorithms or programs may not always work correctly. Students should be able to independently use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.* | Program Development | 6. Testing and refining computational artifacts |
| 2.AP.PD.04 | Use correct terminology (debug, program input/output, code) to explain the development of an algorithm to solve a problem in an unplugged activity, hands on manipulatives, or a programming language. | Program Development | 7. Communicating about computing |

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| | *At this stage, students should be able to use correct terminology to discuss or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs. This could be done using coding journals, discussions with a teacher, class presentations, or blogs.* | | |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 2.IC.C.01 | Recognize and describe how different technologies used daily in work and at home are used to solve problems or make work and life easier.<br><br>*Computing technology has changed the way people live and work. In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students will be able to view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. In their personal lives, they should be able to utilize those same technologies to complete life tasks (e.g., ordering food, video-editing, game play, drones, sending emails to family and friends for social interactions, and possibly checking the weather for the next day).* | Culture | 7. Communicating about computing |
| 2.IC.SI.01 | Aid in developing an appropriate code of conduct, explain and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior (Digital Citizenship - review Digital Literacy and Digital Etiquette, but focus on Rights and Responsibilities and Digital Health and Wellness).<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students could share their work on blogs or in other collaborative spaces online, taking care to avoid sharing information that is inappropriate or that could personally identify them to others. Students could provide feedback to others on their work in a kind and respectful manner and could tell an adult if others are sharing things they should* | Social Interactions | 2. Collaborating around computing |

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| | *not share or are treating others in an unkind or disrespectful manner on online collaborative spaces. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).* | | |
| 2.IC.H.01 | Recognize how technologies have changed the world, and explore how the needs of society have impacted the changes in technology.<br><br>*As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able to explain or utilize a list of technologies the school and others have improved in their daily lives making connections to real-world problems and solutions. (e.g., ordering devices by voice, financial institutions, medical fields, household devices management, robotics, cars that drive themselves, and Social Media sharing applications.)* | History | 7. Communicating about computing |
| 2.IC.SLE.01 | Practice responsible digital citizenship in all technology use. Understand digital data has intellectual property rights (belongs to others) and it cannot be claimed as your own.<br><br>*People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information or sharing login information should be recognized and avoided. Students should understand they should never post as another person (blogs, SeeSaw, etc.) Students should be aware of the concept of copyright and using photos and text with permission. This could include images online, or asking a friend if it is OK to post their picture before sharing it digitally.* | Safety, Law, & Ethics | 2. Collaborating around computing |
| 2.IC.CP.01 | Investigate how computer science has impacted your daily life and the jobs in your community and the world around you.<br><br>*Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to explain* | Community Partnerships | 7. Communicating about computing |

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| | *how digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to create examples and give possible improvements of how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.* | | |

# Third Grade

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 3.CS.D.01 | Identify how computing devices can be connected to other devices to extend their capabilities.<br><br>*Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot to power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses. At this stage, students should be able to identify basic connections of a minimum of two components (such as a tablet and charger cable functioning together to charge the device or connect to the computer for sharing data) while learning correct terminology for these devices and components.* | Devices | 7. Communicating about computing |
| 3.CS.HS.01 | Model how information flows through hardware and software to accomplish tasks.<br><br>*In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include basic elements of a computer system, such as input, output, processor, sensors, and storage. Students could draw a model on paper or in a drawing program.* | Hardware and Software | 4. Developing and using abstractions |
| 3.CS.IO.01 | Demonstrate proper use of grade level appropriate input devices and produce digital artifacts with a controlled audience.<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 5-10 WPM while looking, identify home row, modifier, punctuation, function keys), audio devices, camera. Digital artifacts could be published but within a controlled setting like a closed class blog or website. Examples of digital artifacts could include a slideshow,* | Input and Output | 7. Communicating about computing |

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| | *video, prints, 3D prints, audio, programs (robotics), web-based product (controlled audience).* | | |
| 3.CS.T.01 | Identify, using accurate terminology, simple hardware and software problems and strategies for solving these problems.<br><br>*Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an error occur, the goal would be that students would identify various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. It also becomes crucial for students to start using accurate terminology in describing and discussing their problem with a peer or adult.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 3.NI.NCO.01 | Model how a device on a network sends and receives information.<br><br>*Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g. drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.* | Network Communication & Organization | 4. Developing and using abstractions |
| 3.NI.C.01 | Identify problems that relate to inappropriate use of computing devices and networks.<br><br>*Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or* | Cybersecurity | 3. Recognizing and Defining Computational Problems |

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| | *blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion could be based on topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords. or why we should install and keep anti-virus software updated to protect data and systems..* | | |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 3.DA.S.01 | Compare and contrast the formats and storage requirements for different types of information (e.g., music, video, images, and text).<br><br>*Different Software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements (file size, availability, and available memory). Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both.* | Storage | 7. Communicating about computing |
| 3.DA.C.01 | Gather relevant and reliable data to solve a problem or answer a question.<br><br>*People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., a thermometer is used to measure temperature and GPS sensor is used to track locations). There exists a wide array of digital data collection tools, and only some are appropriate for certain types of data. Tools are chosen based upon the type of measurement they use as well the type of data people wish to observe.* | Collection | 5. Creating Computational Artifacts |
| 3.DA.CVT.01 | Create a simple data visualization based on data collected by or provided to student.<br><br>*Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set* | Visualization & Transformation | 7. Communicating about computing |

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| | *(e.g., graphs, charts and infographics). For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.* | | |
| 3.DA.IM.01 | Utilize data to make predictions and discuss whether there is adequate data to make reliable predictions.<br><br>*The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.* | Inference and Models | 7. Communicating about computing |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 3.AP.A.01 | Compare multiple algorithms for the same task.<br><br>*Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve the problem or complete* | Algorithms | 3. Recognizing and Defining Computational Problems |

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| | *the same task and recognize the differences between the solutions. For example, students could create multiple algorithms that describe how to get ready for school or other tasks like baking cookies.* | | 6. Testing and Refining Computational Artifacts |
| 3.AP.V.01 | Utilize simple programs that use variables to store and modify grade level appropriate data.<br><br>*Variables are used to store and modify data. At this level, understanding how to use variables is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable is a countdown timer is another example.* | Variables | 5. Creating computational artifacts |
| 3.AP.C.01 | Create simple programs using a programming language that utilize sequencing, repetition, conditionals, and variables to solve a problem or express ideas independently.<br><br>*Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves.* | Control | 5. Creating computational artifacts |
| 3.AP.M.01 | Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.<br><br>*Students should be able to take a general solution to a problem and break down steps that are too generic. For example, baking a cake could be described in various levels of detail. Many steps, like adding ingredients to a bowl, can be broken down into multiple steps instead of just adding all ingredients at once.* | Modularity | 3. Recognizing and defining computational problems |

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| 3.AP.M.02 | With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.<br><br>*Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.* | Modularity | 3. Recognizing and defining computational problems<br>5. Creating computational artifacts |
| 3.AP.PD.01 | Create a plan using an iterative process to plan the development of a program while solving simple problems (e.g., storyboard, flowchart, pseudo-code, story map).<br><br>*Students should document the plan development as, for example, a storyboard, flowchart, pseudocode, or story map. Students put commands in order (ties into literacy and expository text) (e.g. using block code to drag commands into the correct order to complete the programming task.* | Program Development | 1. Fostering an Inclusive Computing Culture<br>5. Creating computational artifacts |
| 3.AP.PD.02 | Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).<br><br>*Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher. (e.g. as students begin using resources created by others a first step in writing citations is collecting the website link from where you found your artifact.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| 3.AP.PD.03 | Analyze and debug (identify/fix errors) a program that includes sequencing, repetition and variables in a programming language. | Program Development | 1. Fostering an Inclusive Computing Culture |

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| | *As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to assist others in debugging their programs.* | | 2. Collaborating Around Computing<br>6. Testing and Refining Computational Artifacts |
| 3.AP.PD.04 | Communicate and explain your program development using comments, presentations and demonstrations.<br><br>*People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work. These explanations could be in-line code comments or as part of a summative presentation, such as a code walk-through or coding journal.* | Program Development | 2. Collaborating Around Computing<br>7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 3.IC.C.01 | Identify possible problems and how computing devices have built in features for increasing accessibility to all users.<br><br>*Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes. When creating something for others, students give options (e.g. speech to text or type, differentiate tasks, adjusting hardware needed/give options because others might not all have the same tools.* | Culture | 4. Developing and Using Abstractions<br>5. Creating Computational Artifacts<br>6. Testing and Refining Computational Artifacts |
| 3.IC.SI.01 | Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Communication and Digital Etiquette.) | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |

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| | *The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g., data backup, use of a surge protector, virus protection).* | | |
| 3.IC.S.02 | Identify how computational products may be, or have been, improved to incorporate diverse perspectives.<br><br>*Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level. (e.g., Students could begin by evaluating lesson materials saying, "This assignment would be better if..." You color coded, made this assignment in a table, made it accessible on my mom's phone.")* | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing |
| 3.IC.H.01 | Identify computing technologies that have changed the world, and express how those technologies influence, and are influenced by, society.<br><br>*Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and* | History | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |

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| | *political changes. (e.g. Google Glasses, Robotics, 3D printers, smart phones, Chromebooks, Precision Ag (lettucebot, GPS tractors, boom cameras) drones, Smart assistants, Students and teacher create a collaborative list of current technology and discuss the impacts those devices have on our lives. Also, discuss why devices are popular/unpopular and why, which is how that device is viewed by society.* | | |
| 3.IC.SLE.01 | Identify types of digital data that may have intellectual property rights that prevent copying or require attribution.<br><br>*Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image on audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely. Students should have a basic knowledge of items that are restricted. (e.g., online books, music, free music archive, images, creative commons).* | Safety, Law, & Ethics | 5. Creating Computational Artifacts |
| 3.IC.CP.01 | Design a visual product depicting the connections between computer science and other fields.<br><br>*Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.* | Community Partnerships | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing<br>7. Communicating about computing |

# Fourth Grade

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 4.CS.D.01 | Identify and explain how computing devices can be connected to other devices to extend their capabilities.<br><br>*Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot to power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses. Students should be able to identify connections of a minimum of three components (such as a computer charger connected to a computer for power and then connecting to wifi through an access point within the vicinity) and explain how devices and components interact using correct terminology.* | Devices | 7. Communicating about computing |
| 4.CS.HS.01 | Explain how information is translated, transmitted, and processed between hardware and software in order to accomplish tasks.<br><br>*In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include basic elements of a computer system, such as input, output, processor, sensors, and storage. Students could draw a model in a drawing program, program an animation to demonstrate it, or demonstrate it by acting this out in some way.* | Hardware and Software | 4. Developing and using abstractions |
| 4.CS.IO.01 | Demonstrate proper use of grade level appropriate input devices and produce digital artifacts with a controlled audience.<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 10-15 WPM while increasing the proportion of time looking away from the keyboard, consistent use of home row, modifier, punctuation, function keys), audio devices, camera. Digital artifacts could be* | Input and Output | 7. Communicating about computing |

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| | *published but within a controlled setting like a closed class blog or website. Examples of digital artifacts could include a slideshow, video, prints, 3D prints, audio, programs (robotics), web-based product (controlled audience).* | | |
| 4.CS.T.01 | Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use, discuss problems with peers and adults, and apply strategies for solving these problems.<br><br>*Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an errors occur, the goal would be that students would not only identify but also use various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. Students would continue using and build on accurate terminology in describing and discussing their problem with a peer or adult.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 4.NI.NCO.01 | Explain how information is sent and received across physical or wireless paths.<br><br>*Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g., drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.* | Network Communication & Organization | 4. Developing and using abstractions |
| 4.NI.C.01 | Identify and explain issues related to responsible use of technology and information, and describe personal consequences of inappropriate use. | Cybersecurity | 3. Recognizing and Defining |

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| | *Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords. or why we should install and keep anti-virus software updated to protect data and systems.* | | Computational Problems |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 4.DA.S.01 | Classify different storage locations (physical, shared, or cloud) based on the type of file, storage requirements, and sharing requirements.<br><br>*Different Software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements (file size, availability, and available memory). Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both.* | Storage | 7. Communicating about computing |
| 4.DA.C.01 | Gather and manipulate relevant and reliable data using the appropriate digital tool.<br><br>*People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., thermometer is used to measure temperature and GPS sensor is used to track locations). There is a wide array of digital data collection tools, only some are appropriate for certain types of data. Tools are chosen based upon the type of measurement they use as well the type of data people wish to observe.* | Collection | 5. Creating Computational Artifacts |
| 4.DA.CVT.01 | Organize and present collected data visually to highlight comparisons. | Visualization & Transformation | 7. Communicating about computing |

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| | *Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set (e.g., graphs, charts and infographics). For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.* | | |
| 4.DA.IM.01 | Determine how the accuracy of conclusions are influenced by the amount and relevance of the data collected.<br><br>*The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.* | Inference and Models | 7. Communicating about computing |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 4.AP.A.01 | Analyze and refine multiple algorithms for the same task.<br><br>*Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve a problem or complete a task and decide which would be the best solution. For example, students could write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon.* | Algorithms | 3. Recognizing and Defining Computational Problems<br>6. Testing and Refining Computational Artifacts |
| 4.AP.V.01 | Utilize, create, and modify programs that use variables, with grade level appropriate data.<br><br>*Variables are used to store and modify data. At this level, understanding how to use variables in a variety of ways is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable in a countdown timer is another example.* | Variables | 5. Creating computational artifacts |
| 4.AP.C.01 | Create programs using a programming language that utilize sequencing, repetition, conditionals and variables to solve a problem or express ideas both independently and collaboratively.<br><br>*Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves. Students should be able to complete these tasks collaboratively with other students.* | Control | 5. Creating computational artifacts |

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| 4.AP.M.01 | Decompose (break down) large problems into smaller, manageable subproblems. Then form algorithms to solve each subproblem.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. For example, students could create an animation by separating a story into different scenes. For each scene, they would select a background, place characters, and describe actions.* | Modularity | 3. Recognizing and defining computational problems |
| 4.AP.M.02 | With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.<br><br>*Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.* | Modularity | 3. Recognizing and defining computational problems<br>5. Creating computational artifacts |
| 4.AP.PD.01 | Create a plan using an iterative process to plan the development of a program that includes user preferences while solving simple problems.<br><br>*Planning is an important part of the iterative process of program development. Students outline features, time and resource constraints, and user expectations. Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.* | Program Development | 1. Fostering an Inclusive Computing Culture<br>5. Creating computational artifacts |
| 4.AP.PD.02 | Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).<br><br>*Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online. Students work through how to create citations for various* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |

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| | *borrowed resources. both writing citations manually then introducing websites that assist in citation creation.* | | |
| 4.AP.PD.03 | Analyze, debug (identify/fix errors), and create a program that includes sequencing, repetition and variables in a programming language.<br><br>*As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to successfully find simple errors in programs created by others.* | Program Development | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing<br>6. Testing and Refining Computational Artifacts |
| 4.AP.PD.04 | Communicate and explain your program development using comments, presentations and demonstrations.<br><br>*People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work. These explanations could manifest themselves as in-line code comments for collaborators and assessors, or as part of a summative presentation, such as a code walk-through or coding journal.* | Program Development | 2. Collaborating Around Computing<br>7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 4.IC.C.01 | Brainstorm problems and ways to improve computing devices to increase accessibility to all users.<br><br>*Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes. When creating something for others, students give options (e.g. speech to text or type, differentiate tasks, adjusting hardware needed/give options because others might not all have the same tools.* | Culture | 4. Developing and Using Abstractions<br>5. Creating Computational Artifacts<br>6. Testing and Refining Computational Artifacts |

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| 4.IC.SI.01 | Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Access).<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g. data backup, use of a surge protector, virus protection).* | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |
| 4.IC.SI.02 | As a team, consider each other's' perspectives on improving a computational product.<br><br>*Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level.* | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing |
| 4.IC.H.01 | Identify and give examples of computing technologies that have changed the world, and express how those technologies influence, and are influenced by, society.<br><br>*Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to* | History | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |

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| | *technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes. (e.g. a collaborative table with headings - Tech, Reason for the Tech, and Society Changes with this Tech.) This could be a collaborative activity where everyone adds their own ideas.* | | |
| 4.IC.SLE.01 | Discuss the social impact of violating intellectual property rights.<br><br>*Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely. Students should identify an artifact labeled not for reuse and explain why they should not use it and what might happen if they violated those restrictions.* | Safety, Law, & Ethics | 5. Creating Computational Artifacts |
| 4.IC.CP.01 | Design a visual product depicting the connections between computer science and other fields.<br><br>*Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.* | Community Partnerships | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing<br>7. Communicating about computing |

# Fifth Grade

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
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| 5.CS.D.01 | Model and communicate how computing devices can be connected to other devices to extend their capabilities.<br><br>*Students should have enough basic knowledge to identify examples of computing devices and components working together. To advance this knowledge, students would now communicate their understanding through a variety of means such as the creation of a slideshow, video, drawing, animation or other digital product depicting new examples of how computing devices can be connected to other devices to extend their capabilities. The intent of the completed student products would be to use them during instruction of the device standard with younger grade levels.* | Devices | 7. Communicating about computing |
| 5.CS.HS.01 | Illustrate how information is translated into binary numbers between software and hardware.<br><br>*Students should understand that everything on a computer can be reduced to1's and 0's (binary). That is, information they use and create as part of their programs, on the internet, and other devices are not stored on hardware in their apparent form, but as a series of binary codes. Students should be able to understand basic binary representation and how it can be used to store information. This can start with simple representation of on/off with lights (1/0 for current/no current) and gradually grow into how you can use a series of binary numbers to represent different kinds of information like text or numbers.* | Hardware and Software | 4. Developing and using abstractions |
| 5.CS.IO.01 | Demonstrate proper use of grade level appropriate input devices and produce digital artifacts selective publication based on audience/purpose.<br><br>*Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 15-20 WPM with 85% accuracy while looking away from the keyboard, consistent use of home row, modifier, punctuation, function* | Input and Output | 7. Communicating about computing |

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| | *keys), audio devices, camera. Digital artifacts would be published for the purpose of sharing with the appropriate audience based on the purpose of the artifact. Examples of digital artifacts could include a slideshow, video, prints, 3D prints, audio, programs (robotics), web-based product.* | | |
| 5.CS.T.01 | Using accurate terminology, identify simple hardware and software problems that may occur during everyday use.<br><br>*Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an errors occur, the goal would be that students would not only identify but also use various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. Students would continue using and build on accurate terminology in discussing their problem with a peer or adult.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 5.NI.NCO.01 | Model how information is broken down into smaller pieces and transmitted through multiple devices over networks and the internet, and how these pieces are assembled at the destination.<br><br>*Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g., drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.* | Network Communication & Organization | 4. Developing and using abstractions |
| 5.NI.C.01 | Discuss real-world cybersecurity problems and identify strategies for how personal information can be protected. | Cybersecurity | 3. Recognizing and Defining |

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| | *Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep anti-virus software updated to protect data and systems..* | | Computational Problems |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 5.DA.S.01 | Evaluate trade-offs of file types, storage requirements, and sharing requirements, including comparisons of availability and quality.<br><br>*Different software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements. Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both. For example, two pictures of the same object can require different amounts of storage based upon their resolution. Different software tools used to access and store data may add additional data about the data (metadata), which results in different storage requirements.* | Storage | 7. Communicating about computing |
| 5.DA.C.01 | Select the appropriate tool to collect relevant and reliable data that solves a problem.<br><br>*People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., thermometer is used to measure temperature and GPS sensor is used to track locations). There is a wide array of digital data collection tools, only some are appropriate for certain types of data. Tools are chosen based* | Collection | 5. Creating Computational Artifacts |

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| | *upon the type of measurement they use as well the type of data people wish to observe.* | | |
| 5.DA.CVT.01 | Organize and present collected data to highlight comparisons and support a claim.<br><br>*Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set. For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.* | Visualization & Transformation | 7. Communicating about computing |
| 5.DA.IM.01 | Use data to discover or propose cause and effect relationships, predict outcomes, or communicate an idea.<br><br>*The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have* | Inference and Models | 7. Communicating about computing |

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| | *sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.* | | |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 5.AP.A.01 | Analyze and refine multiple algorithms for the same task and determine which algorithm is the most efficient.<br><br>*Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve a problem or complete a task and decide which would be the best solution. For example, students could create multiple algorithms to plan a route between two points on a map. They could then look at different mapping software to change the route based on something that would be better (i.e. shortest route in miles, time, toll roads, etc.). Students could also compare algorithms that describe how to get ready for school or other daily tasks. This could also bridge into other disciplines. For example, students could write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon and which algorithm would be the most efficient at completing the polygon.* | Algorithms | 3. Recognizing and Defining Computational Problems<br>6. Testing and Refining Computational Artifacts |
| 5.AP.V.01 | Utilize, create, and modify programs that use, modify, and combine variables with grade level appropriate data.<br><br>*Variables are used to store and modify data. At this level, understanding how to use variables in a variety of ways and change variable values is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. Students could also use multiple variables in mathematical equations (even simple addition/subtraction) that stores the results into other variables. The use of a variable is a countdown timer is another example.* | Variables | 5. Creating computational artifacts |
| 5.AP.C.01 | Create programs using a programming language that utilize sequencing, repetition, conditionals, event handlers, and variables to solve a problem or express ideas both independently and collaboratively. | Control | 5. Creating computational artifacts |

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| | *Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Events allow portions of a program to run based on a specific action. For example, students could write a program to explain the water cycle and when a specific component is clicked (event), the program would show information about that part of the water cycle. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves. Students should be able to complete these tasks collaboratively with other students.* | | |
| 5.AP.M.01 | Decompose (break down) large problems into smaller, more manageable subproblems to facilitate the program development process.<br><br>*Decomposition is the act of breaking down tasks into simpler tasks. For example, students could create program that tells a story. Students should breakdown creating the program by separating the story into different scenes. For each scene, they would select a background, place characters, and program actions.* | Modularity | 3. Recognizing and defining computational problems |
| 5.AP.M.02 | With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.<br><br>*Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program* | Modularity | 3. Recognizing and defining computational problems<br>5. Creating computational artifacts |

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| | *in a new basketball game, or modify an image created by another student.* | | |
| 5.AP.PD.01 | Create a plan using an iterative process for the development of a program that includes others' perspectives and user preferences while solving simple problems.<br><br>*Planning is an important part of the iterative process of program development. Students outline key features, time and resource constraints, and user (and others) expectations. Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.* | Program Development | 1. Fostering an Inclusive Computing Culture<br>5. Creating computational artifacts |
| 5.AP.PD.02 | Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).<br><br>*Intellectual property rights can vary by country but copyright laws give the creator of a work a set of rights that prevents others from copying the work and using it in ways that they may not like. Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online.* | Program Development | 5. Creating computational artifacts<br>7. Communicating about computing |
| 5.AP.PD.03 | Analyze, debug (identify/fix errors), and create a program that includes sequencing, repetition and variables in a programming language.<br><br>*As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to successfully debug simple errors in programs created by others.* | Program Development | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing<br>6. Testing and Refining Computational Artifacts |

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| 5.AP.PD.04 | Take on varying roles collaborating with peers to give feedback at different stages of program development, including design and implementation.<br><br>*Collaborative computing is the process of performing a computational task by working in pairs or on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Students should take turns in different roles during program development, such as note taker, facilitator, program tester, or "driver" of the computer.* | Program Development | 2. Collaborating Around Computing<br>7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| 5.IC.C.01 | Develop, test, and refine digital artifacts to improve accessibility and usability for a computing device or program.<br><br>*The development and modification of computing technology are driven by people's needs and wants and can affect groups differently. Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes.* | Culture | 4. Developing and Using Abstractions<br>5. Creating Computational Artifacts<br>6. Testing and Refining Computational Artifacts |
| 5.IC.SI.01 | Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Commerce, Digital Law, and Digital Security.<br><br>*The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of* | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |

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| | *illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g. data backup, use of a surge protector, virus protection).* | | |
| 5.IC.SI.02 | As a team, collaborate with people and resources outside of your normal space to include diverse perspectives to improve computational products.<br><br>*Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level. Or, with guidance from their teacher, they could use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments to gather feedback from individuals and groups about programming projects.* | Social Interactions | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing |
| 5.IC.H.01 | Identify and explain the evolution of computing technologies that have changed the world.<br><br>*New computing technology is created and existing technologies are modified for many reasons, including to increase their benefits, decrease their risks, and meet societal needs. Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes.* | History | 1. Fostering an Inclusive Computing Culture<br>7. Communicating about Computing |
| 5.IC.SLE.01 | Observe intellectual property rights and give appropriate credit when using resources. | Safety, Law, & Ethics | 5. Creating Computational Artifacts |

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| | *Ethical complications arise from the opportunities provided by computing. The ease of sending and receiving copies of media on the internet such as video, photos, and music, creates the opportunity for unauthorized use, such as online piracy, and disregard of copyrights. Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image rn audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely.* | | |
| 5.IC.CP.01 | Design a visual product depicting the connections between computer science and other fields.<br><br>*Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.* | Community Partnerships | 1. Fostering an Inclusive Computing Culture<br>2. Collaborating Around Computing<br>7. Communicating about computing |

# Middle Grades (Grades 6-8)

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| MG.CS.D.01 | Develop and implement a process to evaluate existing computing devices and recommend improvements to design based on analysis of how other users interact with the device.<br><br>*The study of human–computer interaction (HCI) can improve the design of devices, including both hardware and software. Students should make recommendations for existing devices (e.g., a laptop, phone, or tablet) or design their own components or interface (e.g., create their own controllers). Teachers can guide students to consider usability through several lenses, including accessibility, ergonomics, and learnability. For example, assistive devices provide capabilities such as scanning written information and converting it to speech.* | Devices | 3. Recognizing and defining computational problems |
| MG.CS.HS.01 | Model a computing system involving multiple considerations and potential tradeoffs of software and hardware, such as functionality, cost, size, speed, accessibility, and aesthetics<br><br>*Collecting and exchanging data involves input, output, storage, and processing. When possible, students should select the hardware and software components for their project designs by considering factors such as functionality, cost, size, speed, accessibility, and aesthetics. For example, components for a mobile app could include accelerometer, GPS, and speech recognition. The choice of a device that connects wirelessly through a Bluetooth connection versus a physical USB connection involves a tradeoff between mobility and the need for an additional power source for the wireless device.* | Hardware and Software | 5. Creating computational artifacts |
| MG.CS.IO.01 | Know and apply grade-level appropriate skills with input and output devices.<br><br>*Students can identify and use appropriate in-put devices (i.e. mouse, keyboard, microphone, camera, scanner) and out-put devices (i.e. monitor, printer, 3d-printer, projector, robots, audio devices, VR headsets). Create accurate typed text with speed appropriate for grade level (i.e. keyboarding between 20-30 words per minute with 90%* | Input and Output | 7. Communicating about computing |

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| | *accuracy). Typing words and sentences without looking at the keyboard. Access function keys and keyboard shortcuts as needed in software applications. Type at least seven pages of text into an appropriate software program in a single setting.* | | |
| MG.CS.T.01 | Systematically identify, fix, and document increasingly complex software and hardware problems with computing devices and their components.<br><br>*Since a computing device may interact with interconnected devices within a system, problems may not be due to the specific computing device itself but to devices connected to it. Just as pilots use checklists to troubleshoot problems with aircraft systems, students should use a similar, structured process to troubleshoot problems with computing systems and ensure that potential solutions are not overlooked. Examples of troubleshooting strategies include following a troubleshooting flow diagram, making changes to software to see if hardware will work, checking connections and settings, and swapping in working components.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| MG.NI.NCO.01 | Explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered.<br><br>*Protocols are rules that define how messages between computers are sent. They determine how quickly and securely information is transmitted across networks and the Internet, as well as how to handle errors in transmission. Students should model how data is sent using protocols to choose the fastest path, to deal with missing information, and to deliver sensitive data securely. For example, students could devise a plan for resending lost information or for interpreting a picture that has missing pieces. The priority at this grade level is understanding the purpose of protocols and how they enable secure and errorless communication. Knowledge of the details of how specific protocols work is not expected.* | Network Communication & Organization | 4. Developing and using abstractions |

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| MG.NI.C.01 | Evaluate physical and digital procedures that could be implemented to protect electronic data/information; explain the impacts of hacking, ransomware, scams, fake scans, and ethical/legal concerns.<br><br>*Information that is stored online is vulnerable to unwanted access. Examples of physical security measures to protect data include keeping passwords hidden, locking doors, making backup copies on external storage devices, and erasing a storage device before it is reused. Examples of digital security measures include secure router admin passwords, firewalls that limit access to private networks, and the use of a protocol such as HTTPS to ensure secure data transmission, and two-factor authentication.* | Cybersecurity | 7. Communicating about computing |
| MG.NI.C.02 | Compare the advantages and disadvantages of multiple methods of encryption to model the secure transmission of information.<br><br>*Encryption can be as simple as letter substitution or as complicated as modern methods used to secure networks and the Internet. Students should encode and decode messages using a variety of encryption methods, and they should understand the different levels of complexity used to hide or secure information. For example, students could secure messages using methods such as Caesar ciphers or steganography (i.e., hiding messages inside a picture or other data). They can also model more complicated methods, such as public key encryption, through unplugged activities.* | Cybersecurity | 4. Developing and using abstractions |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| MG.DA.S.01 | Analyze multiple methods of representing data and choose the most appropriate method for representing data.<br><br>*Data representations occur at multiple levels of abstraction, from the physical storage of bits to the arrangement of information into organized formats (e.g., tables). Students should represent the same data in multiple ways. For example, students could represent the same color using binary, RGB values, hex codes (low-level representations), as* | Storage | 4. Developing and using abstractions |

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| | *well as forms understandable by people, including words, symbols, and digital displays of the color (high-level representations).* | | |
| MG.DA.C.01 | Develop, implement, and refine a process that utilizes computational tools to collect meaningful data.<br><br>*Students need to be able to distinguish between different types of data and computational tools and how this affects the accuracy and precision of the data (for example, surveys versus sensor data).* | Collection | 6. Testing and refining computational artifacts |
| MG.DA.CVT.01 | Develop, implement, and refine a process to make data more useful and reliable.<br><br>*As students continue to build on their ability to organize and present data visually to support a claim, they will need to understand when and how to transform data for this purpose. Students should transform data to remove errors, highlight or expose relationships, and/or make it easier for computers to process. The cleaning of data is an important transformation for ensuring consistent format and reducing noise and errors (e.g., removing irrelevant responses in a survey). An example of a transformation that highlights a relationship is representing males and females as percentages of a whole instead of as individual counts.* | Visualization & Transformation | 6. Testing and refining computational artifacts |
| MG.DA.IM.01 | Refine computational models based on the data generated by the models.<br><br>*A model may be a programmed simulation of events or a representation of how various data is related. In order to refine a model, students need to consider which data points are relevant, how data points relate to each other, and if the data is accurate. For example, students may make a prediction about how far a ball will travel based on a table of data related to the height and angle of a track. The students could then test and refine their model by comparing predicted versus actual results and considering whether other factors are relevant (e.g., size and mass of the ball). Additionally, students could refine game mechanics based on test outcomes in order to make the game more balanced or fair.* | Inference and Models | 4. Developing and using abstractions<br>5. Creating computational artifacts |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| MG.AP.A.01 | Design algorithms in natural language, flow and control diagrams, comments within code, and/or pseudocode to solve complex problems.<br><br>*Complex problems are problems that would be difficult for students to solve computationally. Students should use pseudocode and/or flowcharts to organize and sequence an algorithm that addresses a complex problem, even though they may not actually program the solutions. For example, students might express an algorithm that produces a recommendation for purchasing sneakers based on inputs such as size, colors, brand, comfort, and cost. Testing the algorithm with a wide range of inputs and users allows students to refine their recommendation algorithm and to identify other inputs they may have initially excluded.* | Algorithms | 4. Developing and using abstractions |
| MG.AP.V.01 | Create programs using variables with purposeful and thoughtful naming conventions for identifiers to improve program readability.<br><br>*A variable is like a container with a name, in which the contents may change, but the name (identifier) does not. When planning and developing programs, students should decide when and how to declare and name new variables. Students should use naming conventions to improve program readability. Examples of operations include adding points to the score, combining user input with words to make a sentence, changing the size of a picture, or adding a name to a list of people.* | Variables | 5. Creating computational artifacts |
| MG.AP.C.01 | Develop programs that utilize combinations of nested repetition, compound conditionals, procedures without parameters, and the manipulation of variables representing different data types.<br><br>*Control structures can be combined in many ways. Nested loops are loops placed within loops. Compound conditionals combine two or more conditions in a logical relationship (e.g., using AND, OR, and NOT), and nesting conditionals within one another allows the result of one conditional to lead to another. For example, when programming an interactive story, students could use a compound conditional within a* | Control | 5. Creating computational artifacts |

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| | *loop to unlock a door only if a character has a key AND is touching the door.* | | |
| MG.AP.M.01 | Decompose problems and subproblems into parts to facilitate the design, implementation, and review of complex programs.<br><br>*Students should break down problems into subproblems, which can be further broken down to smaller parts. Decomposition facilitates aspects of program development by allowing students to focus on one piece at a time (e.g., getting input from the user, processing the data, and displaying the result to the user). Decomposition also enables different students to work on different parts at the same time. For example, animations can be decomposed into multiple scenes, which can be developed independently.* | Modularity | 3. Recognizing and defining computational problems |
| MG.AP.PD.01 | Seek and incorporate feedback from team members and users to refine a solution to a problem that meets the needs of diverse users.<br><br>*Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language. Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts. Considerations of the end-user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.* | Program Development | 1. Fostering an inclusive computing culture<br>2. Collaborating around computing |
| MG.AP.PD.02 | Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.<br><br>*Building on the work of others enables students to produce more interesting and powerful creations. Students should use portions of code, algorithms, and/or digital media in their own programs and websites. At this level, they may also import libraries and connect to web application program interfaces (APIs). For example, when creating a side-scrolling game, students may incorporate portions of code that create a realistic jump movement from another person's game, and they may also import Creative Commons-licensed images to use in the* | Program Development | 4. Developing and using abstractions<br>5. Creating computational artifacts<br>7. Communicating about computing |

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| | *background. Students should give attribution to the original creators to acknowledge their contributions.* | | |
| MG.AP.PD.03 | Systematically test and refine programs using a range of student created inputs.<br><br>*Use cases and test cases are created and analyzed to better meet the needs of users and to evaluate whether programs function as intended. At this level, testing should become a deliberate process that is more iterative, systematic, and proactive than at lower levels. Students should begin to test programs by considering potential errors, such as what will happen if a user enters invalid input (e.g., negative numbers and 0 instead of positive numbers).* | Program Development | 6. Testing and refining computational artifacts |
| MG.AP.PD.04 | Explain how effective communication between participants is required for successful collaboration when developing computational artifacts.<br><br>*Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together. Students should assume pre-defined roles within their teams and manage the project workflow using structured timelines. With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. For example, students may divide the design stage of a game into planning the storyboard, flowchart, and different parts of the game mechanics. They can then distribute tasks and roles among members of the team, assign deadlines, and track progress towards goals.* | Program Development | 2. Collaborating around computing |
| MG.AP.PD.05 | Document text-based programs of increasing complexity in order to make them easier to follow, test, and debug.<br><br>*Documentation allows creators and others to more easily use and understand a program. Students should provide documentation for end users that explains their artifacts and how they function. For example, students could provide a project overview and clear user instructions. They should also incorporate comments in their product and communicate their process using design documents, flowcharts, and presentations.* | Program Development | 7. Communicating about Computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
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| MG.IC.C.01 | Describe the trade-offs associated with computing technologies (e.g. automation), explaining their effects on economies and global societies, and explore careers related to the field of computer science.<br><br>*Advancements in computer technology are neither wholly positive nor negative. However, the ways that people use computing technologies have tradeoffs. Students should consider current events related to broad ideas, including privacy, communication, and automation. For example, driverless cars can increase convenience and reduce accidents, but they are also susceptible to hacking. The emerging industry will reduce the number of taxi and shared-ride drivers, but will create more software engineering and cybersecurity jobs.* | Culture | 7. Communicating about computing |
| MG.IC.C.02 | Evaluate and improve the design of existing technologies to meet the needs of diverse users and increase accessibility and usability.<br><br>*Students should test and discuss the usability of various technology tools (e.g., apps, games, and devices) with the teacher's guidance. For example, facial recognition software that works better for lighter skin tones was likely developed with a homogeneous testing group and could be improved by sampling a more diverse population. When discussing accessibility, students may notice that allowing a user to change font sizes and colors will not only make an interface usable for people with low vision but also benefits users in various situations, such as in bright daylight or a dark room.* | Culture | 1. Fostering an inclusive computing culture |
| MG.IC.SI.01 | Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).<br><br>*Crowdsourcing is gathering services, ideas, or content from a large group of people, especially from the online community. It can be done at the local level (e.g., classroom or school) or global level (e.g., age* | Social Interactions | 2. Collaborating around computing<br>5. Creating computational artifacts |

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| | *appropriate online communities, like Scratch and Minecraft). For example, a group of students could combine animations to create a digital community mosaic. They could also solicit feedback from many people though use of online communities and electronic surveys..* | | |
| MG.IC.H.01 | Identify and describe how the prominent figures in computer science have impacted and/or progressed the field.<br><br>*Students will identify and understand how prominent figures in computer science (i.e. Charles Babbage, Alan Turning, Ada Lovelace, Bill Gates, Tim Berners-Lee) impacted growth and innovation in the field of Computer Science.* | History | 3. Recognizing and defining computational problems |
| MG.IC.SLE.01 | Discuss the social impacts and ethical considerations associated with cybersecurity, including the positive and malicious purposes of hacking.<br><br>*Sharing information online can help establish, maintain, and strengthen connections between people. For example, it allows artists and designers to display their talents and reach a broad audience. However, security attacks often start with personal information that is publicly available online. Social engineering is based on tricking people into revealing sensitive information and can be thwarted by being wary of attacks, such as phishing and spoofing.* | Safety, Law, & Ethics | 7. Communicating about computing |
| MG.IC.CP.01 | Formulate a computer-science based solution for a problem or issue by gathering input from local / regional industry members.<br><br>*Students will work with local / regional community members to identify and address a need using computer science practices.* | Community Partnerships | 2. Collaborating around computing<br>5. Creating computational artifacts |

# Secondary Grades L1 (Grades 9-12) (All Students)

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
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| L1.CS.D.01 | Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.<br><br>*Computing devices are often integrated with other systems, including biological, mechanical, and social systems. A medical device can be embedded inside a person to monitor and regulate his or her health, a hearing aid (a type of assistive device) can filter out certain frequencies and magnify others, a monitoring device installed in a motor vehicle can track a person's driving patterns and habits, and a facial recognition device can be integrated into a security system to identify a person. The creation of integrated or embedded systems is not an expectation at this level. Students might select an embedded device such as a car stereo, identify the types of data (radio station presets, volume level) and procedures (increase volume, store/recall saved station, mute) it includes, and explain how the implementation details are hidden from the user.* | Devices | 4. Developing and using abstractions |
| L1.CS.HS.01 | Compare levels of abstraction and interactions between application software, system software, and hardware layers.<br><br>*At its most basic level, a computer is composed of physical hardware and electrical impulses. Multiple layers of software are built upon the hardware and interact with the layers above and below them to reduce complexity. System software manages a computing device's resources so that software can interact with hardware. For example, text editing software interacts with the operating system to receive input from the keyboard, convert the input to bits for storage, and interpret the bits as readable text to display on the monitor. System software is used on many different types of devices, such as smart TVs, assistive devices, virtual components, cloud components, and drones. For example, students may explore the progression from voltage to binary signal to logic gates to adders and so on. Knowledge of specific, advanced terms for computer architecture, such as BIOS, kernel, or bus, is not expected at this level.* | Hardware and Software | 4. Developing and using abstractions |

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| L1.CS.HS.02 | Compare computer systems and determine advantages and drawbacks of each system. | Hardware and Software | 7. Communicating about computing |
| L1.CS.IO.01 | Demonstrate efficient use of input and output devices.<br><br>*Fluency in educational and industry specific input and output devices including keyboard, mouse, touch screen, microphone, speakers, screen representations, printing, and other specific input and output devices.* | Input and Output | 7. Communicating about computing |
| L1.CS.T.01 | Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.<br><br>*Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience, such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another. Students could create a flow chart, a job aid for a help desk employee, or an expert system.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L1.NI.NCO.01 | Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.<br><br>*Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.* | Network Communication & Organization | 4. Developing and using abstractions |

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| L1.NI.NCO.02 | Compare various security measures, considering tradeoffs between the usability and security of a computing system.<br><br>*Security measures may include physical security tokens, two-factor authentication, and biometric verification, but choosing security measures involves tradeoffs between the usability and security of the system. The needs of users and the sensitivity of data determine the level of security implemented. Students might discuss computer security policies in place at the local level that present a tradeoff between usability and security, such as a web filter that prevents access to many educational sites but keeps the campus network safe.* | Network Communication & Organization | 6. Testing and refining computational artifacts |
| L1.NI.C.01 | Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.<br><br>*Security measures may include physical security tokens, two-factor authentication, and biometric verification. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, exemplify why sensitive data should be securely stored and transmitted. The timely and reliable access to data and information services by authorized users, referred to as availability, is ensured through adequate bandwidth, backups, and other measures. Students should systematically evaluate the feasibility of using computational tools to solve given problems or subproblems, such as through a cost-benefit analysis. Eventually, students should include more factors in their evaluations, such as how efficiency affects feasibility or whether a proposed approach raises ethical concerns.* | Cybersecurity | 3. Recognizing and defining computational problems |
| L1.NI.C.02 | Explain tradeoffs when selecting and implementing cybersecurity recommendations.<br><br>*Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Every security measure involves tradeoffs between the accessibility and security of the system. Students should be able to describe, justify, and document choices they make using terminology appropriate for the intended audience and purpose. Students could debate issues from the* | Cybersecurity | 7. Communicating about computing |

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| | *perspective of diverse audiences, including individuals, corporations, privacy advocates, security experts, and government.* | | |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
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| L1.DA.S.01 | Analyze storage types and locations. | Storage | 4. Developing and using abstractions |
| L1.DA.S.02 | Evaluate the tradeoffs in how data elements are organized and where data is stored.<br><br>*People make choices about how data elements are organized and where data is stored. These choices affect cost, speed, reliability, accessibility, privacy, and integrity. Students should evaluate whether a chosen solution is most appropriate for a particular problem. Students might consider the cost, speed, reliability, accessibility, privacy, and integrity tradeoffs between storing photo data on a mobile device versus in the cloud.* | Storage | 3. Recognizing and defining computational problems |
| L1.DA.C.01 | Collect and analyze data. | Collection | 4. Developing and using abstractions |
| L1.DA.CVT.01 | Create interactive data visualizations using software tools to help others better understand real-world phenomena.<br><br>*People transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. Examples include visualization, aggregation, rearrangement, and application of mathematical operations. People use software tools or programming to create powerful, interactive data visualizations and perform a range of mathematical operations to transform and analyze data. Students should model phenomena as systems, with rules governing the interactions within the system and evaluate these models against real-world observations. For example, flocking behaviors, queueing, or life cycles. Google Fusion Tables can provide access to data visualization online.* | Visualization & Transformation | 4. Developing and using abstractions |

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| L1.DA.IM.01 | Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.<br><br>*Computational models make predictions about processes or phenomenon based on selected data and features. The amount, quality, and diversity of data and the features chosen can affect the quality of a model and ability to understand a system. Predictions or inferences are tested to validate models. Students should model phenomena as systems, with rules governing the interactions within the system. Students should analyze and evaluate these models against real-world observations. For example, students might create a simple producer–consumer ecosystem model using a programming tool. Eventually, they could progress to creating more complex and realistic interactions between species, such as predation, competition, or symbiosis, and evaluate the model based on data gathered from nature.* | Inference and Models | 4. Developing and using abstractions |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L1.AP.A.01 | Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.<br><br>*A prototype is a computational artifact that demonstrates the core functionality of a product or process. Prototypes are useful for getting early feedback in the design process, and can yield insight into the feasibility of a product. The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Students should develop artifacts in response to a task or a computational problem that demonstrate the performance, reusability, and ease of implementation of an algorithm.* | Algorithms | 5. Creating computational artifacts |
| L1.AP.V.01 | Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. | Variables | 4. Developing and using abstractions |

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| | *Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.* | | |
| L1.AP.C.01 | Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.<br><br>*Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion. For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.* | Control | 5. Creating computational artifacts |
| L1.AP.C.02 | Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.<br><br>*In this context, relevant computational artifacts include programs, mobile apps, or web apps. Events can be user-initiated, such as a button press, or system-initiated, such as a timer firing. At previous levels, students have learned to create and call procedures. Here, students design procedures that are called by events. Students might create a mobile app that updates a list of nearby points of interest when the device detects that its location has been changed.* | Control | 5. Creating computational artifacts |
| L1.AP.C.03 | Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.<br><br>*At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).* | Control | 5. Creating computational artifacts |

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| L1.AP.M.01 | Create computational artifacts by systematically organizing, manipulating and/or processing data.<br><br>*Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules. The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open-source JavaScript libraries to expand the functionality of a web application.* | Modularity | 3. Recognizing and defining computational problems |
| L1.AP.M.02 | Systematically design and develop programs for broad audiences by incorporating feedback from users.<br><br>*Examples of programs could include games, utilities, and mobile applications. Students at lower levels collect feedback and revise programs. At this level, students should do so through a systematic process that includes feedback from broad audiences. Students might create a user satisfaction survey and brainstorm distribution methods that could yield feedback from a diverse audience, documenting the process they took to incorporate selected feedback in product revisions.* | Modularity | 5. Creating computational artifacts |
| L1.AP.PD.01 | Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.<br><br>*Examples of software licenses include copyright, freeware, and the many open-source licensing schemes. At previous levels, students adhered to licensing schemes. At this level, they should consider licensing implications for their own work, especially when incorporating libraries and other resources. Students might consider two software libraries that address a similar need, justifying their choice based on the library that has the least restrictive license.* | Program Development | 7. Communicating about computing |

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| L1.AP.PD.02 | Evaluate and refine computational artifacts to make them more usable and accessible.<br><br>*Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students should respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. For example, students could incorporate feedback from a variety of end users to help guide the size and placement of menus and buttons in a user interface.* | Program Development | 6. Testing and refining computational artifacts |
| L1.AP.PD.03 | Design and develop computational artifacts working in team roles using collaborative tools.<br><br>*Collaborative tools could be as complex as source code version control system or as simple as a collaborative word processor. Team roles in pair programming are driver and navigator but could be more specialized in larger teams. As programs grow more complex, the choice of resources that aid program development becomes increasingly important and should be made by the students. Students might work as a team to develop a mobile application that addresses a problem relevant to the school or community, selecting appropriate tools to establish and manage the project timeline; design, share, and revise graphical user interface elements; and track planned, in-progress, and completed components.* | Program Development | 2. Collaborating around computing |
| L1.AP.PD.04 | Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.<br><br>*Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. These modules can be procedures within a program; combinations of data and procedures; or independent, but interrelated, programs. The development of complex programs is aided by resources such as libraries and tools to edit and manage parts of the program.* | Program Development | 7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L1.IC.C.01 | Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>*Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society. Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities. Students should also begin to identify potential bias during the design process to maximize accessibility in product design.* | Culture | 1. Fostering an inclusive computing culture |
| L1.IC.C.02 | Test and refine computational artifacts to reduce bias and equity deficits.<br><br>*Biases could include incorrect assumptions developers have made about their user base. Equity deficits include minimal exposure to computing, access to education, and training opportunities. Students should begin to identify potential bias during the design process to maximize accessibility in product design and become aware of professionally accepted accessibility standards to evaluate computational artifacts for accessibility.* | Culture | 1. Fostering an inclusive computing culture |
| L1.IC.C.03 | Demonstrate how a given algorithm applies to problems across disciplines.<br><br>*Computation can share features with disciplines such as art and music by algorithmically translating human intention into an artifact. Students should be able to identify real-world problems that span multiple disciplines, such as increasing bike safety with new helmet technology, and that can be solved computationally.* | Culture | 3. Recognizing and defining computational problems |
| L1.IC.SI.01 | Compare and contrast the benefits and drawbacks of social media. | Social Interactions | 2. Collaborating around computing |
| L1.IC.H.01 | Hypothesize the impact of the innovations of computing systems for the next decade. | History | 7. Communicating about computing |

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| | *As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able describe the number of times computers or devices are accessed each day by teachers or peers in class and discuss what life would be like without them.* | | |
| L1.IC.SLE.01 | Explain the beneficial and harmful effects that intellectual property laws can have on innovation.<br><br>*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. International differences in laws and ethics have implications for computing. For examples, laws that mandate the blocking of some file-sharing websites may reduce online piracy but can restrict the right to access information. Firewalls can be used to block harmful viruses and malware but can also be used for media censorship. Students should be aware of intellectual property laws and be able to explain how they are used to protect the interests of innovators and how patent trolls abuse the laws for financial gain.* | Safety, Law, & Ethics | 7. Communicating about computing |
| L1.IC.SLE.02 | Explain the privacy concerns related to the collection and generation of data through automated processes (e.g., how businesses, social media, and the government collects and uses data) that may not be evident to users.<br><br>*Data can be collected and aggregated across millions of people, even when they are not actively engaging with or physically near the data collection devices. This automated and nonevident collection can raise privacy concerns, such as social media sites mining an account even when the user is not online. Other examples include surveillance video used in a store to track customers for security or information about purchase habits or the monitoring of road traffic to change signals in real time to improve road efficiency without drivers being aware. Methods and devices for collecting data can differ by the amount of storage required, level of detail collected, and sampling rates.* | Safety, Law, & Ethics | 7. Communicating about computing |

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| L1.IC.SLE.03 | Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.<br><br>*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. International differences in laws and ethics have implications for computing. Students might review case studies or current events which present an ethical dilemma when an individual's right to privacy is at odds with the safety, security, or wellbeing of a community.* | Safety, Law, & Ethics | 7. Communicating about computing |
| L1.IC.CP.01 | Explore computing, software, and data storage systems in local industries. | Community Partnerships | 7. Communicating about computing |

# Secondary Grades L2 (Grades 9-12) (Students who wish to pursue computer science beyond what is expected of all students)

## Computing Systems

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L2.CS.D.01 | Describe how internal and external parts of computing devices function to form a system. | Devices | 4. Developing and using abstractions |
| L2.CS.HS.01 | Categorize the roles of operating system software.<br><br>*Examples of roles could include memory management, data storage/retrieval, processes management, and access control.* | Hardware and Software | 4. Developing and using abstractions |
| L2.CS.HS.02 | Compare options for building a computer systems and determine advantages and drawbacks of each piece and how it will affect the overall performance. | Hardware and Software | 7. Communicating about computing |
| L2.CS.IO.01 | Demonstrate use of course specific advanced input and output devices related to field.<br><br>*Examples could include robotics, joysticks, motion sensors, movement sensors, GPS, and various other specific to CTE courses.* | Input and Output | 7. Communicating about computing |
| L2.CS.T.01 | Illustrate ways computing systems implement logic, input, and output through hardware components.<br><br>*Examples of components could include logic gates and IO pins.* | Troubleshooting | 6. Testing and refining computational artifacts |

## Networks & the Internet

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L2.NI.NCO.01 | Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).<br><br>*Recommend use of free online network simulators to explore how these issues impact network functionality.* | Network Communication & Organization | 4. Developing and using abstractions |

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| L2.NI.NCO.02 | Give examples to illustrate how sensitive data can be affected by malware and other attacks. | Network Communication & Organization | 6. Testing and refining computational artifacts |
| L2.NI.C.01 | Compare ways software developers protect devices and information from unauthorized access.<br><br>*Examples of security concerns to consider: encryption and authentication strategies, secure coding, and safeguarding keys.* | Cybersecurity | 3. Recognizing and defining computational problems |
| L2.NI.C.02 | Use encryption and decryption algorithms to transmit/ receive an encrypted message. | Cybersecurity | 7. Communicating about computing |

## Data Analysis

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L2.DA.S.01 | Translate and compare different bit representations of data types, such as characters, numbers, and images. | Storage | 4. Developing and using abstractions |
| L2.DA.S.02 | Analyze file systems created for keeping track of files on the hard disk. | Storage | 3. Recognizing and defining computational problems |
| L2.DA.C.01 | Select data collection tools and techniques to generate data sets that support a claim or communicate information. | Collection | 4. Developing and using abstractions |
| L2.DA.CVT.01 | Use data analysis tools and techniques to identify patterns in data representing complex systems.<br><br>*For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.* | Visualization & Transformation | 4. Developing and using abstractions |
| L2.DA.IM.01 | Evaluate the ability of models and simulations to test and support the refinement of hypotheses. (e.g., flocking behaviors, life cycles, etc.) | Inference and Models | 4. Developing and using abstractions |

## Algorithms and Programming

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L2.AP.A.01 | Describe how artificial intelligence algorithms drive many software and physical systems (e.g., digital advertising, autonomous robots, computer vision, pattern recognition, text analysis). | Algorithms | 5. Creating computational artifacts |
| L2.AP.A.02 | Describe how artificial intelligence drives many software and physical systems.<br><br>*Examples include digital ad delivery, self-driving cars, and credit card fraud detection.* | Algorithms | 5. Creating computational artifacts |
| L2.AP.A.03 | Critically examine and trace classic algorithms (e.g., selection sort, insertion sort, binary search, linear search). | Algorithms | 5. Creating computational artifacts |
| L2.AP.A.04 | Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.<br><br>*Games do not have to be complex. Simple guessing games, Tic-Tac-Toe, or simple robot commands will be sufficient.* | Algorithms | 5. Creating computational artifacts |
| L2.AP.A.05 | Use and adapt classic algorithms to solve computational problems.<br><br>*Examples could include sorting and searching.* | Algorithms | 5. Creating computational artifacts |
| L2.AP.A.06 | Evaluate algorithms in terms of their efficiency, correctness, and clarity.<br><br>*Examples could include sorting and searching.* | Algorithms | 5. Creating computational artifacts |
| L2.AP.V.01 | Compare and contrast simple data structures and their uses to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables.<br><br>*Examples could include strings, lists, arrays, stacks, and queues.* | Variables | 4. Developing and using abstractions |
| L2.AP.C.01 | Trace the execution of repetition (e.g., loops, recursion), illustrating output and changes in values of named variables. | Control | 5. Creating computational artifacts |

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| L2.AP.M.01 | Construct solutions to problems using student-created components, such as procedures, modules and/or objects. | Modularity | 3. Recognizing and defining computational problems |
| L2.AP.M.02 | Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.<br><br>*As students encounter complex, real-world problems that span multiple disciplines or social systems, they should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).* | Modularity | 5. Creating computational artifacts |
| L2.AP.M.03 | Demonstrate code reuse by creating programming solutions using libraries and APIs.<br><br>*Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.* | Modularity | 5. Creating computational artifacts |
| L2.AP.PD.01 | Plan and develop programs for broad audiences using a software life cycle process.<br><br>*Processes could include agile, spiral, or waterfall.* | Program Development | 7. Communicating about computing |
| L2.AP.PD.02 | Explain security issues that might lead to compromised computer programs.<br><br>*For example, common issues include lack of bounds checking, poor input validation, and circular references.* | Program Development | 6. Testing and refining computational artifacts |
| L2.AP.PD.03 | Develop programs for multiple computing platforms.<br><br>*Example platforms could include: computer desktop, web, or mobile.* | Program Development | 2. Collaborating around computing |
| L2.AP.PD.04 | Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.<br><br>*Group software projects can be assigned or student-selected.* | Program Development | 7. Communicating about computing |

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| L2.AP.PD.05 | Develop and use a series of test cases to verify that a program performs according to its design specifications.<br><br>*At this level, students are expected to select their own test cases.* | Program Development | 7. Communicating about computing |
| L2.AP.PD.06 | Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).<br><br>*For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system.* | Program Development | 7. Communicating about computing |
| L2.AP.PD.07 | Evaluate key qualities of a program through a process such as a code review.<br><br>*Examples of qualities could include correctness, usability, readability, efficiency, portability and scalability.* | Program Development | 7. Communicating about computing |
| L2.AP.PD.08 | Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.<br><br>*Examples of features include blocks versus text, indentation versus curly braces, and high-level versus low- level.* | Program Development | 7. Communicating about computing |

## Impacts of Computing

| Identifier | Standard and Descriptive Statement | Subconcept | Practice(s) |
|---|---|---|---|
| L2.IC.C.01 | Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society. | Culture | 1. Fostering an inclusive computing culture |
| L2.IC.C.02 | Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society. | Culture | 1. Fostering an inclusive computing culture |
| L2.IC.C.03 | Design and implement a study that evaluates or predicts how computing has revolutionized an aspect of our culture and how it might evolve (e.g., education, healthcare, art/entertainment, energy).<br><br>*Areas to consider might include education, healthcare, art/entertainment, and energy.* | Culture | 3. Recognizing and defining computational problems |

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| L2.IC.SI.01 | Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields. | Social Interactions | 2. Collaborating around computing |
| L2.IC.H.01 | Analyze trends of computing and how those trends have changed over time. | History | 7. Communicating about computing |
| L2.IC.SLE.01 | Debate laws and regulations that impact the development and use of software. | Safety, Law, & Ethics | 7. Communicating about computing |
| L2.IC.SLE.02 | Determine ways to test the validity of information located online. | Safety, Law, & Ethics | 7. Communicating about computing |
| L2.IC.SLE.03 | Evaluate the social and economic consequences of how law and ethics interact with digital aspects of privacy, data, property, information, and identity. | Safety, Law, & Ethics | 7. Communicating about computing |
| L2.IC.CP.01 | Collaborate with local industry partners to design and implement a viable mentorship. | Community Partnerships | 2. Collaborating around computing |

**Agenda Number:** 4

**Meeting Date:** 9/10/2025

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Presentation: Starting the School Year from an administrator's point of view (Dr. Renee Nugent)

**From:** Dr. Nugent

Dr. Nugent will present the process a superintendent or administrator goes through at the beginning of the school year. This presentation is given in the context of the Board goal:

**Policy, Regulation & Alignment**
We will eliminate, align, and design policies and regulations in pre-K-12 to enhance the school improvement process, allowing school systems to focus on student success.

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 5

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **9/10/2025** |
|---|---|---|---|---|
| Deborah Bremer | | Randy Watson | | |

**Item Title:**

Act on approving National Association of State Boards of Education (NASBE) dues

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the payment of $19,600 for the 2026 dues of the National Association of State Boards of Education (NASBE).

**Explanation of Situation Requiring Action:**

The Kansas State Board of Education has been a member of NASBE for decades. Many past Board members have been involved in leadership roles.

The dues for 2026 are $19,600 (a 30% reduction). This would come out of the overall budget for the State Board. It is in the 2026 budget.

NASBE
National Association of State Boards of Education

# INVOICE

**National Association of State Boards of Education**
123 North Pitt St. #350
Alexandria, VA 22314

INVOICE #: **INV-00514**
DATE: **05**/20/2025
DUE DATE: 06/20/2025

TOTAL AMOUNT: $28,130.00
TOTAL DUE: $28,130.00

**BILL TO:** **Kansas State Board of Education**
ATTN: Makayla Auldridge
900 SW Jackson St., Ste 600
Topeka, KS 66612

| DESCRIPTION / MEMO | AMOUNT |
|---|---|
| 2026 NASBE Membership Dues | $28,000.00 |
| 2026 NCOSEA Membership Dues | $130.00 |
| **TOTAL AMOUNT:** | **$28,130.00** |

**National Association of State Boards of Education**
123 North Pitt St. #350
Alexandria, VA 22314

Customer ID - Name: C-00021 - Kansas State Board of Education
Invoice #: INV-00514

TOTAL DUE: $28,130.00

AMOUNT ENCLOSED: _____

NASBE has a relationship with John Marshall Bank. The account information is below:

JMB Routing # 056009356
Checking Account # 1000017457

Questions regarding this invoice can be directed to acctnas@nasbe.org; or by calling 703-684-4000.

**Agenda Number:** 6

**Meeting Date:** 9/10/2025

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 Kansas School for the Deaf Negotiations

**From:** Deborah Bremer

Board Attorney Mark Ferguson and Board member and liaison with KSD Michelle Dombrosky will give a brief report on the status of the negotiations between the Kansas School for the Deaf and the Kansas National Education Association.