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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

January 13 & 14, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- Minutes from November 12 & 13, 2025 and the Special meeting on November 19th
- Minutes from December 9 & 10, 2025 and the Special meeting on December 16th
- Agenda for January 2026
- Consent Agenda Items: please note – the many bond items are listed together on the agenda but are presented in full in the packet; the capital improvement requests are also listed in one item on the agenda but presented in full in the packet – except for five districts that must undergo another meeting for further assessment (on January 6). Those will be added later.

TUESDAY ITEMS

- Commissioner's Report
- Citizen's Open Forum
- Act on Kansas School for the Deaf Task Force Recommendations (Lisa Karney)
- Presentation on RISE program (Principal Kelsey Sciacca, Great Bend)
- Legislative Report (Dr. Harwood)
- Dyslexia Initiatives (Dr. Curtis)
- Act to approve $25,000 threshold amount (Mrs. Haas, Chair Policy Committee)
- Superintendent of the Year Dr. Reginald Eggleston (Dr. Nugent)
- Act on Higher Education Standards (Dr. Chmidling)
- Act on Higher Education Evaluation Review Recommendations (Dr. Chmidling)
- Act on RFP for Kansas Integrated and Accountability system (Dean Zajic)
- Act on Recommendations of Professional Practices Commission (Scott Gordon)
- Act on Medical Applied Behavioral Analysis Therapy (Brian Dempsey)
- Presentation on AI in Education (Jake Steel)

WEDNESDAY ITEMS

- Presentation from Career and Technical Student Officers (Natalie Clark)
- Presentation from Special Ed Advisory Council (Dr. Lena Kisner)
- Update on Citizenship Kickoff events for America's 250th (Nathan McAlister)
- Act on Professional Development Regulation (Dr. Nugent)
- Presentation on High Quality Instructional Materials (Dr. Nugent)
- Committee Report, Chair Report, Board Travel, Future Requests and Comments

- Special Events:
- Policy Committee meets in room 117 on the first floor of Landon during Tuesday lunch
- The State of the State will be Tuesday night – meet at 5:40 at Landon front door to walk over to the Capitol for the event in the House of Representatives Chamber
- Wednesday morning starting at 7:45 is the Special Education Advisory Council Breakfast in room 509 of the Landon Building
- Wednesday lunch is an event at the new Docking Building with the students starting at 12:15 – 1:15

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

The time stamps refer to the KSDE Livemedia Channel YouTube video for this meeting

Kansas State Board of Education
Wednesday November 12th, 2025
(Note: Veteran's Day was Tuesday, November 11th so the regular schedule of Tues/Wed was changed)

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Wednesday, November 12th, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the pledge of allegiance. She also spoke honoring the work and sacrifice of American veterans.

Roll Call

All the Board members were present:
(Listed alphabetically by last name)
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 in attendance at the Board table.

Approval of the minutes for October 14 & 15, 2025

Minutes 6:50

Mrs. Dombrosky clarified that the Board accepted the Screentime Task Force report but did not "approve the recommendations."
Mrs. Arnold moved to approve the minutes for the October 14 & 15, 2025, Kansas State Board of Education meeting. Mr. Porter seconded the motion. **Motion carried 9-0-1 with Mrs. Potter present not voting.**

AGENDA

Agenda 7:40

Mrs. Arnold moved to approve the agenda for October 14 & 15, 2025. Mrs. Haas seconded the motion. Motion carried 10-0.

CONSENT AGENDA

Mrs. Potter pulled item f for questions/discussion and vote. Mrs. O'Brien pulled items b and d for questions/discussion and vote. Chair Hopkins placed those items at the end of the day, Wednesday, between agenda items 14 & 15.

Consent 11:30

Consent Agenda items a/c/and e:

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

a. Receive monthly personnel report and appointments to unclassified positions
c. Act on Local Professional Development Plan
e. Notification of the intention of Good Shepherd Lutheran School to participate in the Tax Credit for Low Income Students Scholarship Program

Commissioner's Report

Dr. Watson 12:00

Dr. Randy Watson, Kansas Commissioner of Education, presented the November report to the State Board of Education. The report reviewed progress toward the Board's goals for August 2025 through December 2026, which focused on school improvement, leadership development, and policy alignment.

Key highlights included:

- Continued implementation of the Kansas School Improvement Model, emphasizing structured literacy, standards alignment, balanced assessment, and quality instruction.
- Rising high school graduation rates toward the 95% goal and a 30.7% increase in students enrolled in college-credit courses since 2016, indicating improved academic readiness.
- A 42.5% increase in college credits earned by high school students since 2017 and improved postsecondary effectiveness rates.
- Introduction of a three-year pilot program for targeted summer literacy interventions in early grades, designed to inform statewide practices.
- Focus on professional development, teacher recruitment and retention, classroom autonomy, collaboration time, and enhanced teacher preparation programs.
- Emphasis on rigor and high expectations, including daily instruction at advanced levels and increased student engagement in extracurricular activities.

Overall, the report demonstrated that Kansas students were better prepared for postsecondary success and highlighted the importance of continued collaboration among educators, families, and communities to sustain progress.

Forum
44:00

Citizen's Open Forum

Chair Hopkins opened the Citizen's Forum at 10:40 a.m. and invited the following people to speak to the Board:

1. Kevin Steinmetz, professor of criminality and father of an autistic child. Shared South Carolina school board guidance on Applied Behavioral Analysis (ABA) as a medical intervention. USD 383 banned these services. His family put their child into a Catholic school and have been able to resume ABA services.

2. Mike Burgess, Director Policy and Outreach, Disability Center of Kansas. Also serves on SEAC, KSDE Special Education Advisory Council. Has worked with KSDE on seclusion and restraint issues. He spoke about the ABA services and other medically required services being banned in local public schools.

3. Emily Brownlee, private citizen and advocate for less tech in schools, spoke about tech devices in the classroom. She reported on a conference she experienced in Washington DC. Screens are tearing children away from their families and school communities. Mental health issues are a crisis level.

Act on Reviewing, Amending and Deleting Regulations

Nugent
54:00

Dr. Renee Nugent, Deputy Commissioner of Learning Services

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

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

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

Empowering Kansas Educators: Math Resources and Support from KSDE

Math
1:15:16

KSDE Mathematics Team

Jennifer Hamlet, KSDE, Assistant Director (Topeka), Cherryl Delacruz (Topeka), Jennifer Walker (Topeka), Shelly DeWeese (Syracuse), Samantha Wright (Minneola), Luke Henke (Columbus), Lara Staker (Fredonia), Todd Flory (Wichita), Amber Boyington (Olathe), Jolene Goodheart-Peterson (Clay Center), and Diane Kimsey (Topeka).

Purpose & Objectives

The KSDE mathematics team shared how they strengthened school improvement by aligning standards, instruction, and assessment through coordinated supports and professional learning.

They outlined objectives to demonstrate how KSDE math resources supported school improvement, provide an overview of resources, connect resources to instruction, emphasize relevance, and review statewide professional learning and impact.

Professional Development & Reach

The team presented statewide PD data that identified areas of growth and need.

Over two years, KSDE served nearly 2,000 educators through PD aligned to the Four Fundamentals: Standards Alignment (43%), Quality Instruction (40%), Balanced Assessment (12%), and Structured Literacy (5%).

Sessions were offered in-person and virtually, serving districts, building teams, and PLCs, ranging from 45 minutes to multi-day.

Instructional Vision

KSDE shared its Vision for Quality Mathematics Instruction emphasizing Focus & Coherence, Mathematical Rigor, and Productive Struggle.

The vision drew on NCTM guidance and aimed to ensure high-quality, standards-aligned math teaching across Kansas classrooms.

Key Resources

Standards Alignment Toolkit: supported alignment of curriculum, instruction, and assessment to Kansas Math Standards.

KSDE Teacher Guidance Document: provided vocabulary guidance, horizontal/vertical alignment, and classroom examples; a link to the document was shared.

Achieve the Core resources were referenced as additional support.

Relevance & Real-World Connections

The team emphasized relevance as central to engagement, modeling real-world mathematics across resources and PD.

They highlighted Math Course Pathways and noted gateway courses (Elementary Statistics, Contemporary Math, College Algebra) used by Kansas institutions to align with student goals and programs.

Depth of Knowledge (DOK) & Rigor

The presentation reinforced the three components of rigor: Conceptual Understanding (the “Why”), Procedural Fluency (the “How”), and Application (the “Where”).

Classroom expectations emphasized students doing the thinking, engaging in discourse, and learning deeply.

Classroom Activity Example

The team modeled a fencing/perimeter task to illustrate multiple approaches (procedural, conceptual, applied) and how relevance changes meaning while numbers remain the same.

Implementation Tools
KSDE Math Observation Tool: provided non-evaluative guidance and indicators for walkthroughs focused on quality instruction.
Curriculum Adoption & Implementation Rubric: guided districts through a Plan–Study–Act process and criteria (Standards, Assessment, Teacher Support, Instructional Design, Technology, District/State Initiatives) to select high-quality instructional materials.
Impact & Testimonials
District feedback noted improved clarity on prior knowledge, grade-level expectations, and future progressions, with the guidance document supporting curriculum mapping and PLC work.
Next Steps
KSDE plans to update vocabulary resources, expand relevancy training, strengthen cross-content connections, align resources with top HQIMs, and continue district support.

(*Please note, this presentation was not able to be completed, due to time constraints. We have included the entire summary as this was the original plan.*)

Student Highlight: Sumner Academy Orchestra — Music
Michelle Sweeten, Orchestra Conductor — 3:32:30

Teacher Highlight: Kansas Music Educator Association — KMEA
Damien Johnson, Teacher and President of KMEA — 3:58:30
Jamie Minneman - Vice President
Nancy Monical - President Elect
Craig Manteuffel - Executive Director
Organization Overview
Preamble: Music is a vital part of life, enriching culture and heritage.
Mission: Support music educators through leadership, professional development, and advocacy for music learning in schools and communities
KMEA serves ~2,000 music educators and their students; affiliated with NAfME (8th largest state association).
Collegiate association ranks 6th nationally.
Five affiliate organizations: KASTA, KBA, KCDA, KMEK, KOC.
Advisory board includes ~70 members.

Strategic Plan 2025–2027
Music Advocacy: Promote awareness and support for music education.
Student Involvement: Expand diverse performance opportunities.
Rebranding & Communication: Modernize identity and digital presence.
Health & Wellness: Support mental, emotional, and physical well-being of educators and

students.
Added Health and Wellness Advisor to board.

Advocacy Efforts
NAfME National Assembly in Washington, D.C. (June 9–12, 2025).
KMEA Day on the Hill (March 26, 2025): Breakfast for legislators and student performances.

Professional Development
KMEA In-Service Workshop:
Feb 27–Mar 1, 2025, in Wichita.
1,600+ registered, 8,000+ attendees.
100+ clinic sessions, 100+ exhibitors, 40+ performing groups, 11 all-state groups, 1 honor

Awards
Outstanding Music Teacher: Randy Sauer (Trego Community Schools USD 208).
Outstanding Administrator: Joan Simoneau (Former Superintendent, Rock Creek USD 323)

New Initiatives
Non-Traditional Music Classes: Modern Band, Instrument Repair, Sound & Light Engineering, Songwriting, History of Rock & Roll, History of Hip-Hop.
Mentoring Program: 7 District Mentors, 3 State Mentors, Mentoring Minute Newsletter, Small Schools

Kansas 250 Project
"We Declare Independence" – Multidisciplinary musical composition integrating Band, Orchestra, Choir, Drama, and Technology.
Music connects history and arts education to celebrate resilience and diversity.

Reading Corner 4:20:24

Reading Corner: *Leveraging Writing to Improve Reading Outcomes*
Dr. Laurie Curtis, Dyslexia and Early Reading Consultant
Teacher Casey Peine, Clearwater
Teacher Kamdyn Johnson, Kindergarten
The presentation outlined the district's initiative to strengthen literacy by integrating writing as a key driver for reading success. Research indicates that students who write frequently, across subjects, and with attention to quality become better readers and thinkers. Writing proficiency also correlates with improved performance on reading assessments.

Key Points Discussed:
Instructional Focus: Emphasis on strong Tier 1 instruction, summarized as "The best Tier 2 is a better Tier 1."
Reading-Writing Connection: Writing is positioned as a tool for comprehension and critical thinking, not just communication.

Theory of Action:
Use rubrics and exemplary texts to model high-quality writing
Teach explicit writing lessons
Leverage knowledge-rich curriculum for deep content
Provide professional learning and collaborative planning
Monitor growth through performance-based assessments
Expected outcome: Improved foundational reading skills, comprehension, and writing abilities, along with actionable insights for teachers.

Evidence & Implementation:
Kindergarten exemplar work and growth snapshots from 2023–2025 demonstrate measurable progress.
Classroom videos and resources show effective use of exemplars and rubrics.
Teacher feedback reinforces clarity of goals: "Teachers know the end goal, and students know how to get there."

Closing Message:
The session concluded with a motivational quote:
"You don't have to be great to start, but you have to start to be great." — Zig Ziglar

(Note: Board member Melanie Haas had to leave due to illness)

Teacher Highlight: Megan Berry — Teacher Highlight 4:55:40

Nathan McAlister, Humanities Program Manager

Megan Berry, Civics Teacher at Abilene High School (USD 435), showcased her lesson design for a contest focused on using U.S. citizenship test questions creatively to teach civic concepts.
Contest Overview:

- Teachers submitted single-period lesson plans incorporating citizenship test questions as activities or assessments.
- Lessons were judged by expert teachers on clarity, rationale, methodology, standards alignment, creativity, engagement, and differentiation.
- Organized by the Gilder Lehrman Institute, entries were evaluated at grade-level bands (K–8 and 9–12).

About Megan Berry

- 14 years at Abilene High School.
- Teaches Government, Blended Government, and History Today.
- Holds two master's degrees: Library Science & Archives and Adolescent Education for Social Studies.
- Kansas Horizon Award winner.
- Enthusiastic about making history exciting and helping seniors discover their interests.

Lesson Concept

Essential Question:

How do U.S. citizenship test questions reflect the story of building "a more perfect union" over 250 years?

Objectives:

Students analyze test questions and historical images, synthesize connections, and respond to a culminating question.

Activity Highlights:

- Students select 10 significant citizenship questions and 5 historical images.
- Attach them to building blocks and construct a symbolic structure.
- Discuss how their chosen elements represent the nation's effort to build a more perfect union.

Sample Questions

Examples include:

- What is an amendment?
- What is the rule of law?
- How many voting members are in the House of Representatives?
- Who was the first U.S. president?
- Eisenhower's role and war involvement.

Closing

The presentation ended with reflections, takeaways, and Q&A, emphasizing creativity, engagement, and historical understanding through hands-on learning.

Presentation: Special Education Services for Parentally Placed Private School Students

Spec Ed
5:13:25

Brian Dempsey, Attorney, Assistant Director, Special Ed & Title Services

This presentation explains federal and Kansas requirements for providing special education services to children with disabilities enrolled by their parents in private schools.

Key Points

1. Definition & Scope

- Parentally placed private school children with disabilities include those enrolled in private (including religious) schools that meet elementary or secondary school definitions under IDEA regulations.

2. Private School Criteria
    - Kansas law defines private, nonprofit schools as those offering elementary or secondary education, exempt from federal income tax, compliant with civil rights laws, and meeting compulsory attendance requirements. Parochial schools are included.
3. Consultation Requirements
    - Local Education Agencies (LEAs) must engage private school leaders and parents in "timely and meaningful" consultation about child find, proportionate share, service provision, and dispute resolution.
4. Child Find
    - Districts where private schools are located must identify children with disabilities in those schools. Activities must be equitable, accurate, and timely compared to public school processes.
5. Proportionate Share
    - LEAs allocate a portion of IDEA Part B funds to provide equitable services for eligible private school students, based on counts of children with disabilities and after consultation.
6. Child Count
    - Districts must annually count children with disabilities in private schools within their boundaries, regardless of residence or service status, on either the last Friday of October or December 1.

Act on Recommendations from the Evaluation Review Committee Higher Education Recommendations

ERC
5:33:10

Dr. Catherine Chmidling, Teacher Licensure

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation provider accreditation for Pittsburg State University and program approvals for Emporia State University, Fort Hays State University, University of Kansas, Washburn University and Wichita State University. Mrs. Dombrosky seconded the motion. Motion carried 9-0. Mrs. Haas was not present.

Receive Healthier Kansas Menus contracts

CNW
5:38:10

Kelly Chanay, Director, Child Nutrition and Wellness

Mrs. Chanay shared the information about the eight week menu cycles, which meet school nutrition standards. They have been revised to be a five week menu cycles. They

were developed to meet daily/weekly meal patterns, and dietary recommendations. School nutrition programs need assistance, and this provides an "easy button" to provide simple, comprehensive menus to transition to scratch cooking or speed scratch cooking.

The last time these menus were revised were in 2014. There are different food trends, and students have new appetites. They need to test the new menus, with a focus on local foods, and how to add harvest of the month recipes featuring Kansas products.

Menu testing is necessary for accuracy, feasibility and student acceptance.

Stipend of $15,000 for each school (lower for smaller school Manhattan Catholic), to cover ingredients, supplies, staff training, additional hours and food service director consultation. Three schools, USD 336 Fulton, USD 260 Cheney and Manhattan Catholic, will do the testing, through the USDA as part of the USDA 2022 Formula Grant. There is a backup school.

This item will be before the Board for a vote, with specific details, in December.

Consent items 6:00:29

Items pulled from Consent Agenda for questions/discussions and votes:

b. Act on recommendations of the Licensure Review Committee

Shane Carter, Licensure Review Committee, was present. Mrs. O'Brien asked questions about the practice tests all teachers are required to take. Mr. Carter noted there is an appeal process with observation of the teacher in the classroom and district participation in the process. The teacher must meet a minimum score to qualify for an appeal.

d. Act on recommendations for Licensure Waivers

Mrs. O'Brien asked about the waivers. Mr. Carter explained the waiver data, which are primarily special education waivers.

Mrs. Arnold moved to approve item b & d, to act on the recommendations of the Licensure Review Committee and to Act on Recommendations for Licensure Waivers. Mr. Hershberger seconded the motion. Motion carried 9-0. Mrs. Haas was not present.

f. Act to approve contract request for Encore Global to provide Audio Visual Services for the KSDE Annual Conference in an amount not to exceed $47,000.

Mrs. Potter asked questions about the contract. She would like to have a month to have

more information.

Mrs. Potter moved that the contract request for the Audio/Visual section of the KSDE Annual Conference be delayed until December 2025. Mrs. Dombrosky seconded the motion. Motion carried 6-3. Mrs. Haas was not present.

Dr. Nugent will investigate and bring back more information and the timeline. Annual conference is in July 2026.

Legislative Priorities 6:24:54

Receive Legislative Priorities for the Kansas State Board 2026
Gabrielle Hull, Legislative Coordinator

Each year, the State Board approves legislative priorities for the upcoming legislative session. At the November meeting, the presentation will include 2025 priorities, as well possible additional priorities for 2026. The Board will take action on the 2026 legislative priorities at the December meeting.

Academic Support Efforts:
Prioritizes the importance of academic support efforts across the state, including
Student opportunities to gain workforce experience before graduation, including
Encouraging incentives to support school district expansion of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities. Continued coordination and investment in career and technical education programs that are aligned with workforce needs. Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty. The goal to move Kansas school employees currently on KPERS 3 to KPERS 2. Additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices.

Health and Safety:
Supports a healthy and safe learning environment for students including:
The legislative recommendations of the school Bus Stop Arm Violation Committee.
The efforts to reduce human trafficking in Kansas.
The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program.
Conducting a study of the funding necessary to fully implement the Safe and Secure Schools grant program, including necessary staff.
Expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities.

Funding:
Recognizes the essential function of adequate state funding for schools, including:
Only using public education funds for public schools.
Following state statute and moving towards funding 92% of the excess cost of special education.
Opportunities to expand and fund early childhood and kindergarten readiness.
Funding transportation for all students in unsafe situations, regardless of mileage.
Continued funding for the teacher apprenticeship program.
Increased state support on bond and interest.
Financial support for school districts to enhance and improve their cybersecurity efforts.

Education Policy Governance:
The distinct roles of education policy governance in Kansas, including:
The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor.
The governance responsibilities assigned to the Kansas State High School Activities Association.
The authority of local boards of education.
Changing statute to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.
Amending the student data privacy act to allow for data sharing to participate in research and evaluation of student outcomes.

Chair Hopkins brought up the Board legislative liaison positions.
Vice Chair Zeck would like to stop being one of the liaisons.
Chair Hopkins will be glad to stay on as one of the liaisons, but it would be good to have someone close to the legislature who could quickly respond to issues, and she has spoken with Dr. New, who is willing to serve in that capacity. She will ask the Board to make a decision in December.

Chair Hopkins also noted that a cell phone ban is going to be part the legislatures agenda this year and she would like to have the Board to discuss this.

If there are legislative priorities that board members want to add, they are asked to share those prior to the December meeting so everyone can be prepared for that.

EXECUTIVE SESSION END OF WEDNESDAY
Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of potential litigation/pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect

the privilege and the Board's communications with an attorney on legal matters. Dr. Watson and Attorney Mark Ferguson were invited to join the meeting. Mrs. O'Brien seconded the motion. Motion carried 9-0. Mrs. Haas was not present.

Kansas State Board of Education
Thursday, November 13, 2025

Chair Hopkins called the meeting to order at 9:00. All Board members were present. Dr. Watson and Mr. Ferguson were at the Board table. 3:47

ACT ON PROFESSIONAL PRACTICES COMMISSION RECOMMENDATIONS PPC
R. Scott Gordon, General Counsel, KSDE 4:40

A. Mrs. Arnold moved that the Kansas State Board of Education deny the application in 25-PPC-24. Mr. Hershberger seconded the motion. Motion carried 10-0.

B. Mrs. Arnold moved that the Kansas State Board of Education revoke the licenses as requested in the following cases: 25-PPC-18, 25-PPC-23, 25-PPC-20, 25-PPC-34, 25-PPC-33, 25-PPC-32, 25-PPC-31, 25-PPC-30, and 25-PPC-25. Mr. Porter seconded the motion. Motion carried 10-0.

C. Mrs. Arnold moved that the Kansas State Board of Education accept the voluntary surrender issued in 25-PPC-17 and revoke the Licensee's teaching license. Mrs. Haas seconded the motion. Motion carried 10-0.

Update on Federal Waiver ESEA (Elementary and Secondary Education Act) Dr. Nugent
Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services 10:26

KSDE submitted an ESEA waiver to the U.S. Department of Education to align federal Title I school improvement requirements with the Kansas Education Systems Accreditation (KESA) framework, creating a single, coherent accountability and improvement system.

Key Points:

- School Improvement in Kansas:
  Focuses on aligning systems, resources, and instructional practices to improve student outcomes through collaboration and evidence-based practices.
- Current vs. Ideal State:
  Move from multiple systems to one integrated model with unified identification, planning, support, and evaluation processes.

- Waiver Goals:
    - Reduce duplication and confusion for districts.
    - Improve coherence between state and federal accountability systems.
    - Keep improvement efforts focused on Kansas' model.
- Specific Requests:
    - Delay new identifications (CSI, TSI, ATSI) until 2028–2029.
    - Delay school exits until 2027–2028.
    - Extend Title I Section 1003(a) funds for currently identified schools
- Federal Guidance:
  Encourages waivers that remove barriers and align federal programs with state priorities.
- Impact on Identified Schools:
  Schools remain eligible for federal funds, professional learning, technical assistance, and Kansas Learning Network support. Schools meeting exit criteria may exit during the waiver period; others may join a pilot project.
- Why It Matters:
  Creates a cohesive accountability system, reduces administrative burden, ensures consistent supports, and strengthens connections between federal, state, and local efforts

JAG
1:00:46

JAG-K Jobs for America's Graduates
Bev Mortimer, Chief Innovation Officer
Cynthia Garner, Program director in Kansas City, Kansas
Randy Randolph, Director of Programs
Chuck Knapp, President/CEO
Students:
Aaron Foster, Region 2 Vice President, Topeka West High School
Analicia Aquino, Region 3 President, Shawnee Mission North High School
Macy Patterson, Region 1 President, Russell High School
The JAG students each spoke about their journey through the JAG-K program, and each reflected on the significant growth they found by being involved. The Board members asked many questions and encouraged the students.

Reports
1:45:50

Board members report on the past month and Chair Report
Mrs. O'Brien attended the Kansas State School for the Blind rededication ceremony for the gym. She described Goalball.

Mrs. Dombrosky was highly active in the KNEA/KSD negotiations, and the KSD Task Force. She attended the KSHSAA Regional Board of Directors later in October. She was

also part of the deaf school accreditation organization CESEAD interviews. The KSD finished last Thursday. There were 28 recommendations, and these will be presented in some form to the Board.

Mrs. Haas participated in several KSD Task Force meetings. Board Policy met November 12. NASBE was a great learning experience. The zoom calls are very wide-ranging and being with other states is very enlightening. ESEA advisory council will be in December.

Dr. New was active in attending the KSD Task Force in Olathe. She learned that the deaf community is very protective. She gained a clear understanding of how that system works in many unique ways. She also attended a School Improvement Day in Hutchinson (ESSDACK).

Mrs. Potter described the Teacher Vacancy Committee meeting. They covered some definitions, special needs for student teachers, and professional standards board changes.

Mr. Hershberger shared his meeting, quarterly Ag in the Classroom. Financially they are quite healthy. NASBE was a good experience, especially the panel session. He took away that all state boards are struggling with similar issues. He shared two sessions with Georgia and Indiana. Georgia has an effective task force on rural districts.

Mrs. Hopkins spoke about the NASBE meeting, and she came away feeling rather good about what is happening in Kansas. Literacy Day is January 20th at the Kansas Capitol. She described a reading event in Garden City put on by several parents who held a dyslexia symposium, 105 educators and 50 parents attended.

Board Travel

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

Board Future Requests

Mr. Porter spoke about his experience with the emergency safety intervention taskforce and the dyslexia taskforce. He wants to look at the request from yesterday's citizen's forum and feels they need to address this at a board meeting. He would like to hear from the teacher's point of view on classroom screen use.

Mrs. Arnold would like to have Dr. Curtis present on dyslexia basics, and present initiatives. She is interested in the difference between dyslexia evaluation and dyslexia screening.

Mrs. Potter: She reviewed the board agenda requests, and she feels many of them never appear on the agenda, and she wonders if the Board vote on the agenda requests items.

Mr. Hershberger: In preparing for the 250 years celebration he is interested in an initiative that provides braille flags. He asked that the Board write a resolution next month to place a tactile braille flag in each school building.

EXECUTIVE SESSION (Four Subjects)
(Vice Chair makes the motion)

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

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

Only those persons who have executed a non-disclosure document may participate in the executive session. All Board members have executed this document, along with Board Attorney Mark Ferguson and KSDE Fiscal Department Director Dr. John Hess.
The session will begin at 11:20 for 120 minutes. No action will take place during this session, and the open meeting will resume in the Board Room. All Board members, Mr. Ferguson and Mr. Hess are invited to participate in the Executive Session. Mrs. Haas seconded the motion. Motion carried 10-0.

Motion 4:22:50

After the Executive Session, Vice Chair Zeck moved that the technical evaluation for the Commissioner Search for the Request For Proposal (RFP) be submitted to the Office of Procurement and Contracts with the following evaluation of each bid:
Bid A: Highly likely to meet the scope of work in the RFP and bidder has expensive experience leading successful national searches for chief executive officers of public agencies, private non-profit organizations or private business organizations.
Bid B: Highly likely to meet the scope of work in the RFP and bidder has moderate experience.
Bid C: Highly likely to meet the scope of work in the RFP and the bidder has extensive experience.
Bid D: Highly likely to meet the scope of work in the RFP and the bidder extensive experience.
Bid E: Moderately likely to meet the scope of work in the RFP and the bidder has

extensive experience.
Mr. Hershberger seconded the motion. Motion carried 9-0. Mrs. Arnold was not present.

Chair Hopkins noted that the financials should be returned to the Board within several weeks. The Board set up a Special Meeting on Tuesday November 18th, at 12:00 p.m. The Chair adjourned the meeting.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

This meeting was recorded and is archived on YouTube KSDE LiveMedia.

Kansas State Board of Education
Thursday, November 18, 2025

Chair Hopkins called the meeting to order at 12:30 p.m. Nine members were present; Connie O'Brien was not able to attend. Dr. Watson was present, and the Board Attorney was on his way to the meeting. The Board mission was read, a time for prayer or contemplation was shared, and the Pledge of Allegiance was recited.

Chair Hopkins explained that the special meeting was called in order to start the process of hiring an executive search firm to assist the Board in hiring a new Commissioner of Education. Most of the meeting would be, she explained, in executive session, but they would return at the end of the day and there would possibly be a vote taken on which search firm the Board felt was most suited to the job.

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

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

Only those persons who have executed a non-disclosure document may participate in the executive session. All Board members have executed this document, along with Board Attorney Mark Ferguson and KSDE Fiscal Department Director Dr. John Hess.
The session will begin at 12:45 p.m. for 60 minutes. No action will take place during this session, and the open meeting will resume in the Board Room at 1:45 p.m. All Board members, Mr. Ferguson and Mr. Hess are invited to participate in the Executive Session. Mrs. Haas seconded the motion. **Motion carried 9-0. Mrs. O'Brien was not present.**

The Board returned. Mrs. Arnold thanked Dr. Hess for helping the Board navigate through the decision.

Mrs. Arnold moved that the Kansas State Board of Education contract with "Bid C" as the firm to conduct the search for Kansas State Commissioner. Mr. Hershberger seconded the vote. Motion carried 9-0. Mrs. O'Brien was not present.

Chair Hopkins thanked everyone and adjourned the meeting. The next meeting will be December 9 & 10, 2025 at 10 a.m.

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Chair Cathy Hopkins Board Secretary Deborah Bremer

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

Kansas State Board of Education
Tuesday, December 9, 2025

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Wednesday, December 9, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

Roll Call

All the Board members were present:
(listed alphabetically by last name)
Mrs. Betty Arnold
Mrs. Michelle Dombrosky
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair
Mr. Mark Ferguson, Board Attorney and Commissioner Watson were in attendance at the Board table.

*Note: The November minutes for the regular and the special meeting were not ready to be voted on. They will be completed and voted on at a later date.

AGENDA

Mrs. Arnold moved to approve the agenda for December 9 & 10, 2025, and consent agenda items, without consent items h & j. Mrs. Haas seconded the motion. **Motion carried 8-2 with Mrs. Potter and Mrs. O'Brien present not voting.**

Consent Agenda items approved:

Monthly personnel report
Local Professional Development Plans
Recommendations for Licensure Waivers

USD 233 Olathe capital improvement and hold bond election
USD 373 newton capital Improvement and hold bond election

Consent Item H. and Consent Item J.

Mrs. Arnold moved that consent item h. *Act on request to renew the contract with the Bruman Group to support the administration of Perkins V, $20,000 per year with a 3 year renewa*l, be approved and consent item j. *Act on recommendation for supplemental 2025-2026 AmeriCorps funding for USD 260 Derby* be approved. Mr. Hershberger seconded the motion. Motion carried 9-1 with Mrs. Dombrosky voting no.

Commissioner's Report

Dr. Randy Watson, Kansas Commissioner of Education, presented an update to the State Board of Education outlining progress toward strategic goals and key initiatives. The report emphasized the Board's commitment to improving educational outcomes through targeted leadership development, policy alignment, and instructional excellence.

The Board reaffirmed its focus on three overarching goals:

- Quality School Improvement: Strengthening the Kansas Education Systems Accreditation (KESA) process by emphasizing the four fundamentals of school improvement.
- Quality Leadership Development: Promoting a culture of high expectations across classrooms, schools, and districts to ensure equitable access to rigorous instruction and grade-level standards.
- Policy, Regulation, and Alignment: Streamlining and aligning policies and regulations in Pre-K–12 education to support school improvement and prioritize student success.

To achieve these goals, the Board will employ a structured framework that includes reinforcing lead indicators, sustaining progress through intentional planning, and measuring success through consistent reporting and engagement.

Literacy Matters Initiative

The Commissioner highlighted ongoing efforts to strengthen literacy across Kansas schools. This includes leveraging remaining ESSER/EANS federal funds to support structured literacy initiatives, particularly through LETRS training for teachers. The goal is to maximize available resources and prevent unspent funds from reverting to the federal government.

Overall Focus

The December 2025 report underscores the State Board's commitment to advancing literacy, aligning policies to support school improvement, and fostering strong leadership across Kansas schools. Strategic use of federal funds and proactive engagement with educators and communities remain central to achieving these objectives.

Citizen's Open Forum

Forum 27:30

Chair Hopkins opened the Citizen's Forum at 10:40 a.m. and invited the following people to speak to the Board:

Lori Kopp, Attorney, Kansas Association of School Boards, spoke about the complexity of Applied Behavioral Analysis Therapy (ABA) and argued that the proposed KSDE guidance is not comprehensive or correct.

Henry McClure, Citizen, spoke of his visit to McClure Elementary and the beauty of the students and the teachers. He will be working for transparency in the work of the State Board and each person on it.

Sharon Knewtson, Parent at Kansas School for the Deaf, spoke in support of American Sign Language (ASL) and urged the Board to hire great teachers who are fluent in ASL. She thanked the members who served on the Task Force for KSD.

Debby Potter, Board member, spoke about some letters that were given to her by the Board Attorney. She feels these letters were legal intimidation. She feels it is an attempt to intimidate the entire board to not pull items from consent, ask questions, or vote certain ways.

Act on Legislative Priorities for Kansas State Board of Education

Dr. Frank Harwood, Deputy Commissioner Fiscal and Administrative Services

Gabrielle Hull, Legislative Coordinator

Legislative Priorities 42:15 And later in the afternoon (two sections)

This part of the Board meeting actually took place in two sections, one at 10:45 in the morning and one at 3:00 in the afternoon but for simplicity all the votes are recorded together. Dr. Harwood took the Board through the entire series of votes, with questions and discussions scattered throughout.

Academic Support Efforts: The State Board prioritizes the importance of academic support efforts across the state, including

Second time stamp is 5:17:30

1. Mrs. Arnold moved to include "student opportunities to gain workforce experience before graduation including:

a. Encouraging incentives to support school district expansion of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities." In the 2026 Legislative Priorities.
b. "Continued coordination and investment in career and technical education programs that are aligned with workforce needs" in the 2026 Legislative priorities.
Mr. Hershberger seconded the motion.
Motion passed 6-4 with Mrs. Potter, Mr. Zeck, Mrs. O'Brien and Mrs. Dombrosky voting no.

2. Mrs. Arnold moved to include "reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty" in the 2026 Legislative Priorities. Dr. New seconded the motion. Motion carried 10-0.

3. Mrs. Arnold moved to include "the goal to move Kansas school employees currently on KPERS 3 to KPERS 2" in the 2026 Legislative Priorities. Mrs. Haas seconded the motion. Motion carried 10-0.

4. Mrs. Arnold moved to include "Additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices" in the 2026 Legislative Priorities. Mrs. Haas seconded the motion. Motion passed 6-4. Mrs. Potter, Mr. Zeck, Mrs. O'Brien and Mrs. Dombrosky voting no.

Health and Safety: The State Board supports a healthy and safe learning environment for students, including:

1. Mrs. Arnold moved to include "the legislative recommendations of the School Bus Stop Arm Violation Committee" in the 2026 Legislative Priorities. Dr. New seconded the motion. Motion carried 10-0.

2. Mrs. Arnold moved to include "the efforts to reduce human trafficking in Kansas" in the 2026 Legislative Priorities. Mr. Hershberger seconded the motion. Motion carried 10-0.

3. Mr. Porter moved to include "the ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program" in the 2026 Legislative priorities. Mrs. O'Brien seconded. Motion carried 8-1-1 Mrs. Potter voted no, Mrs. Dombrosky present not voting.

4. Mrs. Arnold moved to include "Expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities" in the 2026 Legislative Priorities. Dr. New seconded the motion. Motion carried 10-0.

Funding: The State Board recognizes the essential function of adequate and equitable state funding for schools, including:

1. Mrs. Arnold moved to include "Only using public education funds for public schools" in the 2026 Legislative Priorities. Mrs. Dombrosky seconded the motion. Motion carried 9-1 with Mrs. Potter voting no.

2. Mrs. Arnold moved to include "Following state statute and moving towards funding 92% of the excess cost of special education" in the 2026 Legislative Priorities. Mrs. Haas seconded the motion. Motion carried 10-0.

3. Mrs. Arnold moved to include "Opportunities to expand and fund early childhood and kindergarten readiness" in the 2026 Legislative Priorities. Mr. Porter seconded the motion. Motion carried 7-3 with Mrs. Potter, Mrs. O'Brien and Mrs. Dombrosky voting no.

4. Mrs. Arnold moved to include "Funding transportation for all students in all unsafe situations, regardless of mileage" in the 2026 Legislative Priorities. Mrs. Haas seconded the motion. Motion carried 10-0.

5. Mrs. Arnold moved to include "Continued funding for the teacher apprenticeship program" in the 2026 Legislative Priorities. Dr. New seconded the motion. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

6. Mrs. Arnold moved to include "Increased state support on bond and interest" in the 2026 Legislative Priorities. Mr. Porter seconded the motion. Motion carried 7-2-1 with Mr. Hershberger, Mrs. Potter voting no. Mrs. Dombrosky present not voting.

7. Mrs. Haas moved to include "Financial support for school districts to enhance and improve their cybersecurity efforts" in the 2026 Legislative Priorities. Mrs. Arnold seconded the motion. Motion carried 10-0.

8. Mrs. Dombrosky moved to include "Adequate funding for the Kansas Department of Education, and the Kansas State Board of Education to allow for the implementation of their constitutional and statutory duties" in the 2026 Legislative Priorities. Mrs. Potter seconded the motion. Motion carried 10-0.

9. Mrs. Potter moved to include "Adequate funding for the Kansas State School for the Blind and the Kansas School for the Deaf" to allow for the implementation of their constitutional and statutory duties" in the 2026 Legislative Priorities. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

10. Mr. Porter moved to include "Funding to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation" in the 2026 Legislative Priorities. Mrs. Arnold seconded the motion. Motion carried 8-2 with Mrs. O'Brien and Mrs. Potter voting no.

Education Policy Governance: The State Board affirms the distinct roles of education policy governance in Kansas, including:

1. Mrs. Haas moved to include "The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor, including the State Board's authority to accredit school systems through the continued implementation of the Kansas Education System of Accreditation" in the 2026 Legislative Priorities. Mrs. O'Brien seconded the motion. Motion carried 10-0.

2. Mrs. Dombrosky moved to include "The governance responsibilities assigned to the Kansas State High School Activities Association" in the 2026 Legislative Priorities. Mr. Porter seconded the motion. Motion carried 10-0.

3. Mrs. Haas moved to include "The authority of local boards of education" in the 2026 Legislative Priorities. Mrs. Arnold seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

4. Mr. Hershberger moved to include "Support in eliminating, revising, and designing regulations to enhance the school improvement process, allowing school systems to focus on student success" in the 2026 Legislative Priorities. Mrs. Haas seconded the motion. Motion carried 10-0.

Receive Medical Applied Behavioral Analysis (ABA) Therapy in School Settings Guidance
Special Guest: Linda Heitzman-Powell, KS Center for Autism Training at Kansas University
Attorney Brian Dempsey, Assistant Director, Special Education
General Counsel R. Scott Gordon, KSDE

ABA 1:26:15 (continued after the lunch break)

Ms. Linda Heitzman-Powell gave an overview of what ABA therapy consists of and how it is used in the classroom. The Board engaged in conversation with her on the details of classroom use. Attorney Brian Dempsey and General Counsel R. Scott Gordon presented the proposed guidance for local school districts to be voted on in January

2026.

Spring Hill High School Orchestra, Taygun Ozakinci
The Board was invited to attend a concert by students from the Spring Hill Orchestra over at the State Capitol building.

Approve and sign a resolution supporting the placement of Tactile Braille flags in all Kansas Schools with the American Legion and Daughters of the American Revolution as supporters
Randolph Cabral, Flag Creator and leader of the effort
Dennis Hershberger, Board member
Flags
3:55:15
Mr. Cabral shared the history of the braille flags and the effort to place these tactile flags in each school. Geroge Horn of the Kansas American Legion also spoke in support as well as Patti Unruh of the Kansas Daughters of the American Revolution.

The Board members all signed a formal resolution supporting the placing of Polymer Tactile Braille American flags in all Kansas K-12 public schools and gave a copy to Mr. Cabral who will take it to the Governor.

Receive draft standards for higher education Visually Impaired and Technology and Engineering preparation programs
Receive recommendations of the Evaluation Review Committee (ERC) for higher Education Program Approval
Dr. Catherine Chmidling, Teacher Licensure
ERC
4:15:00
Dr. Chmidling brought the draft standards and the recommendations from the ERC to the board as review items. They will be voted on in December.

Update Part 1: New International Dyslexia Association (IDA) definition for dyslexia and Kansas initiatives for dyslexia and reading
Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
Dyslexia
4:51:45
Dr. Curtis shared the new definition and then gave a presentation on initiatives with the science of reading and dyslexia.
IDA 2025 Definition of Dyslexia
"Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension

problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective."

Key Points

1. Science of Reading
    - A research-based approach combining neuroscience, cognitive psychology, and education.
    - Guides effective teaching and assessment for reading and writing difficulties.
2. Definitions of Dyslexia
    - 2002 IDA Definition: Focused on phonological deficits causing word recognition and decoding difficulties.
    - 2025 IDA Definition: Broader view—dyslexia varies in severity, persists despite effective instruction, and involves genetic, neurobiological, and environmental factors. Includes impacts on psychological well-being and employment.
3. Expanded Understanding
    - Dyslexia exists on a continuum; students can learn to read.
    - Early oral language weaknesses often predict literacy challenges.
    - Secondary consequences include anxiety, depression, and reduced self-esteem.
4. Myths to Dispel
    - Dyslexia is not caused by reading less at home.
    - It cannot be cured by colored overlays or special fonts.
    - Students with dyslexia can succeed in advanced courses and benefit from intervention even in middle/high school.
5. Kansas Initiatives
    - No outside clinical diagnosis required for school interventions.
    - Screening begins in kindergarten (sometimes PreK) and continues through grade 9.
    - Schools can identify dyslexia through comprehensive evaluations.
6. Other Components
    - LETRS training, Seal of Literacy, structured literacy, specialized support, and higher education standards are part of the broader strategy.

<u>Overall Message</u>

Dyslexia is a complex, lifelong condition that requires early identification, evidence-based instruction, and ongoing support. Kansas schools have systems in place to address these needs without requiring medical diagnoses.

Act on request to approve the contracts for Cheney, Holton and Manhattan Catholic School for the testing of Healthier Kansas Menu Revisions

Kelly Chanay, Director, Child Nutrition and Wellness

Healthy Meals 6:25:30

Mrs. Arnold moved that the Kansas State Board of Education approve the contract with USD 268 Cheney, USD 336 Holton, and Manhattan Catholic School for testing of the Healthier Kansas Menu revisions, with an alternative back up of USD 362 Prairie View. Mrs. Potter seconded the motion. Motion carried 10-0.

Teacher Highlight: Thomas Fulbright, winner of Civics History Prize "Becoming American"

Nathan McAlister, Humanities Program Manager

Teacher 6:21:34

Mr. McAlister explained that today's teacher, Thomas Fulbright, entered a lesson plan to the Building Better Citizens: An Innovative Curriculum Contest, which encourages teachers to use U.S. citizenship test questions creatively as part of classroom activities. Lessons were judged on clarity, rationale, methodology, standards alignment, creativity, engagement, and differentiation.

- Thomas Fulbright has taught at Hope Street Academy for 18 years.
- Subjects: American History, Current Social Issues, Historical Inquiry, and Economics.
- Holds a master's in social studies education (University of Kansas) and is pursuing a second master's in American history (Ashland University).
- Awards: 2018 Kansas History Teacher of the Year (Gilder Lehrman) and 2023 James Madison Fellowship Kansas Fellow.

Lesson Focus

- Inspired by witnessing a naturalization ceremony at the Brown v. Board of Education National Historic Site.
- Aims to move beyond rote memorization of citizenship test answers and explore deeper meaning of American identity.
- Central Question: Does the USCIS exam reflect what it truly means to be an American?
- Objective: Students will conclude whether the exam is more than a factual test and reflects American ideals.

Lesson Structure

The lesson is divided into four tasks:

1. Historical Context: Reading excerpts from English Common Law (Blackstone) on citizenship principles.

2. Law Analysis: Reviewing U.S. naturalization laws and requirements.
3. Drawing Conclusions: Analyzing presidential speeches (Washington, Reagan, Obama) and USCIS exam questions.
4. Communicating a Conclusion: Students present arguments through various media (posters, essays, digital projects).

Key Takeaways

- Encourages critical thinking about citizenship beyond legal definitions.
- Connects historical, legal, and civic perspectives to modern identity.
- Offers flexibility for students to express conclusions creatively.

The Board was very supportive of Mr. Fulbright, as was his District Superintendent, Dr. Anderson, and his principal, Mrs. Johnson.

The Board then went into Executive Session for the purpose of discussing the evaluations for staff members: Commissioner, Board Attorney and Board Secretary. After the Board returned, Chair Hopkins recessed the meeting until the following morning at 9 a.m.

Starts 5:05

Kansas State Board of Education
Wednesday, December 10, 2025

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

AI 5:40

Presentation on AI in Education
Dr. Jake Steel, Director, Strategy and Operational Alignment

The presentation, titled "Artificial Intelligence: A Learning Series with the State Board of Education," introduced participants to the concept of AI literacy and its importance in education. Dr. Steel explained what AI literacy is, why it is needed, and highlighted several frameworks designed to guide schools in teaching about AI. The session emphasized that young people are already using AI tools, raising the question of whether they are truly literate in their use.

The presenter outlined three major warnings:

- the risks of chatbot companions,
- the tendency to anthropomorphize AI,
- and the principle of treating adult users like adults.

Dr. Steel cited research showing that AI companions could bypass safety measures and pose serious risks, recommending that individuals under 18 should not use such platforms. He also stressed that AI was only a mathematical algorithm, not a sentient being, and warned against attributing human-like qualities to it. Additionally, he discussed evolving policies around adult use of AI, including age-gating and user control over personalization.

The session introduced homework tasks aimed at connecting teaching with AI to teaching about AI. It referenced initiatives like *TeachAI,* which sought to promote awareness, policy development, community engagement, and capacity building. Several AI literacy frameworks were showcased, including those emphasizing understanding, evaluation, and responsible use of emerging technologies, as well as frameworks focusing on knowledge, skills, and attitudes.

Finally, the presentation previewed upcoming discussions on how schools could vet AI tools, addressing issues such as data privacy, accessibility, security, transparency, human oversight, and training.

Receive request to initiate RFP (request for proposal) contract bid process for the maintenance and enhancements of the Kansas Integrated Accountability System (KIAS) suite of applications

KIAS 46:30

Dean Zajic, Asst. Director, Special Education and Title Services

The Kansas Integrated Accountability System (KIAS) is a comprehensive oversight system aligning monitoring, data collection, funding, and supervision for ESEA and IDEA programs and related state requirements. The KIAS Suite of Applications, managed by the Special Education and Title Services (SETS) team, automates data collection, monitoring, and funding through secure platforms.

Components of the Suite:

- Kansas Grants Management System: Handles district grant functions like budgeting, reporting, and awarding.
- Kansas Grant Reporting System: Collects and analyzes federally and state-required data.
- Kansas Integrated Accountability System: Provides an online platform for programmatic and fiscal monitoring and documentation collection.

Background:

- Originated as three separate systems procured via RFPs starting in 2015.
- Same vendor awarded all three projects, improving alignment and cost efficiency.
- Initial RFPs focused on development and launch; maintenance followed.

Current Need:

- KSDE requires ongoing maintenance and enhancements as requirements and technology evolve.
- A single provider is preferred due to system integration.
- Previous attempt to retain the existing vendor under a maintenance exception was denied.
- KSDE seeks authority to issue a competitive RFP for qualified vendors.

In December, the Board will be asked to approve this RFP request.

Act on review of KAR 91-41 Mentor Teacher Program Requirements

KAR 91-41 1:18:00

Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services

Mrs. Arnold moved that the Kansas State Board of Education approve removing the requirement to turn in applications and reports associated with mentor program grant funding unless and until funding is reinstated. Seconded by Mr. Hershberger. Motion carried 10-0.

Regulation Review 1:22:41

Receive Item on Regulation Review

Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services

Background

Kansas regulation 91-1-216 requires each educational agency to design, submit, and maintain a formal professional development (PD) plan annually. These plans must include needs assessments, goals, activities, and evaluation criteria, and be submitted to the State Board by August 1 for approval, modification, or disapproval within a semester.

Current Challenges

- Administrative Burden: The annual submission and approval process consumes significant time for districts and KSDE.
- Process Disconnect: PD planning is separate from School Improvement efforts, even though districts already integrate professional learning into improvement goals and the Four Fundamentals.

Recommendation

KSDE recommends eliminating the requirement for districts to submit a separate PD plan. Instead, professional learning should be embedded within School Improvement plans, reducing unnecessary administrative obligations and allowing districts to focus on locally driven priorities.

Benefits

- Alignment: PD becomes fully integrated with district goals and student outcomes.
- Efficiency: Reduces compliance workload for districts and KSDE.
- Flexibility: Enables districts to adapt PD quickly to local needs.

Next Steps

- Adopt regulatory changes to remove the separate PD plan submission requirement.
- Provide guidance and templates for embedding PD into School Improvement documentation.
- Shift oversight from plan approval to monitoring through School Improvement reviews

High Quality 1:28:00

Presentation on High Quality Instructional Materials Survey

Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services

Dr. Nugent explored three key questions in this presentation:

- the role instructional materials play in quality instruction,
- how KSDE supports local selection processes,
- and the current state of instructional materials in Kansas along with next steps.

Quality instruction is more than just resources—it requires classrooms where teachers hold high expectations, use data-driven practices, provide cohesive and standards-aligned lessons, and engage students deeply. To achieve this vision, Dr. Nugent emphasized that Kansas must prioritize professional learning and collaboration at both state and district levels.

The department offers a range of supports, including standards alignment toolkits, instructional visions, dashboards, and guidance for selecting and implementing instructional materials. These resources aim to ensure that revised state standards translate into meaningful classroom practice. Research shows that students often spend hundreds of hours on assignments that are not grade-appropriate, while teachers devote significant time creating materials, which can lead to lower-quality lessons. High-quality instructional materials (HQIMs) allow teachers to focus on instruction rather than building curriculum from scratch, improving both teacher efficiency and student outcomes.

Access to grade-level content is critical: studies indicate that students who start the year behind make significantly more progress when given grade-appropriate assignments. States vary in their approach to supporting districts—some mandate materials, others provide no guidance. KSDE takes a balanced approach by offering differentiated guidance for English language arts, math, and science while respecting local decision-making.

To strengthen selection processes, KSDE leverages third-party reviews from *EdReports*, which evaluates instructional materials against evidence-based criteria. However, KSDE cautions that districts should go beyond surface ratings like "Meets Expectations" and examine detailed reports to ensure alignment with local priorities and student needs.

In Fall 2025, KSDE surveyed districts and accredited private schools to identify commonly used instructional materials and future selection timelines. With a 95% district response rate, this data will inform a new shared information tool launching in early 2026. The tool will help superintendents and curriculum leaders collaborate, anticipate challenges, and align professional learning with the materials in use across Kansas.

Ultimately, KSDE's strategy combines strong guidance, shared data, and professional learning to ensure that every Kansas student has access to high-quality instructional materials that support rigorous, standards-aligned instruction.

Receive item to approve Kansas State Board of Education Policy Committee language change for the financial threshold to approve items
Melanie Haas, Policy Chair
Dr. John Hess, Director, Fiscal Services and Operations

Policy
2:55:00

Mrs. Haas presented the new language as requested by the Board which would raise the threshold to $25,000 and define what is brought to the Board and what is not.

Receive Kansas School for the Deaf Task Force on School Improvement
Lisa Karney, Education Program Consultant
State Board Members; Mrs. Dombrosky, Mrs. Haas, and Dr. New

KSD Task Force 3:02:13

Mrs. Karney shared the history of this task force. The Kansas School for the Deaf (KSD) convened a Task Force on School Improvement to evaluate current practices and recommend strategies for enhancing educational outcomes for deaf students. This initiative reflects a commitment to ensuring equitable, high-quality education tailored to the unique needs of this community.

Task Force Membership

The Task Force comprises a diverse group of stakeholders, including:

- State Board Members: Melanie Haas, Dr. Beryl New, and Michelle Dombrosky
- Parent Representatives: Dr. Kylie Stewart, Zach Wentz, and Sharon Knewtson
- KSD Administrators: Luanne Barron, Molly Rothwell, and Ben Cardon
- KSDE Liaison: Lisa Karney

This collaborative structure ensures that perspectives from governance, families, and school leadership inform the recommendations.

Key Recommendations

1. Reading and Math Instruction
   Implement appropriate instructional methodologies specifically designed for deaf students to improve literacy and numeracy outcomes.
2. KESA Strategic Plan Alignment
   Incorporate insights from the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) into Kansas Education Systems Accreditation (KESA) planning.
3. Transition Goals and Focus
   Strengthen post-graduation transition planning to support students in achieving success beyond high school.
4. Teacher Pipeline and Retention
   Review and revise Deaf Education licensure requirements, comparing them to other states, and address accreditation standards for Kansas higher education institutions to ensure a robust teacher workforce.
5. KSDE Role and Resources
   Update the KSDE website to make parent resources more accessible, elevate parents' rights, provide clear IEP information, and highlight organizations such as Families Together.

School Improve Days 3:25:26

Update on School Improvement Days
Dr. Jay Scott

Dr. Scott reported to the Board on the Kansas Education Systems Accreditation (KESA) process and insights gathered from recent School Improvement Days. The goal is to review feedback, identify trends in action plans, and clarify objectives moving forward.

The presentation began by emphasizing the importance of understanding the purpose behind these initiatives. School Improvement Days are designed to foster collaboration, reflection, and strategic planning among districts.

Timeline for School Improvement

The roadmap spans three school years:

- 2024–2025: Reporting and evaluation, with initial action plan development.
- 2025–2026: Continued evaluation, action planning, and implementation.
- 2026–2027: Full implementation and outcome evaluation, marking a significant investment in high-leverage actions.

Evaluation of outcomes will begin in 2026–2027 to ensure meaningful progress before measuring results.

Feedback from School Improvement Days

Across 36 sessions at 11 sites, approximately 144 school systems and 870 DLT members participated, supported by 72 facilitators and specialists. Participants highlighted:

- What went well: Collaboration across districts, clear expectations, and focused time for refining action plans.
- Areas for improvement: More time for team planning, reducing redundancy, and possibly shortening the schedule.
- Overall sentiment: Strong appreciation for collaboration, organization, and facilitator support.

Action Plan Trends

Emerging trends show emphasis on fundamental components and structures that drive improvement. Visual data from radar graphs and component analysis illustrate these priorities.

Closing and Contacts

Dr. Scott concluded by acknowledging regional executives and support staff, encouraging continued engagement and collaboration.

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

Mrs. Arnold would like the Policy Committee to look at two issues: 1) Appointing a formal Sargeant-at-Arms or Parliamentarian, 2) Create a process/policy for resolving conflict or addressing grievances.

Mr. Hershberger brought up the question of Robert's Rules of Order and how much that guides the Board. The Board needs to work together and not be divided, he stated. The Board needs collaboration.

Mrs. Dombrosky mentioned that 6 votes make or change policy, not just a majority of those members present. Having the rules clear are helpful, like speed limits. Likes the idea of a parliamentarian.

Dr. New agreed that the Board members are all her colleagues and her friends. She believes they are all here for one reason: to take care of the children of Kansas.

Mrs. Haas shared some of her experience attending the Education Commission of the States. She is a Commissioner for Kansas, appointed by the Governor. She was immensely proud of Kansan Melissa Rooker who presented on early childhood education. The conference was short and held in Florida. Topics included AI, cell phones and high quality instructional material.

Mrs. Potter followed up with the Clearwater Elementary West and gave them a district trophy for raising student reading levels. She clarified that she does not have specific alliances or allegiances with anyone on the Board.

Chair Hopkins asked for a motion to replace Vice Chair Zeck as legislative liaison.

Mrs. Arnold moved that the Kansas State Board of Education appoint Board member Dr. Beryl New to serve as the Board liaison to the Kansas State Legislature for the 2026 session. Mr. Porter seconded the motion. Motion carried 10-0.

Mrs. Dombrosky reminded the Board that it is important to note while testifying to the legislature that not all votes on the Board priorities were unanimous.

KAIRS professional development will be in February, the Monday night prior to the Board meeting and all members are invited.

Mrs. Haas moved that the Board Travel Requests be approved. Mrs. Arnold seconded the motion. Motion carried 10-0.

Mrs. Haas requested that the Board revisit phone policy. She also wants to talk about age-appropriate use of devices. She would like to have a retreat on Board policy.

Vice Chair Zeck also requests a meeting on technology, perhaps a meeting just on tech issues. Screentime, data, etc. are issues he is concerned with.

Mr. Porter wants to hear what schools are doing with technology. Are there effective uses of technology? ABA needs to be addressed quickly.

Dr. Watson said there are some events coming up at the January meeting: State of the State, CTSO lunch with students, breakfast with SEAC.

Chair Hopkins adjourned the meeting. Tuesday, December 16th is the Special Board meeting (in person) with the Search Firm, Hazard, Young and Attea Associates at 10 a.m. with interviews for each Board member in the afternoon.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

This meeting was recorded and is archived on YouTube KSDE LiveMedia.

Tuesday, December 16, 2025

Chair Hopkins called the meeting to order. All members were present. Dr. Watson and the Board Attorney were both present. The Board mission was read, a time for prayer or contemplation was shared, and the Pledge of Allegiance was recited.

Chair Hopkins explained that the special meeting was called to start the process with the executive search firm, Hazard, Young and Attea Associates (HYA) which has been contracted to assist the Board in hiring a new Commissioner of Education.

The HYA staff, Dr. Max Richie, Dr. Max McGee and Frank Henderson, introduced themselves and lead the planning meeting.

They went through the review search process:
Engagement
Recruitment
Selection
Transition

Dr. Richie showed the Board members how to connect to the HYA Board Portal, which is the best way to get updates and stay in the loop with any developments. The Board portal shares information with Board members and others who have signed the non-disclosure documents. All the applicant information is to be kept confidential until the final candidates are interviewed and they will be made public.

Dr. McGee shared the timeline, particularly emphasizing that the job description will be posted by the end of this week, December 19th. On March 1, HYA will present a review of applicants to the Board and starting March 9th, interviews with candidates will begin. The Board will select their choice for Commissioner the week of March 15, and contract negotiations will begin. In April at the Board meeting there will be a formal appointment of a new Commissioner. By June 30, or before, the new Commissioner will assume responsibility.

Dr. Richie had a conversation with the Board about what the application should include, and they discussed confidentiality for final candidates.

Mr. Henderson reviewed what stakeholders the Board would like to see involved in a

series of focus group conversations, leading up to HYA developing a Leadership Profile Report for the Board.

Dr. McGee discussed the survey and how the Board wishes to communicate the search process with stakeholders (website created by KSDE).

There was a general discussion with Board members and then Chair Hopkins adjourned the meeting, and the next meeting will be on January 13th at 10 a.m.

_____	_____
Chair Cathy Hopkins	Board Secretary Deborah Bremer

Agenda Number:

Meeting Date: 1/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Report on Personnel

From: Marisa Seele

Please see attached.

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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: Marisa Seele, Wendy Fritz

Personnel Report:

Total employees 285 as of pay period ending 12/20/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

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

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.gov

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

Agenda Tuesday, January 13, 2025

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

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. Approval of November 2025 and November 19 Special meeting minutes. 2. Approval of December 2025 minutes and the December 16 Special Meeting minutes	5 min	Chair Hopkins
(AI)	3. Approval of Agenda	5 min	Chair Hopkins
(AI)	4. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Recommendations of the Licensure Review Committee		Shane Carter, Director, Teacher Licensure
	c. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	d. Act on recommendations for Licensure Waivers		Shane Carter, Director, Teacher Licensure
	e. Act to approve three (3) new members for the Special Education Advisory Council		Bert Moore, Director, Special Education
	f. Act on request to hold a bond election: USD 417 Morris County, Morris County USD 407 Russell County, Russell County USD 340 Jefferson West, Jefferson County USD 322 Onaga-Havensville-Wheaton, Pottawatomie County USD 270 Plainville, Rooks County USD 353 Wellington, Sumner County USD 469 Lansing, Leavenworth County USD 418 McPherson, McPherson County USD 482 Dighton, Lane County		Dr. Frank Harwood, Deputy Commissioner, Finance and Administrative Services

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

TIME	ITEM	DURATION	PRESENTER
	USD 232 DeSoto, Johnson County USD 404 Riverton, Cherokee County		
	g. Act on request to receive Capitol Improvement (Bond and Interest) State Aid USD 417 Morris County, Morris County USD 407 Russell County, Russell County USD 340 Jefferson West, Jefferson County USD 322 Onaga-Havensville-Wheaton, Pottawatomie County USD 379 Clay County, Clay County USD 270 Plainville, Rooks County USD 353 Wellington, Sumner County USD 469 Lansing, Leavenworth County USD 418 McPherson, McPherson County USD 482 Dighton, Lane County USD 232 DeSoto, Johnson County USD 404 Riverton, Cherokee County		Dr. Frank Harwood, Deputy Commissioner, Finance and Administrative Services
	h. Act on the Disorganization of *Southern Cloud* District		R. Scott Gordon, KSDE General Counsel,
	i. Act on ESSER Liquidation, LTRS contract *Board Goal #1 on Literacy*		Dr. Watson, Commissioner
	j. Act to approve negotiation between Kansas School for the Deaf (KSD) and Kansas National Education Association (KNEA)		Mark Ferguson, Board Attorney Michelle Dombrosky, KSD Board Liaison
	k. TCLISSP Notification of intent to participate for Saint Boniface Academy & the Center for Behavioral/Academic Research (both in Wichita)		Dale Brungardt, School Finance
10:10 a.m. (IO)	5. Commissioner Report	20 min	Dr. Watson
10:30 a.m.	6. Citizen's Open Forum	15 min	
10:45 a.m. (AI)	7. Act on Kansas School for the Deaf Task Force Recommendations	15 min	Lisa Karney, Chair of KSD Task Force
11:00 a.m.	Break	10 min	
11:10 a.m. (IO)	8. Presentation: RISE program developed by Great Bend USD 428/ESSDACK focused on behaviors in the classroom	50 min	Mrs. Kelsey Sciacca, Principal, Park Elementary School

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

TIME	ITEM	DURATION	PRESENTER
12:00 – 1:30 p.m.	LUNCH BREAK (Policy Committee in Rm. 117)	90 min	Public mtg. but not live-streamed or archived
1:30 p.m. (IO)	8.5 Update: Legislative Report	30 min	Dr. Frank Harwood, Deputy Commissioner
2:00 p.m. (IO)	9. Update PART 2: Dyslexia Initiatives *Board Goal #1 Quality School Improvement*	20 min	Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
2:20 p.m. (AI)	10. Act to approve language for $25,000 threshold amount in contracts to be approved by the Board	10 min	Mrs. Haas, Chair Board Policy Committee
2:30 p.m.	Break	10 min	
2:40 p.m. (IO)	11. Superintendent of the Year Dr. Reginald Eggleston *Board Goal #3 on Quality Leadership*	20 min	Deputy Commissioner Dr. Renee Nugent
3:00 p.m. (AI)	12. Act on Higher Education (3) Items (Standards for Visually Impaired, Technology, Engineering and Evaluation Review Committee Recommendations)	10 min	Dr. Catherine Chmidling, Teacher Licensure
3:10p.m. (AI)	13. Act on initiating RFP Request for Proposal for the Kansas Integrated and Accountability System	10 min	Dean Zajic, Asst. Director, Special Education
3:20 p.m.	Break	10 min	
3:30 p.m. (AI)	14. Act on recommendations of the Professional Practices Commission	20 min	R. Scott Gordon, KSDE, General Counsel
3:50 p.m. (AI)	15. Act on Medical Applied Behavioral Analysis (ABA) therapy in school settings guidance	20 min	Brian Dempsey, Assistant Director, Special Education
4:10 p.m. (IO)	16. Presentation: AI in Education	30 min	Dr. Jake Steel, Office of the Commissioner
4:40 p.m.	EXECUTIVE SESSION	20 min	
5:00 p.m.	Break	40 min	
5:40 p.m. – 8:00 p.m.	Meet at Landon Building front door to walk over together to the State of the State event with the full House, Senate, Supreme Court, Governor and the State Board of Education		House of Representatives

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

Agenda Wednesday, January 14, 2026

TIME	ITEM	DURATION	PRESENTER
7:45 a.m.	Breakfast with the Special Education Advisory Council	1 hour	Room 509, 5th floor of the Landon Building
9:00 a.m. (IO)	1. Presentation: CTE The Career and Technical Student Organization (CTSO) Citizenship Day 16 student officers (2) of each chapter will be speaking	1 hour	Natalie Clark, Assistant Director, CTE
10:00 a.m.	Break	10 min	
10:10 a.m. (IO)	2. Presentation: Special Education Advisory Council Annual Report	10 min	Dr. Lena Kisner, Chair , Special Education Advisory Council Bert Moore, Director, Special Education
10:20 a.m. (IO)	3. Update: Citizenship Kickoff events for America's 250th anniversary *Board Goal #1 Quality School Improvement*	10 min	Nathan McAlister, Humanities Program Manager
10:30 a.m. (AI)	4. Act on Professional Development Regulation *Board Goal #3 Policy, Regulation and Alignment*	5 min	Dr. Renee Nugent Deputy Commissioner, Division of Learning Services
10:35 a.m. (IO)	5. Presentation: High Quality Instructional Materials *Board Goal #1 Quality School Improvement*	30 min	Dr. Renee Nugent Deputy Commissioner, Division of Learning Services
11:05 a.m.	Break	10 min	
11:15 a.m.	Committee Reports and Chair Report Board Travel Requests Future Requests and Comments Adjourn until February 10, 2026	30 min	Chair Hopkins
11:45 a.m.	*Walk over to the new Docking Building to have lunch with the CTE Student Officers who presented earlier in the morning*		Docking Building Room 350 Third Floor
12:00 – 1:15 p.m.	Arrive for Lunch and Conversation with the CTE Student Officers		(scheduled for 12:15 – 1:15)

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **4 b.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/13/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

1) GPA in the content coursework during the applicant's initial teacher preparation program

2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)

3) Employing school district's formal evaluation of applicant's content knowledge

4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

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

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

rounded of an introduction to the applicant as possible.

Case # 9073

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

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

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

Case # 9078

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

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

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

Case # 9079

Applicant requests initial Kansas licensure in Middle Level Mathematics (5-8). Applicant is appealing the content test requirement.

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

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

Case # 9080

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

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

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

Case # 9081

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

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

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

Case # 9082

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

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

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

Case # 9083

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

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

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

Case # 9084

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

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

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

Case # 9085

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 408 Marion-Florence

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 district/system 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

Marion-Florence
USD 408

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

5-year Professional Development Plan Approval

The USD 408 Professional Development Council approved the following plan, at its meeting held on 11/12/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair/MMS Rep: _____ 12-9-25
Signature Date

_____ 12.9.25
Jessica Ensley, MES Rep Date

_____ 12/9/25
Emily Overton, MES Rep Date

_____ 12/9/25
Megan Thomas, MHS Rep Date

_____ 12/9/25
Justin Wasmuth, District Admin. Date

The USD 408 Board of Education approved the following plan, at its meeting held on 12/8/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature

12-9-25
Date

Plan Updates

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

Add pages as needed

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Section 3: Individual Professional Development Plans Page 26

Section 4: Awarding Professional Development Points Page 30

Kansas Professional Development Resources Page 45

Section One

Professional Development Council (PDC)

1.1 Introduction

Marion-Florence USD 408
Professional Development Plan

Beliefs

We believe:

- all children have the right to be cherished, encouraged, protected and challenged.
- in the power of community in our lives.
- the higher the expectation, the greater the effort, the more substantial the yield.
- each person has the right to a safe and secure environment.
- we never stop learning.
- each person is accountable for his/her responsibilities and actions.

Mission

The educational mission of the Marion-Florence community is to excite and empower life-long learners to be responsible, successful members in the home, workplace and society by providing each individual an encouraging, challenging and progressive environment that uses all the resources of the ever-changing community.

Strategies for Change

- We will do what is necessary to ensure that all children read and demonstrate math skills at grade level before leaving the third grade.
- We will ensure full involvement of our school district community in providing the necessary resources and facilities to accomplish our mission and objectives.
- We will provide state-of-the-art technology, training in the use of technology and staffing at appropriate levels.
- We will develop a curriculum program and an assessment system that will meet the goals of our mission and objectives.
- We will develop and maintain a mutually supportive partnership between school, family and community.
- We will form partnerships with local agencies for the purpose of dealing with substance abuse.
- We will promote systematic, on-going, positive public relations.

Building Goals

Marion Elementary School

- All MES students will improve application of mathematic concepts in classroom setting and real-life situations.
- All MES students will demonstrate improvement of reading comprehension skills.
- All MES students will improve writing skills in the areas of the 6-trait model.
- All MES students and staff will implement a system of instructional discipline.

Marion Middle School

- All MMS students will demonstrate mathematical problem solving (maintained outcome).
- All MMS students will demonstrate competence in the general skills and strategies of the reading process in different content areas (maintained outcome).
- All MMS students will increase their vocabulary and use of conventions through expository writing.
- All MMS students and staff will implement a system of instructional discipline.

Marion High School

- Reading Goal: All MHS students will perform at the proficient level or above on state reading assessments.
- Writing Goal: All MHS students will use the Six-Trait Writing model and will score a 3 or above on the state writing assessment.
- Math Goal: Improve student learning and performance in the math/science classes. Increase student knowledge of math/science skills used in the professional community.
- Technology/Vocational Goal: Improve career planning/choices among high school students.
- Social Studies Goal: All students will improve knowledge and application scores on the Kansas State Social Studies Assessment.

Philosophy and Purpose of the Professional Development Council

It is the philosophy of Marion-Florence USD 408 that a combination of quality professional education and personal experience leads to the professional growth of our teaching and support staff.

The purpose of the Marion-Florence USD 408 Professional Development Council is to facilitate the professional learning of members of the teaching and support 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:

1. Involve all certified staff.
2. Align professional learning with the district's mission and academic goals established by the USD 408 Strategic Plan and approved by the Board of Education and school improvement academic targets.
3. Identify, organize and promote professional learning that is founded in what research has established are sound professional development practices including job-embedded professional development activities.
4. Provide support and professional development for building and district administrators related to their leadership role.

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 408 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
Marion Elementary	2
Marion Middle School	1
Marion High School	1
Total	4

1.22 Licensed Teacher Group Selection Process:

1. The Professional Development Council shall consist of five members. Building representative shall be two teachers from Marion Elementary, one from Marion Middle School, one from Marion High School and one district-wide administrator.

2. Terms of Membership, Selection Procedure, Resignation, and Replacements: Certified members shall each serve four-year terms. Membership shall run from May to May with membership on a rotating basis so that not all members are new during the same year.

   The outgoing representative will publicize to his or her building on or before March 15, or the first school day after that date, the names of all teachers within that building eligible to serve on the council. The outgoing representative shall accept nominations at the building level until April 15, or the first school day after that date. All nominations will be selected at the building level and placed on a ballot.

   All of the Marion-Florence USD 408 certified staff within the building being represented may vote for their representative. Results will be reported to the Council chairperson by the second Monday in May.

   A member of the Council may resign membership by March 15. A letter of resignation shall be submitted to the Council chairperson at least one regular meeting prior to the effective date of resignation. The vacancy will be filled by its constituency according to the selection procedure. New members who are elected prior to the end of their predecessor's term shall complete that individual's term.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District wide	1
Total	1

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? 4
If any, what are the term limits? None

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

When a group represented has an opening, in what month or timeframe is the position selected?
Spring

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?
At the spring team leader meeting

Who reports the results to the PDC Chair or designee? Superintendent

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.

Professional Development Council Operational Procedures

The Professional Development Council will:

1. Implement the district Professional Development Plan within the guidelines and criteria established by the Kansas State Department of Education.
2. Evaluate Professional Development Plans submitted by individual staff members and recommend approval or disapproval of such plans to the superintendent and the Board of Education.
3. Establish criteria to determine whether activities meet district, building, and individual goals.
4. Annual report in December to the school board
5. Develop and recommend to the Board of Education a five-year professional development plan to be submitted to the Kansas State Department of Education. Amendments to the five-year plan shall be submitted as necessary.
6. Periodically review, validate, and verify the professional development points to be granted for activities targeted on the PDPs of each participating staff member, and notify staff members of the results of the review.

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

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

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

Professional Development Council Officers - Election

1. The officers of the Council shall consist of a chairperson or co-chairpersons by some or all of the members of the committee.
2. All officers shall serve for one year, and may be re-elected for successive terms.
3. Election of officers shall be held at the first May meeting, after the new PDC member in rotation has been elected.

Officer Title: Chairperson or Co-Chair

Duties:

1. Preside at all regular and special meetings.
2. Prepare an agenda for all meetings which will be distributed to members in advance of the meetings.
3. Receive election data from the Professional Development Council members.
4. Appoint temporary subcommittees as needed.
5. Report to the Board of Education annually in December the number of valid individual Professional Development Plans on file for that year and PDC update for the year.
6. Carry out other duties as determined by the PDC.

Officer Title: Vice Chairperson or Co-Chair

Duties:

1. Act in the absence of the chairperson.
2. Carry out all other duties as determined by the PDC.
3. Keep records/ minutes of all the meetings.

1.51 Meetings

Professional Development Council Meetings

1. The Professional Development Council shall meet a minimum of four times each academic year.
2. Meeting dates and times shall be determined by the PDC in May of each year for the next school year.
3. Special meetings may be called by the chairperson provided each PDC member is afforded at least 48 hours notice. The meetings are open and can be held online or electronically.
4. All decisions of the Council shall require positive votes equal to at least 50% of the voting membership. See Section 1.52.

PDC Annual Calendar

Spring *Review and revision of district Professional Development Plan

March 15 *Position in rotation for new PDC member publicized in building

April 15 *Final date to accept nominations for new member

2nd Monday in May *Notification of PDC chairperson of election results

*Election of PDC chairperson and vice-chairperson

End of school year *Final district PDP revision submitted to Board of Education and State Department of Education as needed or for every 5 years as required.
(let's put in here the date it needs renewed)

Service to Profession validation forms for committee points submitted to PDC – points for all committee work requested on one form.

1st PDC August Preparation and approval of annual summary of PD points for **meeting** certified employees

1st PDC September Validation forms for summer ***Knowledge*** activities (classes,

meeting	workshops, etc.) submitted to PDC
	Deadline for submission of paperwork to apply and qualify for salary advancement
August-October	New Teacher Academy meetings – new teachers start work on individual Professional Development Plans
October 1	Deadline for submission of paperwork to Central Office to apply and qualify for salary advancement.
October 31	Final deadline for individual PDP submission from any teacher
November 30	Final deadline for any individual PDP revisions requested by PDC. No professional development points will be validated without a current approved individual PDP on file.
December	PDC reports to Board of Education every year @ the December board meeting

***** Council Members
****** PDC meets the 2nd Mondays of most months

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: Frontline

2. When are staff trained to use the system? Fall in-service August

3. List the names of the forms used in the system for PDC activities and business:
    - Out of District
    - In-District
    - Book Study
    - College Course
    - IPDP

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	Frontline	Each staff member	Y
Meeting Minutes	X	Google Forms	PDC Chair	Y
Member Selection				
Officer Selection				
PD Plan Process				
PD Points	X	Frontline	PDC Chair	Y
Staff PD Needs Assessments	X	Google Forms	PDC Chair	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the Superintendent to the Board of Education at a monthly BOE meeting.

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals/PDC Chair
2nd-	Building PDC Rep
3rd-	Superintendent
4th-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals/PDC Chair
2nd-	Building PDC Rep
3rd-	Superintendent
4th-	PDC Chair

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

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

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 408 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The 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 Superintendent at (620) 382-2117.

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.

Determining the Focus and Goals for Professional Development at the Individual, Building and District Level

Individual: Focus
The individual focus is based on 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 license not previously held.

Results-Based Goals
Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

Building: Focus
The building focus is based on identified student achievement gaps that are determined through the analysis of student assessment data that includes the achievement of particular student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close learning gaps of identified students.

Results-Based Goals
Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.

District: Focus

The professional learning needs of the district are identified through collaboration with each school's staff, administration and community leaders. The district needs are then determined by the schools' needs. The district focus must be to facilitate improvement identified by school buildings.

Results-Based Goals

District goals are based upon identified standards of performance for students at each academic level.

District Leadership Team - Professional Learning Goals

The District Leadership Team, composed of the superintendent and all building principals will improve the quality of teaching through gaining knowledge and skills related to:

1. District and state curriculum standards.
2. Using research-based strategies and developmentally appropriate instruction in all curricular areas.
3. Job-embedded professional development.
4. Understanding assessments as:

- Data sources for professional learning and action research.
- Diagnostic tools for identifying student learning needs.
- Identifiers of curriculum alignment or misalignment.

The District Leadership Team will understand:

1. The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
2. The procedures and appropriate forms for:

- Individual Professional Development Plans (PDP) Applying for professional development points.
- Individual Professional Development Transcripts

Activities and Actions to Accomplish Professional Development Priorities at all levels - Individual, Building and District

Level 1: Knowledge

1. Written descriptions of professional development activities or course work and personal reflections on skills acquired.

Level 2: Application: Complete any and/or all of the following:

1. Written documentation
2. Multiple independent observations
3. Or other evidence that is acceptable to PDC

Level 3: Impact: Complete any and/or all of the following:

1. Evidence of improved student academic achievement over a period of at least one year.
2. Documentation of positive changes in related student behaviors over a period of at least one academic year.
3. Or other evidence that is acceptable to PDC

Service to the Profession

1. Person shall be awarded one point per clock hour of service.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

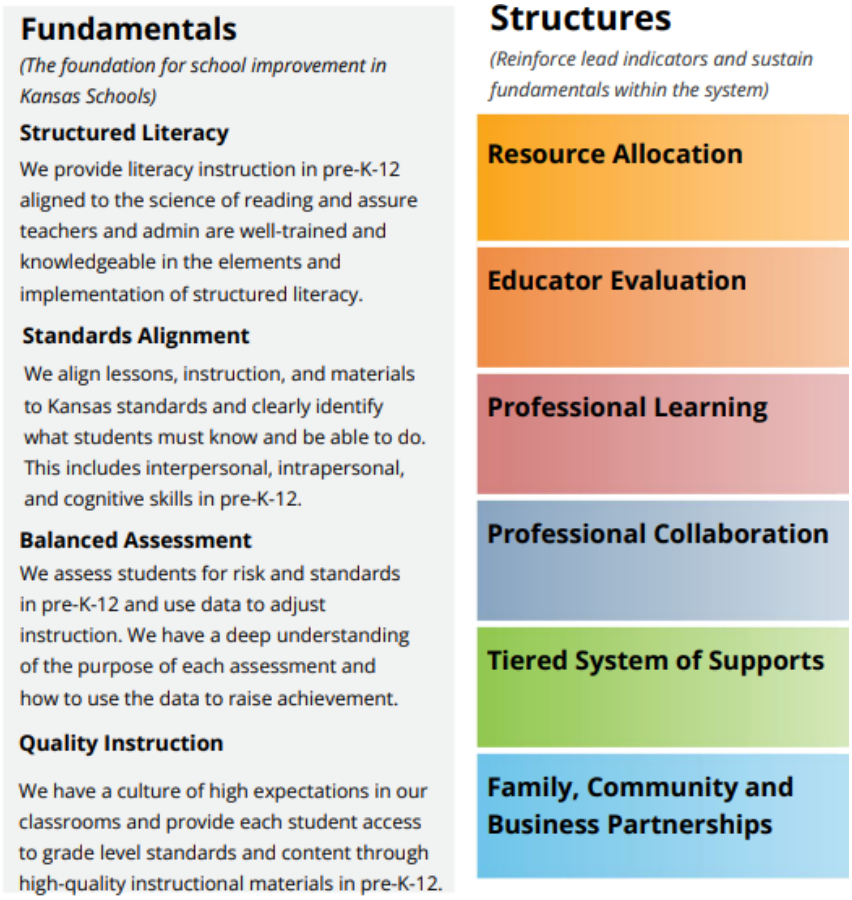
Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,

- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

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



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

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals

should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

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

Section Three

Individual Professional Development Plans (IPDP)

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

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

3.0 Introduction

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

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

Professional Development Plans for Licensure Renewal

The Individual Professional Development Plan (PDP) is a plan describing the professional development goals and the planned professional development activities or professional learning to be completed by the individual who submits the plan to the PDC.

The individual in cooperation with a designated supervisor (in most cases the building principal) will write a PDP that:

1. Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
2. Is written for annual renewal or revision based upon continued needs.

3. Is written and electronically signed using the official Marion-Florence USD 408 individual PDP form found on www.frontlineeducation.com. (Frontline Ed.)

The procedure for approval of the individual PDP includes:
1. Submitting PDP on www.frontlineeducation.com (Frontline Ed.)
· Renew every 5 years (reviewed annually)
· Change with new licensure/grade level change/subject change
· Those who reside in the district but are not district employees may file and receive approval
2. 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.



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

3.1 Collaborate with a designated supervisor.

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

- Developed in collaboration with a designated supervisor.

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

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

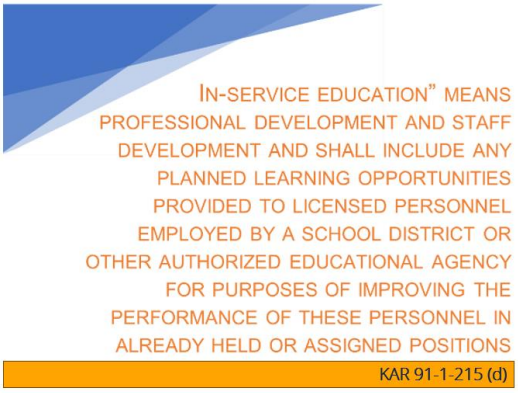
contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

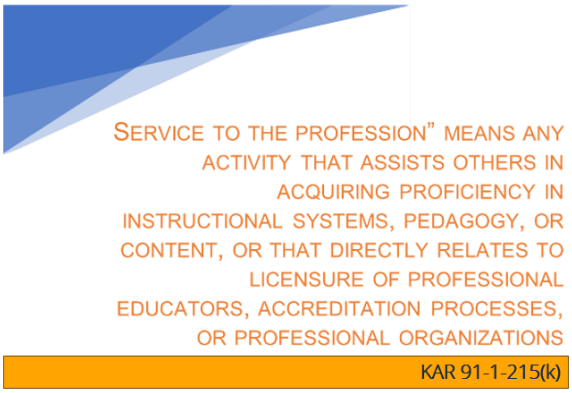
The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

Levels and Categories	*Characteristics*	*Evidence*	*Point Awards*
Content and Professional Education Standards			
Knowledge What do you know now that you did not know before?	• Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is • Has attended a workshop or conference or read or heard about new knowledge/skills • Has knowledge but hasn't yet applied or practiced knowledge/skills	Participation in activities that increase participants' **knowledge/skill** about content and/or professional practices	**1 hour = 1 point** Attendance with reflection of workshops or conferences, visits to other schools – 1 point = 1 contact hour of learning time Study groups – 1 point = 1 contact hour of discussion time Reading professional journals or books – 1 point/hour of reading time plus reflection
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	• Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity • Engages in dialogue with peers about how to improve and enhance use of skill or behavior	Evidence and/or artifacts that illustrate **application** of the strategy	**2 x the knowledge level points awarded for specific strategy** Evidence should include such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meetings, management plans, artifacts representative of project. Evidence will be documented over time and should not reflect only one time use.
Impact How has student performance improved? What has positively changed about the program?	• Able to correlate the goal to student learning and school improvement • Uses student achievement results to guide use and adaptation of strategy • Trains or coaches others in use of the strategy	Evidence and/or artifacts that demonstrate **impact** from the strategy	**3 x the knowledge level points awarded for specific strategy** Improved student academic performance Positive changes in student behaviors District or school policy change Application activities by others.

Service to the Profession			
(Knowledge Level – 1 point/hr) "How have I served others in the profession?"	• Able to perform activities that assist others in acquiring proficiency professional practices or content • Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations	**Participation in activities that help others** in the profession expand their expertise	Mentoring student teachers – 1 point/hour of mentoring time Service on accreditation teams – 1 point/hour served Offices or committees in professional organizations, local committee work – 1 point/hour served Educator Workshop presentations – 1 point/hour of presentation including preparation time

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.

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

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

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

Level I - *Knowledge* Level Points Provide the Baseline

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

- Knowledge level points can come from multiple activities at the Knowledge level.
- It is the individual's responsibility to clearly indicate on the PDP activities that will be used to gain points at the Knowledge level.
- Only those Knowledge points which form the base of an activity that demonstrates Application or Impact are subject to the point multiplier. The individual will designate specifically how many points from a Knowledge activity form the basis of the request for Application or Impact points.

An individual does not need to earn Knowledge level or baseline points during the same licensure period that Application or Impact level points are earned.

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 I - *Knowledge* Indicators:
What do I know now that I did not know before?
***Knowledge* = 1 point per clock hour**

The individual reports what has been learned. The information is relevant to instruction or an education program. Knowledge points should fall under Content, Professional Education (pedagogy) or Service to the

Profession.

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.

Verification required includes:

- Written documentation submitted on Frontline Ed. (Validation Form: Knowledge from Professional Activity) for workshops, conferences, visits to other schools and study groups.
- Written documentation submitted on Frontline Ed. for college hours.
- Submitted transcript from a college course to Central Office after completion
- Written documentation submitted on Frontline Ed. for Service to the Profession + supporting documents outlined in the following section to Central Office
- Written documentation submitted on Frontline Ed. for Professional Reading with a summary of material read as approved by supervisor

Service to the Profession = 1 point per clock-hour

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

Service to the Profession is not eligible for Application or Impact level points.

Goals for Service to the Profession must be related to the individual Professional Development Plan in order for points to be verified or validated.

The individual must provide verification of active participation in Service to the Profession.

Verification required may include:

1. Written explanation/justification of benefits gained through membership on a school committee, council or team such as:
   - Membership on the Professional Development Council
   - Chairmanship of a school Building Improvement Team
   - Chairmanship or qualified membership on a curriculum development committee
   - Chairmanship of District School Improvement Team Examples are:

   Evidence of conducting professional development can be requested on Frontline Ed.

   Copies of published articles or newsletters and explanation of time spent in writing them

   Explanation of time spent and significant contributions made while holding an office or serving on a committee for a professional organization

   Evidence of service on an accreditation team for another school or district and an explanation of the time spent
2. Create a student-teacher conference log form on Google Docs for supervision and mentoring of a student teacher or a beginning teacher.
   - On Frontline Ed. you may use the PD in-district tab with service to the profession. You may submit for 20 points or list individual meeting dates, times and summaries documented off of your conference Google Docs log form.

   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

Level II - *Application* Indicators:

What am I doing now that I could or did not do before?

Application Points = 2 x points from Knowledge

The individual *consistently* uses the knowledge or skill on the job. The individual applies the knowledge *over at least a six month period but not to exceed two years* to classroom instruction or specific programs relating to classroom instruction.

Verification required includes:

- Written summary submitted on Frontline Ed. Validation Form: Application
- Supporting evidence or documentation covering the extended period of time, such as:
  - Lesson plans
  - Samples of students' work
  - Teacher journals, portfolios or other artifacts
  - Trained peer coach or supervisor's observations in written form which include feedback given to the individual observed
  - Transcripts from audio or video tapes made at intervals over the extended time period
  - Other evidence acceptable to PDC

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

Organizational Change = 3 X Level I points

The individual verifies positive changes in performance, programs or policies as shown through documented results.

Verification required includes:

- Written summary submitted on Frontline Ed. *Validation Form: Impact*

Supporting evidence or documentation which may include:

- Evidence of improved student academic achievement over a period of at least one year, as demonstrated by appropriate assessments that are aligned with specific improvement targets
- Evidence of Level II Application activities by other educators
- Documentation of positive changes in related student behaviors over a period of at least one academic year, including:

· Improved attendance
· Higher homework completion rates
· Independent documented observation of positive student behaviors in the classroom
· Increased enrollment in advanced classes
· Increased participation in school-related activities
· Decreased dropout rates

- Documentation of related district or school policy change

Other evidence acceptable to PDC

College Credit

When Approval is Necessary
According to KSDE regulations, college courses taken to earn a new endorsement on the teaching license do not have to be approved by the Professional Development Council for relicensure but does need to be for movement on the salary schedule.

However, according to KSDE regulations, college courses taken to earn a master's degree do need to be approved by the Professional Development Council, both before the courses are taken and after they are completed.

All professional development points used to renew one's teaching license must be approved by the Professional Development Council. The PDC converts credits from college courses into professional development points on the teacher's Individual Professional Development Transcript or Frontline Ed.. The teacher sends this transcript along with transcripts from colleges and universities to KSDE when applying for teaching license renewal.

According to USD 408 policy, any college hours/credits or professional development points used to move across the salary schedule must be pre-approved. Therefore, regardless of the purpose for taking the college course, if the teacher wants to use the college credit to move across the salary schedule and/or for re-licensure, the teacher must submit paperwork to the PDC.

College Credit Earned in Different Situations

Educators who take college courses need to provide Central Office with a complete transcript from the college at completion.

Educators who take college courses or workshops for which they pay to receive college credit need to provide Central Office with a complete transcript from the college at completion.

Filling out Forms

Paying tuition for credit hours does not by itself guarantee that PD points will be forthcoming. The proper paper work must be completed through Frontline Ed..

1. An approval form must be submitted before the course is taken.

2. The knowledge form must be completed on Frontline Ed..

3. All information requested at the top of the form should be complete including the name of the course and course number.

4. Questions on the knowledge form need thorough answers. Answers should clearly convey to the PDC what new material has been learned.

5. Teachers should then submit the form on Frontline Ed.

Professional Development Activities during the Summer

1. Teachers should plan ahead and request approval for PD activities (workshops, college courses, etc.) before the school year ends, if possible.

2. If a teacher decides after the end of the school year to participate in a PD activity (seminar, workshop, etc.) during the summer, s/he should apply for pre-approval on Frontline Ed. before the course begins on Frontline Ed. The pre-approvals will be checked in August.

3. If a teacher decides after the end of the school year to enroll in a college course during the summer, s/he should apply for pre-approval on Frontline Ed. before the course begins.

4. Validation forms for Knowledge points from workshops or college course attended during the summer must be submitted by the first PDC meeting in September. Teachers should very thoroughly demonstrate their learning to PDC through what they write on the validation form.

PROCEDURES FOR SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS & PD POINT VALIDATION

All Professional Development forms must be completed on time on Frontline. All teachers should keep a hard (paper) copy of forms they submit and refer any questions to their Professional Development Council building representative.

Step 1. Write a Professional Development Plan.

Individual Professional Development Plans shall be tied to district and building school improvement goals.

- New certified staff shall submit an individual PDP by October 31. Veteran staff shall submit revisions by October 31, as necessary.
- Individual PDP's rejected by the PDC shall be resubmitted by Frontline Ed..

When developing the PDP, individuals should keep in mind the renewal requirement that points be presented in at least one of the three following areas: Content, Professional Education, Service to the Profession. The professional development plan should be specific enough to establish clear goals but should not list specific courses or workshops. The plan itself can be amended at any time

Step 2. Request Approval for PD Activity/College Course

(Also see: Reference for PD Forms, PD Activities during the Summer and College Credit)

Request for Leave/Report of Absence Form must be completed, then approved by the building principal prior to attendance at any professional development activity which requires the employee to be absent from his/her contracted assignment.
An out-of-district request should be submitted on Frontline Ed. and approved from PDC before attending the conference or workshop.

Persons desiring to take college hours for relicensure or advancement on the salary schedule must complete a *Pre-Approval of College Course* on Frontline Ed..

Principals and PDC members shall ensure that workshop content is aligned with the individual's PDP**.** All professional development activity used for relicensure shall be approved by the district Professional Development council.

Step 3. Validation of PD Points

1. Knowledge level points for professional development will be valued at 1 point per clock hour. College classes equal 20 points per credit hour. Validations will be made by the Professional Development Council (PDC). (Also see: awarding of PD Points)
2. Knowledge points must be validated on *Knowledge* form found on (Frontline Ed.) www.frontlineeducation.com.
   - PDC would like validation forms for knowledge gained from workshops or seminars be submitted within 30 days after completing an activity.
   - When you pay for college credit at a workshop a copy of the paid hours must be provided or a transcript to Central Office.
   - Service to Profession points from committee meetings must be submitted on one form at the end of the school year to Central Office or a PDC member. Points to be submitted on Frontline Ed. under Service to the Profession. (Also see: Qualifying Activities for "Service to Profession " Points)
   - Validation of points earned at workshops or seminars attended during the summer must be submitted by the first PDC meeting in September.

3. Knowledge points for college classes pre-approved must be validated on the *Knowledge from College Course* found on Frontline Ed. (Also see: Three Levels of Awarding Points).

- Request for Knowledge points gained from a university/college class shall submit a transcript to the Central Office.
- PDC would like validation forms for knowledge gained from a college course be submitted within 30 days after completing the course. If the course is completed during the summer, PDC would like the validation form be submitted by the first PDC meeting in September.

4. All Application points will be reported to and validated by PDC on *Validation Form: Application.*

- A teacher must provide to a PDC member copies of one or more of the following: lesson plans, videos or other forms of implementation.
- Information submitted on *Validation Form: Application* shall include both the name and date of the original (Level I) Knowledge activity and the names and dates of the Application activities.
- In order to receive Application points, teachers must have documentation for in-house professional development activities, seminars, workshops, classes, etc. on file with the PDC clerk or on Frontline Ed..
- Requests for Application points based on Knowledge gained either from any professional development activity or college class must be submitted no sooner than 6 months but within two years of completion of the activity or class.

5. All Impact points will be validated on *Validation Form: Impact* .

- Information submitted on *Validation Form: Impact* shall include both the name and date of the original (Level I) Knowledge activity and the names and dates of the Application activities.
- Documentation proving Impact must be submitted along with the *Validation Form: Impact* on Frontline Ed..
- Requests for Impact points will be accepted by PDC no sooner than one year after the first Application activity must submit to a PDC member data one or more of the following: Data, Documentation of positive changes in related student behaviors over a period of at least one academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate; documentation of related district or school policy change.; evidence of application by others; and improved student academic performance.

6. PDC must validate each activity through Frontline Ed..

7. Individual PD point summaries will be available on Frontline Ed.. When filing for relicensure, request records from the PDC clerk or on Frontline Ed..

8. Documentation for movement on the salary schedule must be submitted to Central Office.

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

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

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

Using Professional Development Points for Advancement on the Salary Schedule

1. The use of professional development points for advancement on the salary schedule shall be under the supervision of the superintendent. The process for earning and validating PD points used for advancement on the salary schedule shall be as follows.

2. Individual staff members are responsible for initiating the following process:

A. The teacher obtains transcripts from Frontline Ed. for movement on the salary schedule.

B. The Administrative Assistant to the Superintendent completes the form, files one copy in the appropriate personnel file and sends copies to the teacher.

3. All professional development activities from the summer to be used on Frontline Ed. for movement on the salary schedule need to be completed no later than the first PDC meeting in August. (The deadline to the Central Office to apply and qualify for salary advancement is September 1.) The teacher should start the application for movement on the salary schedule in a timely manner, remembering that the steps outlined in #3 all need to be accomplished by September 1.

4. If you are unable to get appropriate documentation by September 1 then you will need to submit a request for a waiver from PDC.

5. Teachers may use a maximum of 25 PD points per year from committee work to apply toward advancement on the salary schedule.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

   Exceptions:

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

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

   The individual must verify professional development points earned during the term of the license that is

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

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

PDC Membership Selection (2/14/23)

Verifying College Credit

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	4 d.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the wavier list.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0202	Turner-Kansas City	Kaytlyn	Green	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0229	Blue Valley	Misty	Clark	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Ouiame	Mimouni	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Angela	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Melisa	Van Buskirk	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Karen	Montonen	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Danielle	Owens	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Jan	Van Fleet	Low Incidence Special Education	Approved	ELEMENTARY (K-9); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Rebekah	Shurtz	Low Incidence Special Education	Approved	ADAPTIVE SPECIAL EDUCATION (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Shelly	Swayne	High Incidence Special Education	Approved	BUILDING LEADERSHIP (PRK-12); DISTRICT LEADERSHIP (PRK-12); ENGLISH LANGUAGE ARTS (6-12); SOCIAL STUDIES,COMP (5-12)
D0259	Wichita	Matthew	Bortnick	Low Incidence Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); SCHOOL COUNSELOR (PRK-12)
D0261	Haysville	Amanda	Brown	High Incidence Special Education	Approved	ADAPTIVE SPECIAL EDUCATION (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)

D0348	Baldwin City	Mary	Plowman	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Lucille	Allin	Early Childhood Special Education	Approved	ELEMENTARY (K-9); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Sylvia	Martin	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0620	Three Lakes Educational Cooperative	Kristy	Torchia	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0620	Three Lakes Educational Cooperative	Hunter	Kraus	Low Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0620	Three Lakes Educational Cooperative	Diane	Vaughn	Gifted	Approved*	ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (K-6); ELEMENTARY (K-9)
D0638	Butler Co Special Education Interlocal	Tiffany	Wilken	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0701	Coffey County Special Education Cooperative	Jason	Bates	Gifted	Approved*	PHYSICAL EDUCATION (PRK-12)
D0708	Hays West Central KS Special Ed. Coop.	Beverly	Hartsook	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.	Jessica	Caudle-Hamilton	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); MATHEMATICS (5-8)
D0727	Ark Valley Special Education Cooperative	Mariah	Banning	Visual Impaired	Approved	ADAPTIVE SPECIAL EDUCATION (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); FUNCTIONAL SPECIAL EDUCATION (PRK-12); HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Deborah Bremer		Randy Watson		

Item Title:

Act to approve three new Special Education Advisory Council (SEAC) members

Recommended Motion:

It is moved that the Kansas State Board of Education approve the appointment of Jason Meyer (General Education Teacher), Daniel Simon (McKinney Vento activities), and Kate Stewart (Virtual School) to the Special Education Advisory Council (SEAC).

Explanation of Situation Requiring Action:

TO: Kansas State Board of Education
FROM: Bert Moore, Special Education Advisory Council Secretary
RE: Nominees to Serve on SEAC

The SEAC Membership committee consisting of Dr. Lena Kisner, Chairperson; Dr. Booke Moore, Chair-Elect; and Lindsey Graf, Past-Chair are **recommending the following 3 individuals for open SEAC positions.**

For General Education Teacher – Jason Meyer. Jason currently is a teacher in USD#501, Topeka and has 24 years of experience as a teacher. He has a child with a disability, and he has shared that he has a disability. The Kansas State Board of Education region he lives and works in is State Board region 4.

For Local Education Official from a Public School Who Carries Out Activities Under the McKinney-Vento Homeless Education Act – Daniel Simon. Daniel currently is an elementary principal in USD#383, Manhattan-Ogden at Woodrow Wilson Elementary. There are two homeless shelters in his district, so he has experience enrolling and serving McKinney-Vento eligible students. The Kansas State Board of Education region he lives and works in is State Board region 6.

For Virtual School Representative – Kate Stewart. Kate currently is the Director of Secondary Education at USD 475, Geary County Schools. She has served in the role as a special education coordinator at both the early childhood and secondary level. She also has experience as a building administrator. Her current position is a Virtual School administrator, and she supports an alternative school. She has a sibling with two children with disabilities. The Kansas State Board of Education region where she lives and works is State Board region 6.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 417 Morris County, Morris County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 417 Morris County, Morris 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 417 Morris County, Morris 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 417 plans to use the bond proceeds (not to exceed **$31,500,000**) to pay the costs to construct, furnish and equip improvements, renovations and additions to: (a) Prairie Hts Elem: secure entry and staff support spaces; (b) Council Grove Elem: new classrooms and Early Childhood Development Center; (c) Junior/Senior High: new classrooms, a media center, expanded CTE spaces and new FACS room, new secure south entry and admin dept.; (d) demolish a portion of existing Jr/Sr High and other facilities, as necessary; (e) 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 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 417 Morris County **County: Morris**

1. Current equalized assessed tangible valuation *	$89,446,743	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$12,522,544	
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	$2,260,000	2.5%
6. Amount of bond indebtedness requested	$31,500,000	35.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$33,760,000	37.7%
8. Estimated amount of bond indebtedness authorized without approval	$12,522,544	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$21,237,456	23.7%

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

December 2, 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: 1/13/2026**
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").

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 5-0, two members missing.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside 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 *	$95,031,135	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$13,304,359	
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	$13,304,359	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$195,641	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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 340 Jefferson West, Jefferson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 340 Jefferson West, Jefferson 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 340 Jefferson West, Jefferson 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 340 plans to use the bond proceeds (not to exceed **$17,500,000**), to pay the costs to construct, furnish, equip, renovate and make improvements and additions to district facilities including (a) improvements and renovations to Preschool, Elementary, Middle School and High School and vocational ag facilities; (b) improvements and expansion to the District's athletic, maintenance and transportation facilities, including a new track, and site and building improvements, and all other necessary improvements 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.
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 facilities used primarily for extracurricular activities. (6-lane track)

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 340 Jefferson West	County: Jefferson	
1. Current equalized assessed tangible valuation *	$85,232,338	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$11,932,527	
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	$17,500,000	20.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$17,500,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$11,932,527	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,567,473	6.5%

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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 322 Onaga-Havensville-Wheaton, Pottawatomie County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 322 Onaga-Havensville-Wheaton, Pottawatomie 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 322 Onaga-Havensville-Wheaton, Pottawatomie 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 322 plans to use the bond proceeds (not to exceed **$12,000,000**) to pay the costs to construct, furnish and equip improvements, renovations and additions to: **Prop 1:** $10,000,000 (a) construct, equip and furnish new Elem wing connected to existing building; (b) construct portion of new classrooms as storm shelters; (c) demolish existing Elem wing portion of the existing building; (d) needed renovations to existing kitchen, cafeteria, restrooms, and support spaces; (e) improvements to parking and pick up/drop off area at new wing; (f) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant thereto; (g) if Bond funds remain, make renovations/enhancements to roof systems, HVAC systems, and improve efficiencies at district buildings and (h) pay costs of issuance and interest on the Bonds during construction. **Prop 2:** $2,000,000 (a) HVAC improvements in Middle School and No Gym; (b) replace the roof and gutter at Middle School and at the commons/ Entryway; (c) renovate locker rooms and replace inefficient windows throughout High School; (d) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant thereto (the "Project"); and (e) 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 6-1.
2. The district is not experiencing a growth in enrollment (flat).
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 322 Onaga-Havensville-Wheaton County: Pottawatomie

1. Current equalized assessed tangible valuation *	$41,573,465	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,820,285	
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	$12,000,000	28.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$12,000,000	28.9%
8. Estimated amount of bond indebtedness authorized without approval	$5,820,285	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,179,715	14.9%

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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 270 Plainville, Rooks County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 270 Plainville, Rooks 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 270 Plainville, Rooks 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 270 plans to use the bond proceeds (not to exceed **$12,545,000**) to pay costs to: **Prop No. 1: not to exceed 5,490,000** to construct, furnish and equip: (a) improvements and renovations to Plainville Elementary School and Plainville High School, including HVAC, electrical, lighting, roof, restroom, and interior and exterior building improvements; and (b) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction; and **Prop No. 2: not to exceed 7,055,000** to: to construct, furnish and equip: (a) improvements and renovations to Plainville Elementary School and Plainville High School, including classroom and entrance improvements; (b) improvements and renovations to Rock Gym and Cardinal Gym; and (c) 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 4-0 (3 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 may 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 270 Plainville	County: Rooks	
1. Current equalized assessed tangible valuation *	$47,616,905	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$6,666,367	
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	$255,000	0.5%
6. Amount of bond indebtedness requested	$12,545,000	26.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$12,800,000	26.9%
8. Estimated amount of bond indebtedness authorized without approval	$6,666,367	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,133,633	12.9%

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

December 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: 1/13/2026**
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 **$17,850,000**) to pay the costs to construct, furnish and equip improvements and renovations to: (a) Wellington High, including roof, HVAC and parking improvements; (b) Wellington Middle, including roof, building, Ag shop, and track and field improvements; (c) Eisenhower, Kennedy and Lincoln Elem, including roof, building, HVAC, and parking improvements; (d) Sumner County Academy, including building improvements; (e) other District facilities and building 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 5-2.
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 track upgrades at the middle school that will be used primarily for extracurricular activities and not eligible for capital improvement state aid.

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 *	$95,640,626	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$13,389,688	
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	$14,535,000	15.2%
6. Amount of bond indebtedness requested	$17,850,000	18.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$32,385,000	33.9%
8. Estimated amount of bond indebtedness authorized without approval	$13,389,688	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$18,995,312	19.9%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 469, Lansing, Leavenworth County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 469, Lansing, Leavenworth 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 469, Lansing, Leavenworth 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 469 plans to use the bond proceeds (not to exceed **$35,000,000**) to pay costs to: **Prop No. 1: not to exceed 30,000,000** to (a) acquire, construct, equip and install renovations or improvements to district school buildings, including roof replacements, HVAC upgrades and replacements, secure controlled entrances and other safety improvements, parking lot repair and improvements, flooring repairs and improvements, renovations to accommodate career and technical education programming, elementary school playground repairs and improvements, tennis court repairs, and track replacement at Lansing Middle School; and (b) make all other necessary and related improvements (collectively, "Project No. 1"); and **Prop No. 2: not to exceed 5,000,000** to: (a) acquire and install artificial turf on the district's soccer field, marching band field, baseball field and softball field, and develop and construct a baseball practice field at Lansing High School; and (b) make all other necessary and related improvements (collectively, "Project No. 2").

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 4-3.
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) does not appear to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond Project MAY include facilities that may 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 469 Lansing County: Leavenworth

1. Current equalized assessed tangible valuation *	$239,815,884	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$33,574,224	
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	$76,870,000	32.1%
6. Amount of bond indebtedness requested	$35,000,000	14.6%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$111,870,000	46.6%
8. Estimated amount of bond indebtedness authorized without approval	$33,574,224	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$78,295,776	32.6%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 418, McPherson, McPherson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 418, McPherson, McPherson 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 418, McPherson, McPherson 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 418 plans to use the bond proceeds (not to exceed **$89,500,000**) to pay costs to: **Prop No. 1: not to exceed 62,500,000** to (a) construct, furnish, and equip improvements, renovations and additions to the existing High School facility including new academic wing, auxiliary gym, career and technology labs, safety and security improvements, technology upgrades, HVAC, and electrical and roof improvements; (b) construct, furnish and equip safe and secure entrances at Lincoln Elementary and Roosevelt Elementary schools; (c) acquire and payoff the existing leases for HVAC/energy improvements and turf field and track facility; (d) make all other necessary improvements appurtenant thereto (collectively the "Project"); and (e) pay costs of issuance and interest on the Bonds during construction; and **Prop No. 2: not to exceed 27,000,000** to: (a) construct, furnish and equip improvements, renovations and additions to the existing Eisenhower Elementary School including secure entrance, gymnasium, and science and technology rooms in order to convert into a Middle School facility; (b) construct, furnish and equip improvements and renovations to Lincoln Elementary, Roosevelt Elementary, and Washington Elementary schools including infrastructure upgrades; (c) construct, furnish and equip restroom, concession and bleacher improvements at the existing High School; (d) make all other necessary improvements appurtenant thereto (collectively the "Project"); and (e) 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 MAY include facilities that may 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 418 McPherson County: McPherson

1. Current equalized assessed tangible valuation *	$309,196,019	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$43,287,443	
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	$6,860,000	2.2%
6. Amount of bond indebtedness requested	$89,500,000	28.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$96,360,000	31.2%
8. Estimated amount of bond indebtedness authorized without approval	$43,287,443	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$53,072,557	17.2%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 482 Dighton, Lane County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 482 Dighton, Lane 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 482 Dighton, Lane 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 **$1,100,000**) to pay the costs to acquire, construct, equip and install HVAC improvements to the District elementary school and 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.
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) does not appear to justify a bond election.
8. The application indicates that the building(s) are not 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 may 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 482 Dighton County: Lane

1. Current equalized assessed tangible valuation *	$39,302,079	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,502,291	
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	$6,945,000	17.7%
6. Amount of bond indebtedness requested	$1,100,000	2.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$8,045,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$5,502,291	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$2,542,709	6.5%

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

December 12, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 232 DeSoto, Johnson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 232 DeSoto, Johnson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 232 DeSoto, Johnson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 232 plans to use the bond proceeds (not to exceed **$99,850,000**) to pay costs to purchase and improve sites and acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including safety and security and technology improvements, and all necessary improvements related thereto in the District (the "Project"), and to pay related fees and expenses. (includes ECC addition, CTEC/FACS renovations/ expansions, SPED remodels/additions, multipurpose shelters, orchestra additions/renovations, MS track and field upgrades, Starside Elem classroom addition-growth projected from 2028-29 to 2029-30)

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 4-2, 1 absent.
2. The district is not experiencing a growth in enrollment (flat).
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) does not appear to justify a bond election.
8. The application indicates that the building(s) are not 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 MAY include facilities that may 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 232 De Soto County: Johnson

1. Current equalized assessed tangible valuation *	$1,250,847,321	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$175,118,625	
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	$106,840,000	8.5%
6. Amount of bond indebtedness requested	$99,850,000	8.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$206,690,000	16.5%
8. Estimated amount of bond indebtedness authorized without approval	$175,118,625	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$31,571,375	2.5%

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

December 14, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 404 Riverton, Cherokee County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 404 Riverton, Cherokee 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 404 Riverton, Cherokee 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 404 plans to use the bond proceeds (not to exceed **$8,500,000**) to pay the costs for (a) district-wide safety and security improvements, including entry improvements; (b) roofing and drainage improvements, including new roofing and repairs/resurfacing; (c) plumbing, HVAC and energy conservation improvements; (d) learning environment and program modernization improvements; (e) exterior and envelope improvements; (f) make all other necessary improvements, including site, utility, furnishing and equipment 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.
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 404 Riverton County: Cherokee

1. Current equalized assessed tangible valuation *	$57,311,333	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$8,023,587	
4. State Aid Percentage	7%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$5,630,000	9.8%
6. Amount of bond indebtedness requested	$8,500,000	14.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$14,130,000	24.7%
8. Estimated amount of bond indebtedness authorized without approval	$8,023,587	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,106,413	10.7%

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

December 22, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 417 Morris County, Morris 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 417 Morris County, Morris 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 417 Morris County, Morris 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 January 6, 2026.

USD 417 plans to use the bond proceeds (not to exceed **$31,500,000**) to pay the costs to construct, furnish and equip improvements, renovations and additions to: (a) Prairie Hts Elem: secure entry and staff support spaces; (b) Council Grove Elem: new classrooms and Early Childhood Development Center; (c) Junior/Senior High: new classrooms, a media center, expanded CTE spaces and new FACS room, new secure south entry and admin dept.; (d) demolish a portion of existing Jr/Sr High and other facilities, as necessary; (e) 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 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 417 Morris County	County: Morris	
1. Current equalized assessed tangible valuation *	$89,446,743	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$12,522,544	
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	$2,260,000	2.5%
6. Amount of bond indebtedness requested	$31,500,000	35.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$33,760,000	37.7%
8. Estimated amount of bond indebtedness authorized without approval	$12,522,544	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$21,237,456	23.7%

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

December 2, 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: 1/13/2026**
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 January 6, 2026.

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").

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 5-0, two members missing.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside 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 407 Russell County: Russell

1. Current equalized assessed tangible valuation *	$95,031,135	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$13,304,359	
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	$13,304,359	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$195,641	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

December 2, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 340 Jefferson West, Jefferson 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 340 Jefferson West, Jefferson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 340 Jefferson West, Jefferson 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 January 6, 2026.

USD 340 plans to use the bond proceeds (not to exceed **$17,500,000**), to pay the costs to construct, furnish, equip, renovate and make improvements and additions to district facilities including (a) improvements and renovations to Preschool, Elementary, Middle School and High School and vocational ag facilities; (b) improvements and expansion to the District's athletic, maintenance and transportation facilities, including a new track, and site and building improvements, and all other necessary improvements 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.
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 will not include facilities used primarily for extracurricular activities.

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

Unified School District 340 Jefferson West	County: Jefferson	
1. Current equalized assessed tangible valuation *	$85,232,338	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$11,932,527	
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	$17,500,000	20.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$17,500,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$11,932,527	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,567,473	6.5%

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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 322 Onaga-Havensville-Wheaton, Pottawatomie 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 322 Onaga-Havensville-Wheaton, Pottawatomie 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 322 Onaga-Havensville-Wheaton, Pottawatomie 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 January 6, 2026.

USD 322 plans to use the bond proceeds (not to exceed **$12,000,000**) to pay the costs to construct, furnish and equip improvements, renovations and additions to: **Prop 1:** $10,000,000 (a) construct, equip and furnish new Elem wing connected to existing building; (b) construct portion of new classrooms as storm shelters; (c) demolish existing Elem wing portion of the existing building; (d) needed renovations to existing kitchen, cafeteria, restrooms, and support spaces; (e) improvements to parking and pick up/drop off area at new wing; (f) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant thereto; (g) if Bond funds remain, make renovations/enhancements to roof systems, HVAC systems, and improve efficiencies at district buildings and (h) pay costs of issuance and interest on the Bonds during construction. **Prop 2:** $2,000,000 (a) HVAC improvements in Middle School and No Gym; (b) replace the roof and gutter at Middle School and at the commons/ Entryway; (c) renovate locker rooms and replace inefficient windows throughout High School; (d) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant thereto (the "Project"); and (e) 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 6-1.
2. The district is not experiencing a growth in enrollment (flat).
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 322 Onaga-Havensville-Wheaton County: Pottawatomie

1. Current equalized assessed tangible valuation *	$41,573,465	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,820,285	
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	$12,000,000	28.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$12,000,000	28.9%
8. Estimated amount of bond indebtedness authorized without approval	$5,820,285	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,179,715	14.9%

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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 379, Clay Center, Clay 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 379, Clay Center, Clay County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 379, Clay Center, Clay 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 January 6, 2026.

USD 379 plans to use the bond proceeds (not to exceed **$10,250,000**), to pay the costs to construct, furnish and equip improvements and renovations to: (a) Lincoln and Garfield Elementary Schools, Middle School, High School, and Wakefield School; (b) other necessary District improvements, including renovating district office and roofing, replace floor and bleachers in HS gym, and improvements across all schools: parking and transportation improvements, safety and security, CCTV cameras, roofing, exterior envelope, ADA building and playground upgrades, HVAC and plumbing; and (c) 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. The amount of bond indebtedness does not exceed the 14% bond debt limit.
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 combined under this proposal.
10. Bond Project does not include facilities used primarily for Extracurricular Activities.

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

Unified School District 379 Clay County	County: Clay	
1. Current equalized assessed tangible valuation *	$152,037,015	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$21,285,182	
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	$10,250,000	6.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,250,000	6.7%
8. Estimated amount of bond indebtedness authorized without approval	$21,285,182	14.0%
9. Amount of bond indebtedness above bond debt limit requested	-$11,035,182 under 14% bond limit	-7.3%

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

December 5, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 270 Plainville, Rooks 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 270 Plainville, Rooks County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 270 Plainville, Rooks 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 January 6, 2026.

USD 270 plans to use the bond proceeds (not to exceed **$12,545,000**) to pay costs to: **Prop No. 1: not to exceed 5,490,000** to construct, furnish and equip: (a) improvements and renovations to Plainville Elementary School and Plainville High School, including HVAC, electrical, lighting, roof, restroom, and interior and exterior building improvements; and (b) all improvements related thereto (the "Project"); and pay costs of issuance and interest on the Bonds during construction; and **Prop No. 2: not to exceed 7,055,000** to: to construct, furnish and equip: (a) improvements and renovations to Plainville Elementary School and Plainville High School, including classroom and entrance improvements; (b) improvements and renovations to Rock Gym and Cardinal Gym; and (c) 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 4-0 (3 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 may be used primarily for Extracurricular Activities.

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

Unified School District 270 Plainville	County: Rooks	
1. Current equalized assessed tangible valuation *	$47,616,905	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$6,666,367	
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	$255,000	0.5%
6. Amount of bond indebtedness requested	$12,545,000	26.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$12,800,000	26.9%
8. Estimated amount of bond indebtedness authorized without approval	$6,666,367	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,133,633	12.9%

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

December 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: 1/13/2026**
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 92.5 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 January 6, 2026.

USD 353 plans to use the bond proceeds (not to exceed **$17,850,000**) to pay the costs to construct, furnish and equip improvements and renovations to: (a) Wellington High, including roof, HVAC and parking improvements; (b) Wellington Middle, including roof, building, Ag shop, and track and field improvements; (c) Eisenhower, Kennedy and Lincoln Elem, including roof, building, HVAC, and parking improvements; (d) Sumner County Academy, including building improvements; (e) other District facilities and building 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 5-2.
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 track and field improvements at the middle school (est cost $1,360,800) that will be used primarily for extracurricular activities (press box and seating). This amount is not eligible for capital improvement state aid, therefore, state aid will be prorated at 92.5%.

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

Unified School District 353 Wellington County: Sumner

1. Current equalized assessed tangible valuation *	$95,640,626	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$13,389,688	
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	$14,535,000	15.2%
6. Amount of bond indebtedness requested	$17,850,000	18.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$32,385,000	33.9%
8. Estimated amount of bond indebtedness authorized without approval	$13,389,688	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$18,995,312	19.9%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 469, Lansing, Leavenworth 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 469, Lansing, Leavenworth County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 469, Lansing, Leavenworth 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 January 6, 2026.

USD 469 plans to use the bond proceeds (not to exceed **$35,000,000**) to pay costs to: **Prop No. 1: not to exceed 30,000,000** to (a) acquire, construct, equip and install renovations or improvements to district school buildings, including roof replacements, HVAC upgrades and replacements, secure controlled entrances and other safety improvements, parking lot repair and improvements, flooring repairs and improvements, renovations to accommodate career and technical education programming, elementary school playground repairs and improvements, tennis court repairs, and track replacement at Lansing Middle School; and (b) make all other necessary and related improvements (collectively, "Project No. 1"); and **Prop No. 2: not to exceed 5,000,000** to: (a) acquire and install artificial turf on the district's soccer field, marching band field, baseball field and softball field, and develop and construct a baseball practice field at Lansing High School; and (b) make all other necessary and related improvements (collectively, "Project No. 2").

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 4-3.
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) does not appear to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond Project does not include facilities to be used primarily for Extracurricular Activities.

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

Unified School District 469 Lansing County: Leavenworth

1. Current equalized assessed tangible valuation *	$239,815,884	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$33,574,224	
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	$76,870,000	32.1%
6. Amount of bond indebtedness requested	$35,000,000	14.6%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$111,870,000	46.6%
8. Estimated amount of bond indebtedness authorized without approval	$33,574,224	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$78,295,776	32.6%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 418, McPherson, McPherson 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 418, McPherson, McPherson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 418, McPherson, McPherson 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 on Prop. 1 ($62,500,000)** as provided by law. **If Prop. 1 and Prop. 2 both pass ($89,500,000) state aid will be prorated at 98 percent.** If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held January 6, 2026.

USD 418 plans to use the bond proceeds (not to exceed **$89,500,000**) to pay costs to: **Prop No. 1: not to exceed 62,500,000** to (a) construct, furnish, and equip improvements, renovations and additions to the existing High School facility including new academic wing, auxiliary gym, career and technology labs, safety and security improvements, technology upgrades, HVAC, and electrical and roof improvements; (b) construct, furnish and equip safe and secure entrances at Lincoln Elementary and Roosevelt Elementary schools; (c) acquire and payoff the existing leases for HVAC/energy improvements and turf field and track facility; (d) make all other necessary improvements appurtenant thereto (collectively the "Project"); and (e) pay costs of issuance and interest on the Bonds during construction; and **Prop No. 2: not to exceed 27,000,000** to: (a) construct, furnish and equip improvements, renovations and additions to the existing Eisenhower Elementary School including secure entrance, gymnasium, and science and technology rooms in order to convert into a Middle School facility; (b) construct, furnish and equip improvements and renovations to Lincoln Elementary, Roosevelt Elementary, and Washington Elementary schools including infrastructure upgrades; (c) **construct, furnish and equip restroom, concession and bleacher improvements at the existing High School**; (d) make all other necessary improvements appurtenant thereto (collectively the "Project"); and (e) 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) does not appear to justify a bond election.
8. The application indicates that the building(s) are not 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 in Prop. 2 includes construction of concessions, restrooms and bleachers that will be used primarily for Extracurricular Activities.

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

Unified School District 418 McPherson County: McPherson

1. Current equalized assessed tangible valuation *	$309,196,019	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$43,287,443	
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	$6,860,000	2.2%
6. Amount of bond indebtedness requested	$89,500,000	28.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$96,360,000	31.2%
8. Estimated amount of bond indebtedness authorized without approval	$43,287,443	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$53,072,557	17.2%

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

December 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 482 Dighton, Lane 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 482 Dighton, Lane 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 482 Dighton, Lane 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 January 6, 2026.

USD 482 plans to use the bond proceeds (not to exceed **$1,100,000**) to pay the costs to acquire, construct, equip and install HVAC improvements to the District elementary school and 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.
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) does not appear to justify a bond election.
8. The application indicates that the building(s) are not 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 may be used primarily for Extracurricular Activities.

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

Unified School District 482 County County: Lane

1. Current equalized assessed tangible valuation *	$39,302,079	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,502,291	
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	$6,945,000	17.7%
6. Amount of bond indebtedness requested	$1,100,000	2.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$8,045,000	20.5%
8. Estimated amount of bond indebtedness authorized without approval	$5,502,291	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$2,542,709	6.5%

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

December 12, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 232 DeSoto, Johnson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 232 DeSoto, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 232 DeSoto, Johnson 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 January 6, 2026.

USD 232 plans to use the bond proceeds (not to exceed **$99,850,000**) to pay costs to purchase and improve sites and acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including safety and security and technology improvements, and all necessary improvements related thereto in the District (the "Project"), and to pay related fees and expenses. (includes ECC addition, CTEC/FACS renovations/ expansions, SPED remodels/additions, multipurpose shelters, orchestra additions/renovations, MS track and field upgrades, Starside Elem classroom addition-49.18% growth projected from 2028-29 to 29-30)

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 4-2, 1 absent.
2. The district is not experiencing a growth in enrollment (flat).
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) does not appear to justify a bond election.
8. The application indicates that the building(s) are not 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 MAY include facilities that may be used primarily for Extracurricular Activities.

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

Unified School District 232 De Soto County: Johnson

1. Current equalized assessed tangible valuation *	$1,250,847,321	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$175,118,625	
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	$106,840,000	8.5%
6. Amount of bond indebtedness requested	$99,850,000	8.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$206,690,000	16.5%
8. Estimated amount of bond indebtedness authorized without approval	$175,118,625	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$31,571,375	2.5%

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

December 14, 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: 1/13/2026**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 404 Riverton, Cherokee 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 404 Riverton, Cherokee 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 404 Riverton, Cherokee 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 January 6, 2026.

USD 404 plans to use the bond proceeds (not to exceed **$8,500,000**) to pay the costs for (a) district-wide safety and security improvements, including entry improvements; (b) roofing and drainage improvements, including new roofing and repairs/resurfacing; (c) plumbing, HVAC and energy conservation improvements; (d) learning environment and program modernization improvements; (e) exterior and envelope improvements; (f) make all other necessary improvements, including site, utility, furnishing and equipment 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.
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 404 Riverton County: Cherokee

1. Current equalized assessed tangible valuation *	$57,311,333	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$8,023,587	
4. State Aid Percentage	7%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$5,630,000	9.8%
6. Amount of bond indebtedness requested	$8,500,000	14.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$14,130,000	24.7%
8. Estimated amount of bond indebtedness authorized without approval	$8,023,587	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,106,413	10.7%

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

December 22, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **4 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/13/2026**
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Issue order of disorganization of USD 334 Southern Cloud

Recommended Motion:

It is moved that the Kansas State Board of Education issue an order of disorganization of USD 334 Southern Cloud and attachment of its territory as described in the proposed order.

Explanation of Situation Requiring Action:

K.S.A. 72-638 provides a mechanism by which a school district may become disorganized and have its territory and real property attached to two or more other school districts in Kansas. On September 8, 2025, the school board of USD 334 Southern Cloud adopted a resolution calling for the disorganization of that district and for the territory and real property, if any, to be attached to USDs 224, 239, 273, 333, and 379. The following day, the Kansas State Board of Education approved the language to be used on the ballot for the November 4th election asking electors if they approved of the suggested disorganization. The voters approved the proposed disorganization and attachment as did the school boards for all receiving school districts. Accordingly, the State Board shall issue its order of disorganization and attachment. A draft of the Order and the description of the land transfer is attached.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

Petition to Disorganize and Attach to Multiple Districts Pursuant to K.S.A. 72-638
USD 334 - Southern Cloud County

ORDER

WHEREAS during its September 8, 2025 meeting, the school board of USD 334 adopted Resolution No. FY26-27 calling for the disorganization of the school district and for the territory and real property, if any, to be attached to the following unified school districts: USD 224, USD 239, USD 273, USD 333, and USD 379 in the manner described within the Resolution and as authorized by K.S.A. 72-63; and

WHEREAS during its September 9, 2025 meeting, the Kansas State Board of Education approved the language to be used by USD 334 for its ballot question, pursuant to K.S.A. 72-638; and

WHEREAS on November 4, 2025, the majority of voters voted in favor of and therefore approved USD 334's disorganization and attachment; and

WHEREAS as of December 18th, within 30 days of receiving certified election results, the boards of education for USD 224, USD 239, USD 273, USD 333, and USD 379 have approved by resolutions the suggested disorganization and attachment of territories and have informed the Kansas State Board of Education of the same.

THEREFORE, in accordance with K.S.A. 72-638, the Kansas State Board of Education hereby orders the following:

1. For purposes of school instruction and attendance, USD 334 is hereby disorganized and its territory divided and attached to other unified school districts as described in the attached Description of Attachment effective July 1, 2026.
2. For purposes of taxation, each receiving district shall include in its taxable territory the newly acquired territories as described in the attached Description of Attachment effective December 31, 2025.
3. For purposes of budgeting and levying of taxes therefor and for the purposes specified in K.S.A. 10-119, this order is effective August 1, 2026.
4. For purposes of school board member elections, this order is effective as of the first election occurring on or after March 4, 2026.
5. For purposes of bond elections, this order is effective as of the first bond election occurring on or before February 2, 2026.

6. School districts named in this Order shall comply with all requirements for the transfer and ownership of property (real and otherwise), funds, school records, school buildings, and lawful indebtedness as listed in K.S.A. 72-638(d).

If any provision of this Order shall be found to conflict with state law or otherwise found to be invalid, the remaining portion or portions shall be considered severable and not be affected by such determination. In all circumstances wherein this Order may conflict with state law, the disorganization of USD 334 shall be governed in all respects by the laws of the State of Kansas.

_____
Cathy Hopkins, Chairperson
Kansas State Board of Education

_____
Date

Attachment: Description of land transfer

RESOLUTION No. FY26-07

WHEREAS, K.S.A. 72-638 authorizes a Board of Education to be disorganized and the territory thereof attached to other school districts; and,

WHEREAS, the Board of Education of Unified School District No. 334, Cloud County, Kansas, believes it would be in the best interest of Unified School District No. 334 to disorganize, and the territory of Unified School District No. 334 be attached to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, as set forth in the descriptions as follows:

Beloit Public Schools, Unified School District No. 273

DESCRIPTION

Extending our eastern boundary adjacent with Unified School District No. 334 (Southern Cloud) to include all existing Unified School District No. 334 boundaries to the line of 90th Road.

Take in all of Unified School District No. 334 (Southern Cloud) boundaries west of 90th Road line.

Clifton-Clyde Schools, Unified School District No., 224

DESCRIPTION

Extending Clifton-Clyde's boundaries as follows:

West Side: Extend boundary down 240th Road to Bell Road.

Far Southeast: Extend from 260th Road to 260th Road along Bell Road.

Southeast Side: Runs along Highway 24 avoiding current Unified School District No. 379 boundaries.

Northeast Side: Extend boundary down County Line Road, along old Unified School District No. 334 boundary between them and Unified School District No. 379, to Highway 24.

Southeast Side: Intersection for Highway 24 and 260th Road south to the intersection of 260th Road and Bell Road.

Clay County School District, Unified School District No. 379

DESCRIPTION

Extend boundary to the west along Highway 24/Deer Road to 260th Road then south to Ute Road, then back east to the existing boundary.

Concordia Public Schools, Unified School District No. 333

DESCRIPTION

Extend boundary from 90th and Key Road to Highway 24 east to 240th Road down to Highway 24.

2.

Leaving the Unified School District No. 224 boundaries as is north of Highway 24.

North Ottawa County (Minneapolis), Unified School District 239

DESCRIPTION

West Side: Maintain current boundary

Northwest Side: Maintain current boundary

North Side:

Extend north boundary from intersection of 90th Road/Bell Road to Highway 24.

Extend north boundary from intersection of 160th Road/Acorn Road to Highway 24.

Extend north boundary from intersection of 210th Road/Windmill Road to Highway 24.

Extend north boundary from 220th Road/Windmill Road to Highway 24

Extend north boundary from Volunteer Road/220th Road to Highway 24.

Extend north boundary from Ute Road east to 260th Road.

East Side:

Extend all east boundaries north of Ute Road east to 260th Road.

Maintain existing eastern boundaries of Unified School District No. 239 south of Ute Road.

Northeastern Side: Highway 24/240th Road south to Bell Road and 260th Road, and

WHEREAS, the educational system of the state and Unified School District No. 334, Cloud County, Kansas, will be improved by such disorganization; and

WHEREAS, Unified School District No. 334 believes that the property owned by Unified School District No. 334, Cloud County, Kansas, should be transferred to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, as set forth in the descriptions attached to this Resolution upon the effective date of the disorganization order of the Kansas State Board of Education; and

WHEREAS, an election shall be held November 4, 2025, in the school district proposed to be disorganized for the purpose of voting on a proposition for such disorganization and attachment of Unified School District No. 334, Cloud County, Kansas' territory to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, as set forth in the descriptions attached to this Resolution,; and

3.

WHEREAS, pursuant to K.S.A. 72-638 (c), for the purpose of taxation, Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, shall include the territory of Unified School District No. 334, Cloud County, Kansas, as set forth in the descriptions attached to this Resolution, in their taxable territory as of December 31, preceding the July 1 upon which the disorganization is effective; and

WHEREAS, pursuant to K.S.A. 72-638 (c), for purposes of election and the purposes specified in K.S.A. 10-119, and amendments thereto, such disorganization shall be effective on the date of the order of the Kansas State Board of Education; and

WHEREAS, this Resolution shall act as a petition to the Kansas State Board of Education pursuant to K.S.A. 72-638 and expresses the wishes of this Board of Education concerning the disorganization of said Unified School District and attachment to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District

No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, the territory of Unified School District No. 334 as set forth in the descriptions attached to this Resolution; and

WHEREAS, Unified School District No. 334, Cloud County, Kansas, believes the disorganization of the district is in the best interest of the students of the district because:

> The loss of students makes it impractical to continue operating as a unified school district. The projected pupil count for the 2026-2027 year is below ten students making the district ineligible for state funding.

NOW, THEREFORE, BE IT RESOLVED, that the territory of Unified School District No. 334, Cloud County, Kansas, be disorganized and attached to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified School District No. 333, Cloud County, Kansas, and Unified School District 379, Clay County, Kansas, as set forth in the descriptions attached to this Resolution in accordance with the provisions of K.S.A. 72-638.

BE IT FURTHER RESOLVED, the President of this Board of Education is hereby authorized and directed to submit this resolution to petition the Kansas State Board of Education to disorganize Unified School District No. 334 and attach the territory to Unified School District No. 224, Washington County, Kansas, Unified School District No. 239, Ottawa County, Kansas, Unified School District No. 273, Mitchell County, Kansas, Unified County Unified School District No. 333, Cloud County, Kansas, and Unified School District No. 379, Clay County, Kansas, as set forth in the descriptions attached to this Resolution.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **4 i.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/13/2026**
Randy Watson		Randy Watson		

Item Title:

Act on ESSER Liquidation LTRS Training

Recommended Motion:

It is moved that the Kansas State Board of Education approve allowing unused ESSER funds to be allocated to the LTRS with Pittsburg State University to continue training Kansas teachers int he science of reading.

Explanation of Situation Requiring Action:

The Kansas State Board of Education previously authorized the use of remaining pandemic relief funds to support a variety of initiatives through January 31, 2026. These contracts were related to school improvement, KESA, and LTRS training for Kansas educators. Several of the contracts will not spend the full amount originally budgeted, primarily due to a pause in work from April-July 2025 caused by the federal government temporarily limiting access to the remaining funds. To limit the amount of funds that will be returned to the federal government and ensure the funds can be used to support Kansas education, it is proposed that unused funds be allocated to the LTRS with Pittsburg State University. This will allow additional Kansas educators to take the LTRS training at no charge. The amount of funds to be re-allocated would not exceed $4.4 million.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **4 j.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/13/2026**
Deborah Bremer		Randy Watson		

Item Title:

Approval of the Kansas School for the Deaf and the Kansas National Education Association negotiations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the negotiations between the Kansas School for the Deaf and the Kansas National Education Association as presented.

Explanation of Situation Requiring Action:

Board Attorney Mark Ferguson and Board Liaison Michelle Dombrosky have shared the details of the negotiation over the past few months with the Board.

The agreement documents are attached.

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

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- **APPENDICES ATTACHED AT THE END OF THE DOCUMENT**
- **APPENDIX A: Plan for Supplemental Budget Request by KSD.**
- **APPENDIX B: 2025-2026 Salary Schedule (If Supplemental Request Approved)**
- **APPENDIX C: 2025-2026 Salary Schedule (If Supplemental Request Not Approved)**
- **APPENDIX D: 2026-2027 Salary Schedule (Year 2, if Supplemental Request Approved for FY 26)**
- **APPENDIX E: Supplement Contract Schedule**
- **APPENDIX F: Contract Changes**
- **APPENDIX G: Staff ASL Development Proficiency**
- **APPENDIX H: Inclement Weather Policy**

Article 1. Definitions

A. **Agency:** Kansas School for the Deaf, is an agency of the state of Kansas, which operates the Kansas School for the Deaf ("School for the Deaf").

B. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association.

C. **Bargaining Unit:**

- all classroom teachers,
- all outreach consultants,
- transition facilitator(s),
- counselor(s),
- library media specialist(s),
- school psychologist(s),
- speech pathologists,
- social workers, and
- curriculum coordinator(s)
- employed by the Agency and assigned full-time or part-time to the Kansas School for the Deaf.

D. **Benefits:** Benefits are the fringe benefits available to the Educator, which include health insurance, additional benefits above Salary and including retirement benefits.

E. **Board:** the Kansas State Board of Education, as the governing body authorized by law for oversight of the School. Pursuant to K.S.A. §76-1001a, the Kansas state school for the deaf is a state institution under the control and supervision of the state board of education.

F. **Days:** working days.

G. **Educator:** members of the bargaining unit.

H. **Funding:** funding for the salaries and other financial incentives described herein are provided based upon appropriations authorized by the legislature. The School is not a Unified School District (USD) and does not have

independent taxing authority. Funding for the School is very different and is at the mercy of the legislative budget and appropriations process; the School does not receive funding through the school finance formula. Funding of the School is provided based upon appropriations authorized by the legislature.

I. **School:** Kansas School for the Deaf. Whenever the "Kansas institution for the education of the deaf," "school for the deaf," "state school for the deaf," or words of like effect, is referred to or designated by a statute, contract or other document, such reference or designation shall be deemed to apply to the Kansas state school for the deaf. K.S.A. §76-1001.

J. **Seniority:** the period of continuous service in the school.

K. **State:** the state of Kansas.

L. **Superintendent:** superintendent of the Kansas School for the Deaf or designee. The Superintendent is the chief executive officer of the Kansas school for the deaf and shall be appointed by the state board of education. K.S.A. §76-1002(a); K.S.A. §76-1001(b).

M. **Supervisor:** **a** person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the bargaining unit.

Article 2. General Provisions

A. **Modification of Agreement.**

This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing, approved by the bargaining unit represented by the Association and ratified by the Board .

B. **Savings Clause**.

Nothing in this agreement shall be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. Any portion of this

agreement which is contrary to law shall be null and void but the remainder of the agreement shall remain in full force and effect.

C. Fiscal Authority and Budget Oversight

The Board does not request or approve funding for the School.

The budget process and fiscal authority are reserved to the School. The School does not establish the minimum benefits paid to Educators, as employees of an agency of the state of Kansas.

As a state agency, the financial obligations of the school are subject to Appropriations and actual funding received by the school. The process for budget request and authority is complex; the details are set out in the instructions and guides published by the Division of Budget, the Kansas Legislative Research Department.

Article 3. Salary

A. Per K.S.A. 76-11a17 , salary shall be at a rate not less than the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year..

B. Educators shall be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points earned.

C. Proof of completion (official transcripts) of college hours may be submitted to Human Resources for salary schedule column advancement. College credit hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.

D. Professional development points earned during the contract year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.

E. College credits and professional development points will be counted from the date of the last highest degree awarded. The first master's degree earned after a bachelor's degree resets the professional development points to zero.

F. The Superintendent, in consultation with Human Resources, shall determine the initial placement of a newly hired educator on the salary schedule. If any questions arise regarding placement, the Educator should make a written request to Human Resources.

G. Career Increment Payment

1. Educators who have completed the years of service at the School shall receive the bonus added to their annual compensation.

15 – 19 $200
20 – 24 $300
25+ $500

2. Educators who have completed at least twenty-five years of service or more at the School shall have $500 added to their annual salary.

3. Career increment payments shall be made on the final pay period in December.

H. Supplemental Budget Request, with Supporting Plan and Schedules.

In recognition of the significant work conducted by the parties during Negotiation in calendar year 2025, the Parties attach the comprehensive summary of the Supplemental Budget Request Plan agreed upon as Appendix A, which is incorporated herein by reference.

APPENDIX B: 2025-2026 Salary Schedule (If Supplemental Request Approved)

APPENDIX C: 2025-2026 Salary Schedule (If Supplemental Request Not Approved)

APPENDIX D: 2026-2027 Salary Schedule (Year 2, if Supplemental Request Approved for FY 26)

Article 4. Supplemental Assignments

A. Supplemental Assignments

Supplemental contracts are those for extended school year (ESY), coaching, new teacher orientation, supervising, directing and assisting extracurricular activities, chaperoning, cafeteria supervision and other similar related activities.

Educators cannot be required to accept supplemental duties to maintain a primary teaching contract. Educators can resign from supplemental duties without impact to their primary contracts.

Cafeteria supervision is supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period, but outside the cafeteria may be assigned.

B. Issuance of Supplemental Contracts

1. Supplemental contracts will be issued within one (1) month of approval of the Agreement by the educators and the Board.

2. Supplemental contracts will be paid after the duties have been completed.

3. A supplemental contract will be issued only when duties are assigned by the applicable Administrator and approved by the Superintendent.

C. The supplemental salary schedule is attached as Appendix E.

Article 5. Disciplinary Procedure

A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-

renewal/termination, is not meant to address an educator's effectiveness with students. Such professional issues should be addressed through the evaluation procedure.

B. The underlying principle of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.

C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:

1. Verbal reprimand (no written record will be placed in the educator's personnel file).
2. Written reprimand.
3. Suspension with pay.
4. Suspension without pay for up to five (5) days.
5. Non-renewal/termination

D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 4 or 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 4 or 5 interpreter is obtained.

E. A written reprimand or letter of suspension will be placed in the educator's official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.

F. Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.

1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedures with the appropriate supervisor.
2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.

Article 6. Grievance Procedure

A. Definitions

A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or veteran status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

B. Procedure

1. Step One. An educator must file a grievance with the appropriate supervisor within ten days of the event causing the dispute or within ten days of the educator's knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.

2. Step Two. If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor's response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.

3. Step Three. If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the HR Director's response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.

4. Step Four. If the educator is not satisfied with the response of the Superintendent, the educator may request advisory mediation by notifying the Superintendent within ten days of the Superintendent's response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

C. General Provisions

1. The educator may be accompanied by a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chosen by the educator, may attend. Disruptive behavior may be reason to terminate the meeting.

2. Discussion of a grievance between the educator and the supervisor, the HR Director, or the Superintendent shall occur at such times as the parties mutually agree.

3. Time limits as designated in this article may be extended by mutual agreement.

Article 7. Contract Year

A. Contract Year

In recognition of the significant work conducted by the parties during Negotiation in calendar year 2025, the Parties attach the comprehensive summary of changes agreed upon as Appendix F, which are incorporated herein by reference.

There shall be no less than 1,116 student contact hours, unless modified by statute. See K.S.A. §72-3115.

B. Calendar Parameters

1. Two days shall be designated as new staff orientation.

2. Nine days shall be designated as professional development days; Three shall be scheduled before the first day of school.

3. Six days shall be designated as professional preparation days; one shall be scheduled before the first day of school, one at the end of each quarter, and an additional day during the school year.

a. All days designated as a "professional preparation day" are to be used at the discretion of the educator for activities related to instructional purposes.

4. Two half days shall be designated for parent-teacher conferences.

Article 8. Professional Day

A. Duty Day

Full-time educators are expected to be at work by 7:45 a.m. and end their day at 3:45 p.m. If special situations or appointments require a late arrival or early departure, arrangements may be made with the supervisor in advance. Due to neighboring districts' bell schedules, a new schedule may be revisited with consultation, feedback, and representation for any subsequent school year.

B. Dress Code

Appropriate professional dress demonstrates a high regard for education and the teaching profession and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the School educators as motivated professionals working toward a common mission. In addition, it strengthens the community's perception of the District, public schools, and the teaching profession.

The Board encourages appropriate dress that adheres to commonly accepted business casual standards. Clothing should convey a professional image by being coordinated, modest, and appropriate for a classroom or educational setting.

Clothing not appropriate for the classroom or educational setting includes, but is not limited to:

- Torn, faded, or frayed jeans
- Rubber-soled "flip-flops" or foam shoes
- Athletic Spandex
- T-shirts or sweatshirts (shirts should have a collar or otherwise be "dress" in nature)
- Jogging/athletic suits
- Shorts (an exception would be during the ESY summer program. Must maintain an appropriate appearance)

Clothing appropriate for the classroom or educational setting includes, but is not limited to, the following:

- Neat and clean athletic shoes (Certified professional employees are encouraged to wear comfortable business casual shoes).

- Jeans are appropriate for daily wear. Must be neat in appearance and appropriate for the professional setting.

KSD staff may wear school logo t-shirts hoodies, or sweatshirts, on the following occasions:

- Every Friday, except for days designated for parent/teacher conferences.
- Special occasions as designated by the building Principal or the Superintendent.
- Teacher planning and preparation days.
- Professional Development days.
- Travel time to and from events outside the District.
- School breaks that include Fall, Winter, Spring, and Summer.

Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (i.e., P.E. teachers wearing athletic apparel).

A KSD staff member who is uncertain about whether a clothing item is appropriate or needs to request accommodation due to medical reasons should ask the building Principal, Supervisor or the Human Resource Department.

An administrator concerned about an educator's appearance should address their concern(s) with the individual employee in an appropriate setting. Additional assistance can be requested from Human Resources.

C. Plan Time

1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for planning, preparation, and evaluation of instructional activities.

2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for planning, preparation, and evaluation of instructional activities.

3. Speech therapists, school psychologists, social workers, counselors, and library media specialists may schedule time as needed and available

for planning and preparation.

D. Professional Meetings

Department meetings, professional learning community meetings, and professional development meetings may be scheduled within contractual times.

E. Duty Free Lunch

Educators shall have a daily, uninterrupted lunch period, free of assigned responsibility for at least twenty-five minutes duration.

F. Compensation Time

One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an administration-approved request for services. Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of their supervisor. Accumulated compensation time shall be taken in no less than one-hour increments with no more than eight hours (one contract day) taken at any one time. Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. Any hours earned during the last week of the school year. Any hours earned during the last week of school may be carried over to the following school year.

G. Additional Endorsements

Upon accepting a position at the School, newly hired classroom teachers are informed that they must obtain two endorsements: 1) content area, and 2) Deaf Education to achieve "highly qualified" status. If School administration asks a teacher to obtain additional endorsements beyond the required two, the School will cover the costs of endorsement tests. If a teacher wishes to acquire extra endorsements for their own professional growth, the teacher will be responsible for the costs.

H. Extra Duties

Teachers may be asked to consider two extra duties each school year to help spread duties out among staff. Teachers will have the election to acquire a third duty if they choose to do so. No extra duties will be asked of first-year and

second-year teachers, if possible. If needed, duties for first-year and second-year teachers will be limited to one.

I. KSD Staff ASL Development Proficiency

In recognition of the significant work conducted by the parties during Negotiation in calendar year 2025, the Parties attach the comprehensive summary of changes agreed upon as Appendix G, which are incorporated herein by reference.

Article 9. Leave Time

A. Personal Leave

The School will annually grant three (3) days of personal time to be used during the regular school year. These Personal Days are not accumulated and will be forfeited at the end of each school year. Administration asks that personal leave requests be made a minimum of three (3) days in advance, if possible, to allow for the development of lesson plans and related activities and to allow for ample time to secure a substitute teacher. Administration will make every effort to approve leave requests that are submitted in a timely manner.

Personal leave is not available under the following conditions unless authorized by the Superintendent:

1. The orientation period at the beginning of the school year;

2. The last five (5) contract days of the school year;

3. The last contract day before fall break, winter break, spring break, or a holiday;

4. The first contract day following fall break, winter break, spring break, or a holiday;

5. Any professional development days and professional preparation days identified on the school calendar.

B. School Closure

The Superintendent of the School has the exclusive right to declare when the School is closed for any reason.

C. Inclement Weather Policy

In recognition of the significant work conducted by the parties during Negotiation in calendar year 2025, the Parties attach the comprehensive summary of changes agreed upon as Appendix H, which are incorporated herein by reference.

Article 10. Educator Evaluation

Licensed KSD educators adhere to Marzano Focused Teacher Evaluation Model, a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

Article 11. Access to Files

An educator has the right to examine their own personnel file. Educators may review their files only while in the presence of someone from the Human Resources department. No additions or removals may be made without a written request to the Human Resources Director and approval by the Superintendent.

Article 12. Reduction in Force

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its workforce. This decision shall be made after consultation between the Board and the School administration.

A. Procedure

1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.

2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.

3. If further reduction is necessary, the Board shall consider the following factors in determining which educators shall be non-renewed due to a reduction in force:

- **a.** Licensure/endorsement.
- **b.** Educator qualifications.
  (including highly qualified status, and other professional development experience).
- **c.** American Sign Language and written English skills.
- **d.** Seniority.
- **e.** Recent evaluations.

4. The Board shall indicate to any educator selected for non-renewal due to a reduction in force the reasons why they were selected based upon the above factors.

5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.

B. Recall of Professional Educators

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position shall be offered to the most recently reduced educator.

2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.

Article 13. Association Rights

A. The Association shall have the right to post notices of activities and matters of Association concern on official employee bulletin boards.

B. The Association shall have access to teacher mailboxes and to school email addresses for communication of Association business.

C. The Association shall have access to school facilities when such facilities are not otherwise in use.

D. The Association shall be provided with the names and assignments of all bargaining unit members and each September shall be provided with the placement of each on the salary schedule.

E. The Association shall be provided with up to five days of Association leave per year at no cost to the Association. The Association president shall notification of such leave at least one week before the leave.

Article 14. Funding

As a state agency, the financial obligations of the school are subject to Appropriations by the Kansas legislature and actual funding received by the school.

The current process for budget request and authority is set out in the instructions and guides published by the Division of Budget, the Kansas Legislative Research Department; Department of Administration and KPERS.

Fringe Benefits to be received by Educators are not determined by the School, the Superintendent or the Board. Fringe benefits for each Educator are determined by the legislature and are administered by the KS Department of Administration and resources published by the Department of Administration on State Employe Heath and Benefit Plan/Guidebook.

Retirement benefits to be received by Educators are also determined and administered by other state agencies, not the School, the Superintendent or the Board. These fringe benefits and retirement benefits are subject to legislative change and are not controlled by the school, the Superintendent or the Board.

The budget request, approval and appropriation process is subject to change by the legislature without notice to the Parties. The documents which spell

out the detailed and complex process, the published budget, review, approval and appropriations process is in the sole purview of the School and is not incorporated into this Negotiated Agreement, except to the extent the current Negotiated Agreement depends upon the Supplemental Budget Request Plan of KSD.

The process is referred to generally for transparency and explanation of the current procedure for budget preparation, request, approval and appeal.

Article 15. Protocols and Accessibility

The Parties agree that, prior to each negotiation session, they will meet to discuss and agree upon protocols and methods to ensure the sessions are fully accessible to all participants and provide for successful meetings. This includes discussing arrangements for scheduling, physical space, room layout, agenda preparation, recording, minutes, interpretation services, material sharing, use of technology, distribution of written materials and any other topics necessary to meet the needs of all individuals involved (accommodating ASL and English speakers).

Article 14. Duration

This shall be a two-year agreement. **From August 1, 2025 to July 31, 2027.**

_____

Print Name:_____ **Date:** _____
Kansas State Board of Education Chair

_____

Print Name:_____ **Date:** _____
KSD NEA President

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix A - Plan for Supplemental Budget Request by KSD

Summary of Tentative Agreement for **Compensation and Salary Schedule**, September 3, 2025

The following is summary of the tentative agreement reached between KSD and KNEA for Salary Schedule adjustments for the current year, FY 26:

1. KSD will request a Supplemental Funding Allocation for current FY 26, which is school year 25-26 (through a "Change Package") from the Kansas Division of Budget for supplemental budget enhancement ("Supplemental Budget Request"). The Supplemental Budget Request is due by 9/15/25.
2. The Supplemental Budget Request is an after-the-fact additional Budget Enhancement requesting additional funding of $170,598.32 (which is the incremental cost; the amount representing the difference between the $6K increase per cell requested by the KNEA for the current year above the amount already approved in the FY 26 budget allocation). This additional supplemental budget enhancement would meet the request of KNEA Negotiation team of a $6,000.00 increase per cell for the FY 26 salary schedule.
3. This Supplemental Budget Request is for certified personnel only. There are fifty (50) Bargaining Unit Employees scheduled to be employed for FY 26. This includes the three (3) unfilled positions (Instructional Coach and Academic Support Coach).
4. This is a "request only" and not a guarantee.
5. It is recognized that the Supplemental Budget Request will be submitted to the KS Office of Management and Budget by the deadline of 9/15/25, which is prior to the approval vote or ratification decision. Both Negotiation Teams are recommending approval by the KNEA Bargaining Unit and ratification by the State Board.
6. This extraordinary process is a 1-time special request, used in this instance for an additional budget enhancement to cover the incremental increase to the salary schedule over and above what has been requested and approved in the KSD Budget for FY 26.
7. In the interest of transparency and full disclosure, there are other categories included in the financial request. Additional categories increase the amount of the Supplemental Budget Request, anticipated to be in excess of $715,000.00.
8. If approved by the Division of Budget, the additional budget enhancement would provide an additional increase for Salaries in FY 26. The additional funding would be accepted by KNEA and KSD and would be incorporated into salary schedules for FY 26.
9. The Request for $6K increase through the Supplemental Budget Request is *only* being made with the condition that the Contract Days for FY 26 be increased from 181 to 187 days. The increase in contract days from 181 to 187 has already received tentative approval by both Negotiation Teams.
10. The six (6) additional Contract Days for FY 26 will be allocated as provided in the separate written summary. Generally, the six (6) additional days are allocated between three (3) additional Instructional and Student Contact Days and three (3) additional Professional Development Days (PDD). This increases the number of Professional Development Days at KSD from 9 to 12.

11. Because the 25-26 academic calendar has already been established, the six (6) additional Contract Days will be added to the end of the 25-26 academic calendar. Best efforts will be utilized by the parties on placement and usage of these additional unanticipated days on the 25-26 academic calendar.
12. If the Supplemental Budget Request is not approved for 25-26, the Parties agree to the FY 26 salary schedule already approved for FY 26.
13. If the Supplemental Budget Request is approved, the Negotiated Agreement would be for a 2-year term on all subjects, including the topic of Salary Schedule (the FY 27 budget work also begins in September 2025).
14. All contracts issued by KSD would provide for a minimum of 187 Contract Days, with additional days (over 187 Contract Days) to be paid at the published daily contract rate or the published supplemental contract rate.
15. KSD will maintain its current salary schedule matrix without adjustment of columns or rows. With the increase from 181 days to 187 days, there is no need for future "conversion" (the term used to explain the mathematical adjustment required to convert Olathe salaries from 187 days to KSD 181 days).
16. In year 2 of the Negotiated Agreement (NA), KSD will seek Budget Enhancement for School year 26-27 (FY 27) to get a 2.5% increase for the entire salary schedule. This percentage increase is *greater than* the percentage (%) increase that Olathe KNEA agreed to for the 25-26 school year negotiated agreement. (Note: the resulting FY 27 Salary Schedule for KSD will not necessarily match the FY 27 Salary Schedule for Olathe. The resulting cells will not be the same, b/c the $6K per cell has already been included in the FY 26 increase).
17. KSD will increase the value of the contracts indicated in the salary schedule Chart by an amount to be determined in the FY 27 budget request. The current request assumes a 2.5% across the Board increase.
18. It is understood and agreed that any future budget request is simply a request by KSD. The ultimate authority is the Kansas Legislature. Absent extraordinary circumstances, KSD agrees to follow all appeal procedures for the budget requests described herein.
19. All funding for certified personnel is Subject to Appropriations and Funding.

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix B - 2025-2026 Salary Schedule (If Supplemental Request Approved)

Kansas School for the Deaf
Professional Pay Salary Schedule
2025-2026 (187 Days)

Bachelor Columns				Master Columns							
Step	BS Salary	BS+12 Salary	BS+24 Salary	Step	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	PhD Salary
1	$ 50,524.06	$ 51,859.79	$ 53,195.51	1	$ 56,757.43	$ 57,647.91	$ 58,538.40	$ 59,428.88	$ 60,319.36	$ 61,209.84	$ 62,990.80
2	$ 51,214.19	$ 52,570.24	$ 53,927.25	2	$ 57,544.35	$ 58,448.38	$ 59,352.41	$ 60,257.41	$ 61,161.44	$ 62,065.48	$ 63,874.51
3	$ 51,914.96	$ 53,292.30	$ 54,669.64	3	$ 58,342.88	$ 59,261.43	$ 60,179.98	$ 61,097.56	$ 62,016.11	$ 62,934.66	$ 64,770.80
4	$ 52,626.37	$ 54,025.01	$ 55,424.61	4	$ 59,153.99	$ 60,087.06	$ 61,019.16	$ 61,952.23	$ 62,884.33	$ 63,817.40	$ 65,682.57
5	$ 53,349.41	$ 54,770.30	$ 56,190.24	5	$ 59,978.65	$ 60,925.27	$ 61,871.89	$ 62,819.48	$ 63,766.10	$ 64,713.69	$ 66,606.93
6	$ 54,083.09	$ 55,526.25	$ 56,968.44	6	$ 60,814.93	$ 61,777.04	$ 62,738.18	$ 63,700.28	$ 64,661.42	$ 65,623.53	$ 67,546.78
7	$ 54,828.38	$ 56,293.80	$ 57,758.26	7	$ 61,664.76	$ 62,641.39	$ 63,618.01	$ 64,594.64	$ 65,571.26	$ 66,547.89	$ 68,500.17
8	$ 55,585.29	$ 57,072.97	$ 58,560.66	8	$ 62,527.17	$ 63,519.28	$ 64,510.43	$ 65,502.54	$ 66,494.65	$ 67,485.80	$ 69,469.05
9		$ 57,864.73	$ 59,375.64	9	$ 63,403.13	$ 64,410.73	$ 65,417.36	$ 66,424.96	$ 67,431.59	$ 68,439.19	$ 70,453.42
10		$ 58,668.10	$ 60,202.24	10	$ 64,293.61	$ 65,315.73	$ 66,338.82	$ 67,360.94	$ 68,384.02	$ 69,407.11	$ 71,452.31
11		$ 59,485.02	$ 61,042.39	11	$ 65,196.68	$ 66,235.25	$ 67,273.82	$ 68,312.40	$ 69,350.97	$ 70,389.54	$ 72,466.68
12		$ 60,313.55	$ 61,896.09	12	$ 66,114.26	$ 67,169.29	$ 68,223.35	$ 69,278.37	$ 70,333.40	$ 71,387.46	$ 73,496.55
13			$ 62,762.37	13	$ 67,046.36	$ 68,116.88	$ 69,188.36	$ 70,258.87	$ 71,330.35	$ 72,400.87	$ 74,542.86
14			$ 63,642.21	14	$ 67,992.02	$ 69,079.95	$ 70,167.89	$ 71,254.86	$ 72,342.79	$ 73,430.73	$ 75,605.63
15			$ 64,535.59	15	$ 68,953.16	$ 70,057.55	$ 71,161.94	$ 72,266.33	$ 73,370.72	$ 74,475.11	$ 76,684.86
16			$ 65,442.53	16	$ 69,928.81	$ 71,050.63	$ 72,172.44	$ 73,294.25	$ 74,415.10	$ 75,536.91	$ 77,779.57
17				17	$ 70,919.96	$ 72,059.19	$ 73,197.46	$ 74,336.70	$ 75,475.93	$ 76,615.17	$ 78,892.67
18				18	$ 71,926.59	$ 73,083.25	$ 74,239.90	$ 75,395.59	$ 76,552.25	$ 77,708.91	$ 80,022.22
19				19	$ 72,947.74	$ 74,122.79	$ 75,296.87	$ 76,471.91	$ 77,645.99	$ 78,821.04	$ 81,170.17
20				20	$ 73,985.34	$ 75,178.78	$ 76,371.25	$ 77,563.72	$ 78,757.16	$ 79,949.63	$ 82,334.57
21				21	$ 75,039.40	$ 76,251.23	$ 77,462.09	$ 78,672.95	$ 79,884.78	$ 81,095.64	$ 83,518.33
22				22	$ 76,109.91	$ 77,340.13	$ 78,569.39	$ 79,799.60	$ 81,029.82	$ 82,260.04	$ 84,719.51
23				23	$ 77,196.88	$ 78,445.49	$ 79,694.10	$ 80,943.68	$ 82,192.29	$ 83,441.87	$ 85,940.05
24				24	$ 78,300.30	$ 79,568.27	$ 80,837.21	$ 82,105.18	$ 83,374.11	$ 84,642.08	$ 87,178.98
25				25	$ 79,420.18	$ 80,708.48	$ 81,996.77	$ 83,285.06	$ 84,573.36	$ 85,860.68	$ 88,437.27
26				26	$ 79,861.55	$ 81,156.62	$ 82,452.66	$ 83,748.70	$ 85,044.73	$ 86,339.80	$ 88,931.88
27				27	$ 80,303.89	$ 81,607.67	$ 82,911.45	$ 84,215.23	$ 85,519.01	$ 86,821.82	$ 89,429.39
28				28	$ 80,750.10	$ 82,061.62	$ 83,373.14	$ 84,684.67	$ 85,996.19	$ 87,306.75	$ 89,929.80
29				29	$ 81,198.24	$ 82,517.51	$ 83,836.78	$ 85,156.04	$ 86,475.31	$ 87,794.58	$ 90,433.11
30				30	$ 81,650.26	$ 82,977.27	$ 84,304.28	$ 85,631.29	$ 86,958.30	$ 88,285.31	$ 90,940.30
31				31	$ 82,103.24	$ 83,438.96	$ 84,773.72	$ 86,109.44	$ 87,444.19	$ 88,779.91	$ 91,449.42
32				32	$ 82,560.10	$ 83,903.56	$ 85,247.03	$ 86,589.52	$ 87,932.99	$ 89,276.45	$ 91,962.42
33				33	$ 83,019.86	$ 84,371.06	$ 85,722.27	$ 87,073.48	$ 88,424.69	$ 89,775.90	$ 92,478.32
34				34	$ 83,481.55	$ 84,841.47	$ 86,200.42	$ 87,559.37	$ 88,919.29	$ 90,278.25	$ 92,997.12
35				35	$ 83,947.12	$ 85,313.81	$ 86,681.48	$ 88,049.14	$ 89,416.80	$ 90,784.47	$ 93,518.82
36				36	$ 84,414.62	$ 85,790.03	$ 87,165.43	$ 88,541.81	$ 89,917.21	$ 91,292.62	$ 94,044.40
37				37	$ 84,885.03	$ 86,269.14	$ 87,652.29	$ 89,036.41	$ 90,420.53	$ 91,804.65	$ 94,572.88
38				38	$ 85,358.34	$ 86,750.20	$ 88,143.03	$ 89,534.89	$ 90,926.75	$ 92,319.58	$ 95,104.27

Educator Longevity Pay for Applicable Educators:
- at least 15 years of service but less than 20 years of service: $200 added to the annual salary;
- at least 20 years of service but less than 25 years of service: $300 added to the annual salary
- 25 or more years of service: $500 added to the annual salary
- KSD career increment payments are paid on the final pay period of December

Note: for Masters thru Doctorate columns, each step of schedule (beyond 38) will increase by an index of 0.006.

Contracts shorter or longer than 187 days are calculated by multiplying the daily rate times the actual number of contract days.

To calculate the schedule's daily rate: Take the base 187-day salary and divide it by 187 (days) to determine the daily rate.

Updated 09.04.2025

Summary of Tentative Agreement for **Compensation and Salary Schedule**, September 3, 2025

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3. This Supplemental Budget Request is for certified personnel only. There are fifty (50) Bargaining Unit Employees scheduled to be employed for FY 26. This includes the three (3) unfilled positions (Instructional Coach and Academic Support Coach).
4. This is a "request only" and not a guarantee.
5. It is recognized that the Supplemental Budget Request will be submitted to the KS Office of Management and Budget by the deadline of 9/15/25, which is prior to the approval vote or ratification decision. Both Negotiation Teams are recommending approval by the KNEA Bargaining Unit and ratification by the State Board.
6. This extraordinary process is a 1-time special request, used in this instance for an additional budget enhancement to cover the incremental increase to the salary schedule over and above what has been requested and approved in the KSD Budget for FY 26.
7. In the interest of transparency and full disclosure, there are other categories included in the financial request. Additional categories increase the amount of the Supplemental Budget Request, anticipated to be in excess of $715,000.00.
8. If approved by the Division of Budget, the additional budget enhancement would provide an additional increase for Salaries in FY 26. The additional funding would be accepted by KNEA and KSD and would be incorporated into salary schedules for FY 26.
9. The Request for $6K increase through the Supplemental Budget Request is *only* being made with the condition that the Contract Days for FY 26 be increased from 181 to 187 days. The increase in contract days from 181 to 187 has already received tentative approval by both Negotiation Teams.
10. The six (6) additional Contract Days for FY 26 will be allocated as provided in the separate written summary. Generally, the six (6) additional days are allocated between three (3) additional Instructional and Student Contact Days and three (3) additional Professional Development Days (PDD). This increases the number of Professional Development Days at KSD from 9 to 12.

11. Because the 25-26 academic calendar has already been established, the six (6) additional Contract Days will be added to the end of the 25-26 academic calendar. Best efforts will be utilized by the parties on placement and usage of these additional unanticipated days on the 25-26 academic calendar.
12. If the Supplemental Budget Request is not approved for 25-26, the Parties agree to the FY 26 salary schedule already approved for FY 26.
13. If the Supplemental Budget Request is approved, the Negotiated Agreement would be for a 2-year term on all subjects, including the topic of Salary Schedule (the FY 27 budget work also begins in September 2025).
14. All contracts issued by KSD would provide for a minimum of 187 Contract Days, with additional days (over 187 Contract Days) to be paid at the published daily contract rate or the published supplemental contract rate.
15. KSD will maintain its current salary schedule matrix without adjustment of columns or rows. With the increase from 181 days to 187 days, there is no need for future "conversion" (the term used to explain the mathematical adjustment required to convert Olathe salaries from 187 days to KSD 181 days).
16. In year 2 of the Negotiated Agreement (NA), KSD will seek Budget Enhancement for School year 26-27 (FY 27) to get a 2.5% increase for the entire salary schedule. This percentage increase is *greater than* the percentage (%) increase that Olathe KNEA agreed to for the 25-26 school year negotiated agreement. (Note: the resulting FY 27 Salary Schedule for KSD will not necessarily match the FY 27 Salary Schedule for Olathe. The resulting cells will not be the same, b/c the $6K per cell has already been included in the FY 26 increase).
17. KSD will increase the value of the contracts indicated in the salary schedule Chart by an amount to be determined in the FY 27 budget request. The current request assumes a 2.5% across the Board increase.
18. It is understood and agreed that any future budget request is simply a request by KSD. The ultimate authority is the Kansas Legislature. Absent extraordinary circumstances, KSD agrees to follow all appeal procedures for the budget requests described herein.
19. All funding for certified personnel is Subject to Appropriations and Funding.

Explanation of **Compensation Percentage Increase for Year 2:** September 22, 2025

The following is an Explanation of Methodology and Math to support the Compensation Percentage Increase for Year 2.

1. When the Parties discussed the terms of a possible Tentative Agreement, the percentage referenced was a rough estimate only. It was clearly and explicitly stated that the percentage was an estimate.
2. The underlying premise of year 2 of a salary schedule increase and adjustment was to follow a certain methodology, fully explained while the Parties were negotiating, not lock into a specific percentage of increase.
3. Year 2 of a tentative agreement of the revised Negotiated Agreement would impact the school year 25-26 (FY 27).
4. In year 2 of the Negotiated Agreement (NA), KSD will seek Budget Enhancement for School year 26-27 (FY 27) to get a 2.5% increase for the entire salary schedule.
5. This percentage increase is *greater than* the percentage (%) increase that Olathe KNEA agreed to for the 25-26 school year negotiated agreement.
6. It has been clearly noted that the resulting FY 27 Salary Schedule for KSD will not necessarily match the FY 27 Salary Schedule for Olathe. The resulting cells will not be the same, b/c the $6K per cell has already been included in the FY 26 increase.
7. Questions have arisen regarding the proposed salary increase for year 2 and the associated percentage of increase. This memo explains the increase and uses specific numbers from the actual Olathe Salary Schedules for school year 24-25 (FY 25) as compared with school year 25-26 (FY 26), which are attached for reference.
8. When reviewing and interpreting the Olathe Salary Schedules, they must be reviewed and analyzed wholistically. This means that specific individual cells cannot be used, out of context with the entirety of the salary schedule.
9. When reviewing the Olathe Salary Schedule, it must be recognized that Step 1 has been removed from the Olathe Salary Schedule. Other adjustments have been made to the Olathe Salary Schedule, which are not necessary made to the KSD Salary Schedule matrix format.
10. For comparative purposes, and when confirming the methodology and mathematical computation of the year over year percentage increase, use the following representative cell comparator: BS + 12, Step 2
    a. 2025-26 @ BS + 12, Step 2 = $50,779
    b. 2024-25 @ BS + 12, Step 2 = $49,955
11. This example is representative of the changes across the pay schedule matrix. Only 1 cell (BS, Step 2) computes to a percentage increase in excess of 3.0%. Relying upon the single cell does not accurately represent the percentage increase in the Professional Pay Salary Schedule for Olathe Public Schools, from 2024-25 to 2025-26. See attached.

12. Compute the difference and convert to a percentage:
    a. $ 50,779 - $ 49,955 = $824
    b. $ 824 / the old number = 0.01649
    c. Convert it to a % out of 100
    d. 1.65% [Technically, the percentage is 1.649%]
13. Using this example, **the year over year percentage increase is 1.65%.**
14. The 1.65% increase is <u>not</u> what was used or recommended by KSD Administration. Instead, KSD Administration unilaterally pushed the percentage increase to 2.5%.
15. The 1.65% increase <u>only</u> accounts for Olathe's column-to-column comparison movement from 2024-2025 to 2025-2026. This does not include the step movement. *Minimally*, all bargaining unit members will move down a step, except for one staff member who is maxed out on the BS+24 scale.
16. The 2.5 % increase for 2026-2027, which KSD Superintendent Barron approved, also <u>does not</u> account for the step movement.

2025-26 OLATHE PUBLIC SCHOOLS

Professional Pay Salary Schedule, Other Benefits Impacting Compensation

2025-2026 SALARY SCHEDULE • OLATHE PUBLIC SCHOOLS UNIFIED SCHOOLS DISTRICT NO. 233

STEP	BS Salary	BS+12 Salary	BS+24 Salary	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
2	$50,100*	$50,779	$52,258	$56,202	$57,188	$58,174	$59,160	$60,146	$61,132	$63,104
3	$50,100*	$51,566	$53,068	$57,073	$58,074	$59,076	$60,077	$61,078	$62,080	$64,082
4	$50,840	$52,365	$53,891	$57,958	$58,975	$59,991	$61,008	$62,025	$63,042	$65,075
5	$51,628	$53,177	$54,726	$58,856	$59,889	$60,921	$61,954	$62,986	$64,019	$66,084
6	$52,428	$54,001	$55,574	$59,768	$60,817	$61,866	$62,914	$63,963	$65,011	$67,108
7	$53,241	$54,838	$56,436	$60,695	$61,760	$62,824	$63,889	$64,954	$66,019	$68,149
8	$54,066	$55,688	$57,310	$61,636	$62,717	$63,798	$64,880	$65,961	$67,042	$69,205
9	$54,391	$56,551	$58,199	$62,591	$63,689	$64,787	$65,885	$66,983	$68,081	$70,278
10	$54,717	$57,428	$59,101	$63,561	$64,676	$65,791	$66,906	$68,021	$69,137	$71,367
11	$55,045	$58,318	$60,017	$64,546	$65,679	$66,811	$67,943	$69,076	$70,208	$72,473
12	$55,376	$59,222	$60,947	$65,547	$66,697	$67,847	$68,997	$70,147	$71,296	$73,596
13	$55,708	$59,577	$61,892	$66,563	$67,730	$68,898	$70,066	$71,234	$72,402	$74,737
14	$56,042	$59,935	$62,851	$67,594	$68,780	$69,966	$71,152	$72,338	$73,524	$75,895
15	$56,378	$60,294	$63,825	$68,642	$69,846	$71,051	$72,255	$73,459	$74,663	$77,072
16	$56,717	$60,656	$64,814	$69,706	$70,929	$72,152	$73,375	$74,598	$75,821	$78,266
17	$57,057	$61,020	$65,203	$70,787	$72,028	$73,270	$74,512	$75,754	$76,996	$79,480
18	$57,399	$61,386	$65,595	$71,884	$73,145	$74,406	$75,667	$76,928	$78,189	$80,712
19	$57,744	$61,755	$65,988	$72,998	$74,279	$75,559	$76,840	$78,121	$79,401	$81,963
20	$58,090	$62,125	$66,384	$74,129	$75,430	$76,730	$78,031	$79,331	$80,632	$83,233
21	$58,439	$62,498	$66,782	$75,278	$76,599	$77,920	$79,240	$80,561	$81,882	$84,523
22	$58,789	$62,873	$67,183	$76,445	$77,786	$79,128	$80,469	$81,810	$83,151	$85,833
23	$59,142	$63,250	$67,586	$77,630	$78,992	$80,354	$81,716	$83,078	$84,440	$87,164
24	$59,497	$63,630	$67,992	$78,833	$80,216	$81,599	$82,983	$84,366	$85,749	$88,515
25	$59,854	$64,011	$68,400	$80,055	$81,460	$82,864	$84,269	$85,673	$87,078	$89,887
26	$60,213	$64,395	$68,810	$80,536	$81,949	$83,361	$84,774	$86,187	$87,600	$90,426
27	$60,574	$64,782	$69,223	$81,019	$82,440	$83,862	$85,283	$86,704	$88,126	$90,969
28	$60,938	$65,171	$69,638	$81,505	$82,935	$84,365	$85,795	$87,225	$88,655	$91,514
29	$61,303	$65,562	$70,056	$81,994	$83,432	$84,871	$86,309	$87,748	$89,186	$92,063
30	$61,671	$65,955	$70,476	$82,486	$83,933	$85,380	$86,827	$88,274	$89,722	$92,616
31	$62,041	$66,351	$70,899	$82,981	$84,437	$85,892	$87,348	$88,804	$90,260	$93,172
32	$62,413	$66,749	$71,325	$83,479	$84,943	$86,408	$87,872	$89,337	$90,801	$93,731
33	$62,788	$67,149	$71,753	$83,980	$85,453	$86,926	$88,400	$89,873	$91,346	$94,293
34	$63,165	$67,552	$72,183	$84,484	$85,966	$87,448	$88,930	$90,412	$91,894	$94,859
35	$63,544	$67,957	$72,616	$84,990	$86,481	$87,973	$89,464	$90,955	$92,446	$95,428
36	$63,925	$68,365	$73,052	$85,500	$87,000	$88,500	$90,000	$91,500	$93,000	$96,000
37	$64,308	$68,775	$73,490	$86,013	$87,522	$89,031	$90,540	$92,049	$93,558	$96,576
38	$64,694	$69,188	$73,931	$86,529	$88,047	$89,566	$91,084	$92,602	$94,120	$97,156
39	$65,082	$69,603	$74,375	$87,049	$88,576	$90,103	$91,630	$93,157	$94,684	$97,739

**A base salary of $49,300 shall be utilized to index all other cells and where the base is referenced elsewhere in the Agreement. The salary floor for any cell is $50,100.*

Note: Each step of the schedule beyond 39 will increase by an index of 0.006.
Contracts longer than 187 days are calculated based on this schedule's daily rate.

Additional compensation benefits provided by the Olathe Board of Education in addition to the Professional Pay Salary Schedule:

~**Health Insurance:** Three Individual employee plans provided at no cost to the employee (minimum $750/month value) and a $140/month Health Savings Account contribution provided by district for the $3,200 HDHP. Additionally, the Board supplements the cost of family insurance. Amount of supplements dependent upon plan chosen by staff member.
~**Longevity Pay:** Policy GBZE outlines the longevity pay benefit. 15 yrs. service in Olathe, $200 annually; 20 yrs. service in Olathe, $300 annually; 25 yrs. in Olathe, $500 annually.
~**Professional Development points:** Policy GBZEA outlines the use of Professional Development points for movement on the salary schedule in lieu of college credit, saving staff members paying for college coursework in many situations. This also supports staff member's licensure requirements.
~**Extra-Curricular/Academic Support Salary Schedule:** A separate salary schedule includes a variety of positions to support student extra-curricular and academic programs. The schedule is continually evaluated, with new positions added and compensation refined.
~**Other Stipends and Reimbursements:** A variety of other stipends, paid educator coverage options, and reimbursement for select non-KSDE licenses and mileage reimbursement is provided as outlined in policy.
~**Retirement Benefits:** A variety of retirement benefits, including Voluntary Early Retirement and conversion of accrued illness/bereavement leave, continuation of health benefits, monetary retirement benefits, and other Voluntary Early Retirement Plan benefits are eligible for staff as outlined in policy.
~**Leave Policies:** The district offers a generous leave policy including a minium of 15 days of Paid Time Off (PTO), bereavement days not charged to leave balances, birth/adoption of a grandchild leave, accumulated illness/ bereavement leave, professional leave, etc.
~**Additional policies** support compensation related items and are outlined in the Negotiated Agreement.

Appendix A

2024-25 OLATHE PUBLIC SCHOOLS

Professional Pay Salary Schedule, Other Benefits Impacting Compensation

2024-2025 PROPOSED SALARY SCHEDULE • OLATHE PUBLIC SCHOOLS UNIFIED SCHOOLS DISTRICT NO. 2033

STEP	BS Salary	BS+12 Salary	BS+24 Salary	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
2	$48,500	$49,955	$51,410	$55,290	$56,260	$57,230	$58,200	$59,170	$60,140	$62,080
3	$49,252	$50,729	$52,207	$56,147	$57,132	$58,117	$59,102	$60,087	$61,072	$63,042
4	$50,015	$51,516	$53,016	$57,017	$58,018	$59,018	$60,018	$61,018	$62,019	$64,019
5	$50,790	$52,314	$53,838	$57,901	$58,917	$59,933	$60,948	$61,964	$62,980	$65,012
6	$51,578	$53,125	$54,672	$58,799	$59,830	$60,862	$61,893	$62,925	$63,956	$66,019
7	$52,377	$53,948	$55,520	$59,710	$60,757	$61,805	$62,853	$63,900	$64,948	$67,043
8	$53,189	$54,785	$56,380	$60,635	$61,699	$62,763	$63,827	$64,891	$65,954	$68,082
9	$53,508	$55,634	$57,254	$61,575	$62,656	$63,736	$64,816	$65,896	$66,977	$69,137
10	$53,829	$56,496	$58,142	$62,530	$63,627	$64,724	$65,821	$66,918	$68,015	$70,209
11	$54,152	$57,372	$59,043	$63,499	$64,613	$65,727	$66,841	$67,955	$69,069	$71,297
12	$54,477	$58,261	$59,958	$64,483	$65,614	$66,746	$67,877	$69,008	$70,140	$72,402
13	$54,804	$58,611	$60,887	$65,483	$66,631	$67,780	$68,929	$70,078	$71,227	$73,524
14	$55,133	$58,962	$61,831	$66,498	$67,664	$68,831	$69,997	$71,164	$72,331	$74,664
15	$55,463	$59,316	$62,789	$67,528	$68,713	$69,898	$71,082	$72,267	$73,452	$75,821
16	$55,796	$59,672	$63,763	$68,575	$69,778	$70,981	$72,184	$73,387	$74,590	$76,996
17	$56,131	$60,030	$64,145	$69,638	$70,860	$72,081	$73,303	$74,525	$75,746	$78,190
18	$56,468	$60,390	$64,530	$70,717	$71,958	$73,199	$74,439	$75,680	$76,921	$79,402
19	$56,807	$60,752	$64,917	$71,813	$73,073	$74,333	$75,593	$76,853	$78,113	$80,633
20	$57,147	$61,117	$65,307	$72,926	$74,206	$75,485	$76,765	$78,044	$79,324	$81,882
21	$57,490	$61,484	$65,699	$74,057	$75,356	$76,655	$77,955	$79,254	$80,553	$83,152
22	$57,835	$61,853	$66,093	$75,205	$76,524	$77,843	$79,163	$80,482	$81,802	$84,440
23	$58,182	$62,224	$66,489	$76,370	$77,710	$79,050	$80,390	$81,730	$83,070	$85,749
24	$58,531	$62,597	$66,888	$77,554	$78,915	$80,275	$81,636	$82,997	$84,357	$87,078
25	$58,883	$62,973	$67,290	$78,756	$80,138	$81,520	$82,901	$84,283	$85,665	$88,428
26	$59,236	$63,350	$67,693	$79,229	$80,619	$82,009	$83,399	$84,789	$86,179	$88,959
27	$59,591	$63,731	$68,100	$79,704	$81,102	$82,501	$83,899	$85,297	$86,696	$89,492
28	$59,949	$64,113	$68,508	$80,182	$81,589	$82,996	$84,402	$85,809	$87,216	$90,029
29	$60,309	$64,498	$68,919	$80,663	$82,079	$83,494	$84,909	$86,324	$87,739	$90,569
30	$60,670	$64,885	$69,333	$81,147	$82,571	$83,995	$85,418	$86,842	$88,266	$91,113
31	$61,034	$65,274	$69,749	$81,634	$83,067	$84,499	$85,931	$87,363	$88,795	$91,660
32	$61,401	$65,666	$70,167	$82,124	$83,565	$85,006	$86,446	$87,887	$89,328	$92,210
33	$61,769	$66,060	$70,588	$82,617	$84,066	$85,516	$86,965	$88,415	$89,864	$92,763
34	$62,140	$66,456	$71,012	$83,113	$84,571	$86,029	$87,487	$88,945	$90,403	$93,319
35	$62,512	$66,855	$71,438	$83,611	$85,078	$86,545	$88,012	$89,479	$90,946	$93,879
36	$62,888	$67,256	$71,866	$84,113	$85,589	$87,064	$88,540	$90,016	$91,491	$94,443
37	$63,265	$67,659	$72,298	$84,618	$86,102	$87,587	$89,071	$90,556	$92,040	$95,009
38	$63,644	$68,065	$72,731	$85,125	$86,619	$88,112	$89,606	$91,099	$92,592	$95,579
39	$64,026	$68,474	$73,168	$85,636	$87,138	$88,641	$90,143	$91,646	$93,148	$96,153

Note: Each step of the schedule beyond 39 will increase by an index of 0.006.
Contracts longer than 187 days are calculated based on this schedule's daily rate.

Additional compensation benefits provided by the Olathe Board of Education in addition to the Professional Pay Salary Schedule:

~Health Insurance: Three Individual employee plans provided at no cost to the employee (minimum $750/month value) and a $140/month Health Savings Account contribution provided by district for the $3,200 HDHP. Additionally, the Board supplements the cost of family insurance. Amount of supplements dependent upon plan chosen by staff member.
~Longevity Pay: Policy GBZE outlines the longevity pay benefit. 15 yrs. service in Olathe, $200 annually; 20 yrs. service in Olathe, $300 annually; 25 yrs. in Olathe, $500 annually.
~Professional Development Points: Policy GBZEA outlines the use of professional development points for movement on the salary schedule in lieu of college credit, saving staff members paying for college coursework in many situations. This also supports staff member's licensure requirements.

~Extra-Curricular/Academic Support Salary Schedule: A separate salary schedule includes a variety of positions to support student extra-curricular and academic programs. The schedule is continually evaluated, with new positions added and compensation refined.
~Other Stipends and Reimbursements: A variety of other stipends, paid educator coverage options, and reimbursement for select non-KSDE licenses and mileage reimbursement is provided as outlined in policy.
~Retirement Benefits: A variety of retirement benefits, including Voluntary Early Retirement and conversion of accrued illness/bereavement leave, continuation of health benefits, monetary retirement benefits, and other Voluntary Early Retirement Plan benefits are eligible for staff as outlined in policy.
~Leave Policies: The district offers a generous leave policy including a minium of 15 days of Paid Time Off (PTO), bereavement days not charged to leave balances, birth/adoption of a grandchild leave, accumulated illness/ bereavement leave, professional leave, etc.
~Additional policies support compensation related items and are outlined in the Negotiated Agreement.

Kansas School for the Deaf
Professional Pay Salary Schedule
2025-2026 (181 Days)

Bachelor Columns			
Step	BS Salary	BS+12 Salary	BS+24 Salary
2	$46,943.85	$48,352.17	$49,760.48
3	$47,671.72	$49,101.33	$50,531.91
4	$48,410.24	$49,863.08	$51,314.95
5	$49,160.37	$50,635.48	$52,110.58
6	$49,923.09	$51,420.45	$52,917.82
7	$50,696.45	$52,217.05	$53,738.61
8	$51,482.40	$53,027.19	$54,571.02
9	$51,791.17	$53,848.95	$55,416.97
10	$52,101.87	$54,683.29	$56,276.48
11	$52,414.50	$55,531.19	$57,148.57
12	$52,729.07	$56,391.66	$58,034.21
13	$53,045.58	$56,730.43	$58,933.41
14	$53,364.03	$57,070.17	$59,847.12
15	$53,683.44	$57,412.81	$60,774.38
16	$54,005.75	$57,757.39	$61,717.13
17	$54,330.01	$58,103.90	$62,086.87
18	$54,656.19	$58,452.35	$62,459.52
19	$54,984.32	$58,802.74	$62,834.10
20	$55,313.41	$59,156.03	$63,211.59
21	$55,645.40	$59,511.25	$63,591.01
22	$55,979.33	$59,868.41	$63,972.37
23	$56,315.20	$60,227.51	$64,355.66
24	$56,653.00	$60,588.54	$64,741.86
25	$56,993.71	$60,952.48	$65,130.96
26	$57,335.38	$61,317.38	$65,521.03
27	$57,678.99	$61,686.16	$65,914.97
28	$58,025.50	$62,055.90	$66,309.88
29	$58,373.95	$62,428.55	$66,707.70
30	$58,723.37	$62,803.13	$67,108.41
31	$59,075.69	$63,179.65	$67,511.06
32	$59,430.91	$63,559.07	$67,915.65
33	$59,787.11	$63,940.43	$68,323.14
34	$60,146.20	$64,323.72	$68,733.54
35	$60,506.27	$64,709.92	$69,145.87
36	$60,870.20	$65,098.05	$69,560.14
37	$61,235.11	$65,488.12	$69,978.28
38	$61,601.95	$65,881.10	$70,397.39
39	$61,971.69	$66,276.97	$70,820.36

Master Columns							
Step	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	PhD Salary
2	$53,515.99	$54,454.87	$55,393.74	$56,332.62	$57,271.50	$58,210.37	$60,088.13
3	$54,345.49	$55,298.89	$56,252.28	$57,205.68	$58,159.07	$59,112.47	$61,019.26
4	$55,187.58	$56,156.46	$57,124.37	$58,092.29	$59,060.20	$60,029.09	$61,964.91
5	$56,043.21	$57,026.61	$58,010.02	$58,992.45	$59,975.85	$60,959.25	$62,926.05
6	$56,912.40	$57,910.32	$58,909.21	$59,907.13	$60,906.02	$61,903.94	$63,900.74
7	$57,794.17	$58,807.58	$59,821.95	$60,836.33	$61,849.73	$62,864.11	$64,891.89
8	$58,689.49	$59,719.35	$60,749.21	$61,779.07	$62,808.94	$63,837.83	$65,897.55
9	$59,599.33	$60,645.65	$61,690.99	$62,736.34	$63,781.69	$64,828.01	$66,918.70
10	$60,523.69	$61,585.49	$62,647.29	$63,709.10	$64,770.90	$65,832.70	$67,956.30
11	$61,461.60	$62,539.86	$63,618.11	$64,696.37	$65,774.63	$66,852.88	$69,009.40
12	$62,414.03	$63,508.74	$64,604.42	$65,699.13	$66,793.84	$67,889.52	$70,078.94
13	$63,381.94	$64,493.11	$65,605.24	$66,717.37	$67,829.51	$68,941.64	$71,164.94
14	$64,364.37	$65,492.96	$66,622.52	$67,751.11	$68,880.66	$70,010.22	$72,268.36
15	$65,361.33	$66,508.30	$67,655.28	$68,801.29	$69,948.27	$71,095.25	$73,388.24
16	$66,374.73	$67,539.13	$68,703.53	$69,867.94	$71,032.34	$72,196.74	$74,525.54
17	$67,403.63	$68,586.42	$69,768.24	$70,951.03	$72,133.82	$73,315.65	$75,681.23
18	$68,448.01	$69,649.19	$70,850.37	$72,050.58	$73,251.76	$74,452.95	$76,854.34
19	$69,508.84	$70,728.41	$71,947.98	$73,167.56	$74,387.13	$75,606.70	$78,045.84
20	$70,586.13	$71,825.06	$73,063.02	$74,301.95	$75,539.91	$76,778.84	$79,254.77
21	$71,680.84	$72,938.16	$74,195.48	$75,453.77	$76,711.09	$77,968.41	$80,484.02
22	$72,792.01	$74,068.68	$75,345.36	$76,623.01	$77,899.69	$79,177.34	$81,730.70
23	$73,919.63	$75,216.63	$76,513.64	$77,810.64	$79,107.65	$80,404.65	$82,997.70
24	$75,065.64	$76,382.97	$77,699.33	$79,016.66	$80,333.99	$81,650.36	$84,284.05
25	$76,229.07	$77,566.73	$78,904.39	$80,241.07	$81,578.73	$82,916.39	$85,590.74
26	$76,686.89	$78,032.29	$79,377.70	$80,723.10	$82,068.50	$83,413.90	$86,104.70
27	$77,146.65	$78,499.80	$79,853.91	$81,207.05	$82,560.20	$83,914.31	$86,620.60
28	$77,609.32	$78,971.17	$80,333.03	$81,693.91	$83,055.77	$84,417.63	$87,140.37
29	$78,074.88	$79,445.45	$80,815.05	$82,184.65	$83,554.25	$84,923.84	$87,663.04
30	$78,543.35	$79,921.66	$81,299.97	$82,677.32	$84,055.63	$85,433.94	$88,189.59
31	$79,014.73	$80,401.75	$81,787.80	$83,173.86	$84,559.91	$85,945.96	$88,719.04
32	$79,489.01	$80,883.77	$82,278.53	$83,672.33	$85,067.10	$86,461.86	$89,251.39
33	$79,966.19	$81,368.70	$82,772.17	$84,174.68	$85,578.16	$86,980.66	$89,786.65
34	$80,446.27	$81,857.49	$83,268.71	$84,679.93	$86,091.15	$87,502.37	$90,324.81
35	$80,928.29	$82,348.22	$83,768.16	$85,188.09	$86,608.02	$88,027.95	$90,866.84
36	$81,414.19	$82,842.83	$84,270.50	$85,699.14	$87,127.79	$88,555.46	$91,412.74
37	$81,902.98	$83,339.37	$84,776.72	$86,213.11	$87,650.46	$89,086.84	$91,960.58
38	$82,393.72	$83,839.78	$85,284.88	$86,730.94	$88,176.04	$89,621.13	$92,512.29
39	$82,888.32	$84,342.13	$85,796.90	$87,250.71	$88,705.49	$90,159.29	$93,067.88

Educator Longevity Pay for Applicable Educators:
- at least 15 years of service but less than 20 years of service: $200 added to the annual salary;
- at least 20 years of service but less than 25 years of service: $300 added to the annual salary
- 25 or more years of service: $500 added to the annual salary
- KSD career increment payments are paid on the final pay period of December

Note: for Masters thru Doctorate columns, each step of schedule (beyond 39) will increase by an index of 0.006.

Contracts shorter or longer than 181 days are calculated by multiplying the daily rate times the actual number of contract days.

To calculate the schedule's daily rate: Take the base 181-day salary and divide it by 181 (days) to determine the daily rate.

Updated 09.08.2025

D

Kansas School for the Deaf
Professional Pay Salary Schedule
2026-2027 (187 Days)

Bachelor Columns				Master Columns							
Step	BS Salary	BS+12 Salary	BS+24 Salary	Step	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	PhD Salary
1	$ 51,787.16	$ 53,156.28	$ 54,525.40	1	$ 58,176.37	$ 59,089.11	$ 60,001.86	$ 60,914.60	$ 61,827.34	$ 62,740.09	$ 64,565.57
2	$ 52,494.54	$ 53,884.50	$ 55,275.43	2	$ 58,982.96	$ 59,909.59	$ 60,836.22	$ 61,763.85	$ 62,690.48	$ 63,617.12	$ 65,471.37
3	$ 53,212.83	$ 54,624.61	$ 56,036.38	3	$ 59,801.45	$ 60,742.97	$ 61,684.48	$ 62,625.00	$ 63,566.51	$ 64,508.03	$ 66,390.07
4	$ 53,942.03	$ 55,375.64	$ 56,810.23	4	$ 60,632.84	$ 61,589.24	$ 62,544.64	$ 63,501.04	$ 64,456.44	$ 65,412.84	$ 67,324.63
5	$ 54,683.15	$ 56,139.56	$ 57,595.00	5	$ 61,478.12	$ 62,448.40	$ 63,418.69	$ 64,389.97	$ 65,360.25	$ 66,331.53	$ 68,272.10
6	$ 55,435.17	$ 56,914.41	$ 58,392.65	6	$ 62,335.30	$ 63,321.47	$ 64,306.63	$ 65,292.79	$ 66,277.96	$ 67,264.12	$ 69,235.45
7	$ 56,199.09	$ 57,701.15	$ 59,202.22	7	$ 63,206.38	$ 64,207.42	$ 65,208.46	$ 66,209.51	$ 67,210.54	$ 68,211.59	$ 70,212.67
8	$ 56,974.92	$ 58,499.79	$ 60,024.68	8	$ 64,090.35	$ 65,107.26	$ 66,123.19	$ 67,140.10	$ 68,157.02	$ 69,172.95	$ 71,205.78
9		$ 59,311.35	$ 60,860.03	9	$ 64,988.21	$ 66,021.00	$ 67,052.79	$ 68,085.58	$ 69,117.38	$ 70,150.17	$ 72,214.76
10		$ 60,134.80	$ 61,707.30	10	$ 65,900.95	$ 66,948.62	$ 67,997.29	$ 69,044.96	$ 70,093.62	$ 71,142.29	$ 73,238.62
11		$ 60,972.15	$ 62,568.45	11	$ 66,826.60	$ 67,891.13	$ 68,955.67	$ 70,020.21	$ 71,084.74	$ 72,149.28	$ 74,278.35
12		$ 61,821.39	$ 63,443.49	12	$ 67,767.12	$ 68,848.52	$ 69,928.93	$ 71,010.33	$ 72,091.74	$ 73,172.15	$ 75,333.96
13			$ 64,331.43	13	$ 68,722.52	$ 69,819.80	$ 70,918.07	$ 72,015.34	$ 73,113.61	$ 74,210.89	$ 76,406.43
14			$ 65,233.27	14	$ 69,691.82	$ 70,806.95	$ 71,922.09	$ 73,036.23	$ 74,151.36	$ 75,266.50	$ 77,495.77
15			$ 66,148.98	15	$ 70,676.99	$ 71,808.99	$ 72,940.99	$ 74,072.99	$ 75,204.99	$ 76,336.99	$ 78,601.98
16			$ 67,078.59	16	$ 71,677.03	$ 72,826.90	$ 73,976.75	$ 75,126.61	$ 76,275.48	$ 77,425.33	$ 79,724.06
17				17	$ 72,692.96	$ 73,860.67	$ 75,027.40	$ 76,195.12	$ 77,362.83	$ 78,530.55	$ 80,864.99
18				18	$ 73,724.75	$ 74,910.33	$ 76,095.90	$ 77,280.48	$ 78,466.06	$ 79,651.63	$ 82,022.78
19				19	$ 74,771.43	$ 75,975.86	$ 77,179.29	$ 78,383.71	$ 79,587.14	$ 80,791.57	$ 83,199.42
20				20	$ 75,834.97	$ 77,058.25	$ 78,280.53	$ 79,502.81	$ 80,726.09	$ 81,948.37	$ 84,392.93
21				21	$ 76,915.39	$ 78,157.51	$ 79,398.64	$ 80,639.77	$ 81,881.90	$ 83,123.03	$ 85,606.29
22				22	$ 78,012.66	$ 79,273.63	$ 80,533.62	$ 81,794.59	$ 83,055.57	$ 84,316.54	$ 86,837.50
23				23	$ 79,126.80	$ 80,406.63	$ 81,686.45	$ 82,967.27	$ 84,247.10	$ 85,527.92	$ 88,088.55
24				24	$ 80,257.81	$ 81,557.48	$ 82,858.14	$ 84,157.81	$ 85,458.46	$ 86,758.13	$ 89,358.45
25				25	$ 81,405.68	$ 82,726.19	$ 84,046.69	$ 85,367.19	$ 86,687.69	$ 88,007.20	$ 90,648.20
26				26	$ 81,858.09	$ 83,185.54	$ 84,513.98	$ 85,842.42	$ 87,170.85	$ 88,498.30	$ 91,155.18
27				27	$ 82,311.49	$ 83,647.86	$ 84,984.24	$ 86,320.61	$ 87,656.99	$ 88,992.37	$ 91,665.12
28				28	$ 82,768.85	$ 84,113.16	$ 85,457.47	$ 86,801.79	$ 88,146.09	$ 89,489.42	$ 92,178.05
29				29	$ 83,228.20	$ 84,580.45	$ 85,932.70	$ 87,284.94	$ 88,637.19	$ 89,989.44	$ 92,693.94
30				30	$ 83,691.52	$ 85,051.70	$ 86,411.89	$ 87,772.07	$ 89,132.26	$ 90,492.44	$ 93,213.81
31				31	$ 84,155.82	$ 85,524.93	$ 86,893.06	$ 88,262.18	$ 89,630.29	$ 90,999.41	$ 93,735.66
32				32	$ 84,624.10	$ 86,001.15	$ 87,378.21	$ 88,754.26	$ 90,131.31	$ 91,508.36	$ 94,261.48
33				33	$ 85,095.36	$ 86,480.34	$ 87,865.33	$ 89,250.32	$ 90,635.31	$ 92,020.30	$ 94,790.28
34				34	$ 85,568.59	$ 86,962.51	$ 88,355.43	$ 89,748.35	$ 91,142.27	$ 92,535.21	$ 95,322.05
35				35	$ 86,045.80	$ 87,446.66	$ 88,848.52	$ 90,250.37	$ 91,652.22	$ 93,054.08	$ 95,856.79
36				36	$ 86,524.99	$ 87,934.78	$ 89,344.57	$ 90,755.36	$ 92,165.14	$ 93,574.94	$ 96,395.51
37				37	$ 87,007.16	$ 88,425.87	$ 89,843.60	$ 91,262.32	$ 92,681.04	$ 94,099.77	$ 96,937.20
38				38	$ 87,492.30	$ 88,918.96	$ 90,346.61	$ 91,773.26	$ 93,199.92	$ 94,627.57	$ 97,481.88

Educator Longevity Pay for Applicable Educators:
- at least 15 years of service but less than 20 years of service: $200 added to the annual salary;
- at least 20 years of service but less than 25 years of service: $300 added to the annual salary
- 25 or more years of service: $500 added to the annual salary
- KSD career increment payments are paid on the final pay period of December

Note: for Masters thru Doctorate columns, each step of schedule (beyond 38) will increase by an index of 0.006.

Contracts shorter or longer than 187 days are calculated by multiplying the daily rate times the actual number of contract days.

To calculate the schedule's daily rate: Take the base 187-day salary and divide it by 187 (days) to determine the daily rate.

Updated 09.04.2025

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix E –
Supplement Contract Schedule

SUPPLEMENTAL CONTRACTS

GENERAL - ALL DEPARTMENTS		
Position	2025-2026	Proposed for 26-27*
New Teacher Orientation**	$150.00	$250.00
Cafeteria Supervision	$500.00	$500.00
Mentor: First Year Collegial**	$1,000.00	$1,000.00
Mentor: Second Year Collegial**	$500.00	$750.00
Summer Curricular Work	$150.00	$200.00
ESY**	$150.00	$250.00
ELEMENTARY SCHOOL		
Position	Current	KNEA
Special Event	$100.00	$250.00
Youth Activity (per sport/activity)	$300.00	$450.00
Special Olympics*	$100.00	$500.00
MIDDLE SCHOOL		
Position	Current	KNEA
Head Football Coach	$2,361.00	$2,361.00
Head Volleyball Coach	$2,361.00	$2,361.00
Head Basketball Coach	$2,745.00	$2,745.00
Head Track Coach	$1,903.00	$1,903.00
Assistant Football Coach	$1,139.00	$1,575.00
Assistant Volleyball Coach	$1,139.00	$1,575.00
Assistant Basketball Coach	$1,845.00	$2,065.50
Assistant Track Coach	$1,060.00	$1,333.35
Special Olympics**	$100.00	$500.00
Head MSSBC	$150.00	$750.00
Assistant MSSBC		$500.00
Head Battle of the Books	$1,000.00	$1,000.00
Assistant Battle of the Books		$525.00
Math Bowl*	$1,000.00	$2,000.00
Robotics		$2,000.00
Extra Competition Weekend		$300.00
Special Event		$250.00

HIGH SCHOOL		
Position	2025-2026	Proposed for 26-27*
Head Football Coach	$3,980.00	$3,980.00
Head Volleyball Coach	$3,980.00	$3,980.00
Head Basketball Coach	$4,674.00	$4,674.00
Head Track Coach	$3,314.00	$3,314.00
Head Cheerleader Coach	$3,430.00	$3,430.00
Assistant Football Coach	$2,625.00	$2,625.00
Assistant Volleyball Coach	$2,625.00	$2,625.00
Assistant Basketball Coach	$3,012.00	$3,012.00
Assistant Track Coach	$3,012.00	$3,012.00
Assistanct Cheerleader Coach	$2,245.00	$2,245.00
E-Sports	$2,000.00	$2,000.00
Cross Country	$2,361.00	$2,361.00
Strength & Conditioning	$1,500.00	$1,500.00
Special Olympics**	$100.00	$500.00
Head Academic Bowl	$2,000.00	$2,000.00
ASL Bowl	$1,000.00	$1,000.00
Oratorical	$500.00	$500.00
Drama	$350.00	$750.00
Yearbook	$350.00	$400.00
Yearbook Editor		$350.00
Robotics	$2,000.00	$2,000.00
Head SBC/JrKAD	875/300	$1,250.00
Assistant SBC/JrKAD	610/300	$1,000.00
Freshman Sponsor		$100.00
Sophmore Sponsor		$250.00
Junior Sponsor	$100.00	$375.00
Senior Sponsor	$100.00	$525.00
Extra Competition Weekend**		$300.00
Special Event**		$250.00
*** Pending legislative appropriations & funding**		
**** More than one staff member**		

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix F – Contract Changes

Summary of Tentative Agreement for Changes to the **Professional Development Days (6 additional days for 187 contract days)**, September 3, 2025

The six (6) additional Contract Days for FY 26 would be allocated as follows: three (3) additional Instructional and Student Contact Days and three (3) additional Professional Development Days (PDD).

This change will increase the number of Professional Development Days at KSD from 9 to 12. KSD also increases the Instructional and Student Contact Days by three (3) days.

All contracts issued by KSD will be modified to require a minimum of 187 contract days. These six (6) additional days will take effect during the 25-26 school year and will be added to the end of the current school calendar. For FY 2026, if passed by the Legislature, six (6) additional days will be added at the end of the school year. These days will be utilized either as make-up days for snow closures with students present or for professional development activities.

For the 26-27 school year, the six (6) additional contract days will be built into the school calendar so that the additional days are incorporated into the school calendar and not only at the end of the school year.

One (1) of the Professional Development Days (PDD) will be recommended to the Professional Development Council to be a flex-day. This is a Pilot Program for one of the PDD in FY 26 and FY 27. The final decision for approval of the details and guidelines for a flex day will be within the authority of the Professional Development Council. The guidelines for a flex day will be determined by the Professional Development Council in accordance with the Professional Development Plan.

Eleven of the twelve PDD will be KSD directed days on campus.

For FY 2027, the calendar would include eleven (11) professional days in total, structured as follows:

One (1) preparation day at the beginning of the school year,

One (1) preparation day in January,

Three (3) Instructional student contact days, and

One (1) professional development day designated as a flex day to be determined by the Professional Development Council as described above.

This approach maintains the intent of increasing professional learning opportunities while balancing student instructional needs and preparation time for staff.

The Professional Development Council should establish guidelines to address the following considerations: subject, content, scheduling, monitoring, documenting and reporting of the flex day.

Summary of Tentative Agreement for **Supplemental Contracts, Changes to the Chart of Categories and Pay**, September 3, 2025

There is money already allocated and approved in the Fiscal Year (FY) 26 Agency Budget for Supplemental Contracts. The Supplemental Contracts Schedule with existing categories and amounts paid for FY 24-25 are contained in the spreadsheet previously circulated. The proposal presented by KNEA on 7/21/25 requests additional increases for FY 26. There is not adequate funds in the FY 26 budget to modify, alter or increase the compensation provide in the Supplemental Contract Schedule for this school year (FY 26).

KSD agrees to request additional funding for Supplemental Contracts in the FY 27 Budget Request to increase the combined pool for all Supplemental Contracts at KSD. This amount is yet to be finalized and determined.

The categories and amounts are noted on the Supplemental Contract Chart. The deadline for submission of the KSD budget is 9/15/25 for FY 27. KSD is currently working on the budget proposal and expects to have it completed on time. The budget approval process is lengthy and involved.

The Supplemental Contract Chart does not only cover positions for coaches and sponsors. The Supplemental Contract Chart includes other positions, which cover extra-curricular and academic support roles at KSD.

In the allocated and approved FY26 Agency Budget, KSD agrees to cover the $40,000.00 (approximate) cost increase for implementation of the new Inclement Weather Policy for all employees for the 2025-2026 School Year. The specific details of the Inclement Weather Policy are addressed in a separate document. Generally, the Inclement Weather Pay will be available for any qualified person to cover the required shift to provide coverage and student supervision during the school's closure due to inclement weather. This is not only for certified personnel. This will cover the additional cost for 2nd shift and overnight operations staff. The Supplemental Contract Chart will add a section for future contract pay for coverage of Inclement Pay opportunities for future coverage for the 8 positions needed when KSD follows Olathe and closes due to Inclement Weather.

The primary areas for common agreement of increase are provided in the chart previously circulated by KNEA:

a. The largest increase is the daily rate for Summer Curricular Work and Extended School Year (ESY) from $150/day to $250.00/day.
b. Amount for ASL (Bi-Lingual) Stipends.

KSD will be making a Budget Enhancement Request of $300,000.00 for FY 27 to cover the ongoing expenses associated with the three (3) one-time positions approved for FY 25-26.

c. The three positions are for Instructional Coach and Academic Support Coach;

d. The funding for these positions was only a 1-time funding allocation;
e. This is why it was advertised in the manner it was posted; and
f. An additional funding enhancement is required for the continued funding of these positions.

The Supplemental Contract Chart will also add $4,200.00 to the supplemental pay schedule. Per the salary schedule, teachers are awarded longevity pay. 14 teachers will be receiving a total of $4,200.00, and the amounts per person vary depending on years of service, between $200.00 and $500.00. (Negotiated Agreement, p. 5; §G.1-4).

KSD has modified and amended the supplemental contracts chart to account for actual changes to programs and activities. KSD invites further discussion to establish criteria and details for additional changes to the Supplemental Contract Chart:

a. Establish the minimum number of student participants to maintain a team, sport, or organization.
b. Eliminate any teams, sports, or sponsors which are outdated, not utilized, or have insufficient students to maintain.
c. Add any teams, sports, or sponsors which are new or have sufficient interest (i.e., E-sports and cross country).
d. Establish a minimum number of practices and events necessary for the coach or sponsor for each year.
e. Establish a minimum threshold of student participants which are necessary before a second coach or sponsor is added to any category.

KSD will increase the value of the supplemental contracts indicated in the Chart by an amount to be determined in the FY 27 budget request.

It is understood and agreed that any future budget request is simply a request by KSD. The ultimate authority is the Kansas Legislature. Absent extraordinary circumstances, KSD agrees to follow all appeal procedures for the budget requests described herein.

All funding for certified personnel is Subject to Appropriations and Funding.

Summary of Tentative Agreement for **ASL Stipend**, September 3, 2025

KSD intends to request an enhancement to the FY 27 Budget for an American Sign Language (ASL) Stipend.

Based upon KSD KNEA Responses to clarifying questions on 8/14/25, the proposal by KNEA for ASL Stipends of $2,500.00 per employee is intended to be narrower in scope and is not for all personnel described in the ASL Development Program. The ASL Stipend is intended to enhance retention and recruitment efforts. This ASL Stipend is only for new hires or existing personnel who have not already attained their expected level of ASL Proficiency in the ASL Proficiency and Development Program.

The "proposal" presented by KNEA is a new request which arose out of the discussion related to the ASL Proficiency Program, renamed during negotiations as the ASL Development Program. There are several existing employees who have not yet met their expected proficiency in the program. Additionally, there will be 25 new employees to KSD. The combined total of existing employees and new employees who may benefit from the ASL Stipend would be in excess of 30 people. The total number of employees who might qualify and the total appropriate amount of the stipend needs additional review and consideration. However, at this time, a conservative estimate of the cost of ASL Stipend funding is $75,000.00. This is calculated based upon a $2,500 per stipend for 30 staff members. The ASL Stipend would be one-time payments and not built into future compensation.

There are not adequate funds in the FY 26 budget to pay ASL Stipends during this 25-26 School Year. KSD will add approximately $40,000.00 for bilingual pay (also describes as an ASL stipend), to be included in the FY 27 Budget Request. This will be utilized first to recruit and attract new KSD Personnel. Any remaining funds would also be used to encourage and incentivize existing KSD employees to meet the ASL proficiency goals established for their position as set out in the ASL Proficiency Program for individual employees.

KSD will increase the value of the ASL Stipend and add the amounts requested to the Supplemental Contracts Chart by the amount approved through the FY 27 budget request. KSD has agreed to request approximately $40,000.00 for a bilingual pay stipend, to be included in the FY 27 Budget Request. Additional details will have to be worked out by the KSD Administration as to the final amount of the stipend to be paid and the criteria and qualifications for being awarded an ASL Stipend in FY 27.

The budget request will not be enough to cover the request of $2,500 for all employees of KSD during the 26-27 school year (FY 27) both from a funding perspective and from a testing/administration standpoint. The funding request would be contained within the FY 27 Supplemental Contract request; The details regarding amount ($) per employee, testing, and implementation will be determined by the Administration. Administration reserves the right to prioritize the classification of employees eligible as well as utilizing as a recruitment incentive for new hires.

It is understood and agreed that any future budget request is simply a request by KSD. The ultimate authority is the Kansas Legislature. Absent extraordinary circumstances, KSD agrees to follow all appeal procedures for the budget requests, as described herein.

All funding for certified personnel is Subject to Appropriations and Funding.

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix G –
Staff ASL Development Proficiency

DRAFT COUNTER PROPOSAL (8/18/2025)

~~Expected~~ KSD Staff ASL Development Program ~~Proficiency~~

~~Policy~~ Program Rationale

The Kansas State School for the Deaf (KSD) is a highly specialized school designated by state statute for the education of students who are Deaf and Hard-of-Hearing across the state. It is the mission of KSD to ensure that all students we serve achieve their full potential in an accessible, **language-rich** setting ~~environment~~. Combined with the core belief in full access to both American Sign Language (ASL) and English, it is vital that all staff members have some minimum competency in ASL. Decisions regarding what minimum level of competency is expected are based on how much contact each position has with Deaf/Hard-of-Hearing students, staff, and community members within both our campus-based programs as well as our Outreach services. ~~The expected proficiency chart begins on page 2.~~

The Staff ASL Development Program is guided by a collaborative committee with representatives from the following: Superintendent's Office, Human Resources, Bilingual Department, and the Interpreting Department. The Staff ASL Development Program should be viewed as complimentary to the gracious encouragement from colleagues within an employee's home department. Home departments should keep in mind that as an employee learns new vocabulary from KSD provided staff ASL classes, language variations (i.e. regional or personnel differences) may be demonstrated, as well as the common error of learning one sign for a word that may not be conceptually accurate when used in another context. Please provide gentle corrections in those instances.

The ASL level standards as delineated later in this document should be read as what is expected of an employee in said position either upon hire or within three (3) years of start date.

- Upon successful achievement of the ASL level standard, an employee may be eligible for an ASL Proficiency Stipend
- If at the conclusion of the three-year period an employee has not yet met that standard, the following review shall occur in consultation with the employee's supervisor:
    - Results of the initial, mid-cycle, and end-of cycle diagnostic assessments are reviewed for progress
    - The number of ASL classes and other ASL learning opportunities provided by KSD, including employee attendance rate
    - Employee provided evidence of participation in non-KSD ASL learning opportunities
    - Employee performance evaluations
    - A decision will then be made to either extend employment with an extended timeline to gain proficiency, or terminate employment based on the totality of an employee's job performance

Roles and Responsibilities

Superintendent's Office: The Superintendent or designee provides school-wide oversight regarding the implementation of the Staff ASL Development Program. This may include but is not limited to the organizational structure and budgetary discretion of the program.

Human Resources: Human Resources communicates with the Bilingual and Interpreting Departments for the following purposes:

- Inform of new hires
- Facilitate scheduling of the initial ASL Diagnostic Assessment during the hiring process
- Inform of employees leaving KSD's employment

DRAFT COUNTER PROPOSAL (8/18/2025)

Bilingual Department: The bilingual department is responsible for providing ASL Diagnostic Assessments in coordination with the Interpreting Department and Human Resources as follows:

- August - May: any assessment (initial, mid-cycle, end of cycle)
- Results:
  - Proficiency Score only: is communicated with Human Resources along with a statement of whether the employee meets the standard for their position or is being referred for ASL Classes
  - Proficiency Score, scoring rubric and a minimum of two skill focus recommendations: are communicated directly with the employee, and with the ASL Instructor
  - Assessment video recording: reviewed by the ASL Instructor prior to initial meeting with the employee; can be reviewed with the employee upon employee request with either the Bilingual Specialist or the ASL Instructor
- Assessment materials/archives:
  - The Bilingual Department is responsible for regularly reviewing and revising the assessment materials and assessment protocol
  - The Bilingual Department is responsible for training all assessors and ensuring fidelity to the assessment protocol
  - The Bilingual Specialist maintains an archive on a rolling 3 year basis of:
    - The hard copies of scoring rubrics
    - Digital copies of scoring rubrics
    - Video recordings of the assessment as given

Interpreting Department: The ASL Instructor for staff is also a certified deaf interpreter, or is actively working towards such credential, and therefore reports to the Interpreter Coordinator.

- The Interpreter Coordinator:
  - Provides administrative support and supervision to the ASL Instructor;
    - this includes maintaining knowledge of staff currently participating in KSD provided ASL classes,
    - facilitating periodic reviews of the program,
    - participating on the program's guidance committee
    - serving as the initial point of contact for employee grievances regarding the program
- The ASL Instructor:
  - Has received training by the Bilingual Department as an ASL Diagnostic Assessor
    - Provides initial assessments only
    - Is the primary assessor during the June - July hiring months
    - Will follow the same communication protocol as the Bilingual Department (as stated above) when conducting an initial assessment
  - Communicates with the Bilingual Specialist in order to facilitate scheduling the mid-cycle or potential exit assessment either upon employee request or in consultation with the employee
  - Meets with employees on an individual basis as follows:
    - For initial placement into ASL classes
    - To review assessment performance (initial or mid-cycle)
    - At the beginning of each subsequent year (August) that an employee remains in the program
    - Any time upon employee request
  - Schedules group classes or individual tutoring in coordination with employees
    - Classes:
      - are grouped based on employee availability

DRAFT COUNTER PROPOSAL (8/18/2025)

        - While this means any given class may have a range of ability levels, it is the committee's belief that a group environment contributes to more opportunity to practice and engage with class content
            - Due to the range of ability in any given class, KSD provided classes will be different than taking an ASL class provided by a post-secondary institution
    - At least 1 total hour of class time is offered per employee per week
        - This may be scheduled as:
            - One 1-hour class
            - Two 30-minute classes
            - One 30-minute class, and one 30-minute 1-1 consultation in the instructor's office
            - One 30-minute class, and one 15-minute observation in the employee's daily environment, followed by a scheduled same-day 15 minute debrief to review language observations
    - ASL tutoring may be scheduled upon employee request in similar fashion to the above stated class times for employees who wish to pursue an academic credit-bearing ASL course in lieu of the KSD Staff ASL classes
    - ASL Enhancement classes are available upon request for employees who have met standards, but wish to continue their learning with supervisors' permission
    - Cancellations may occur due to instructor illness/emergency; or due to employee cancellations
        - In cases of prolonged instructor absence, the Interpreter Coordinator with guidance from the program committee will make every effort to find a substitute instructor in a timely manner
    - Make-up classes: historically, make-up classes are difficult to schedule within the same week
        - If a class is cancelled by the instructor, content will be continued at the next scheduled class time
        - If an employee misses a class, then they will be provided the times of other classes being held that week, or the option of scheduling a 1-1 tutor session with the instructor either that week or the following week.
- Initiates Curriculum selection and development in consultation with the program committee
- Prepares for classes in such a manner as to incorporate employees goals within the curricular framework
- Communicates successful completion of the ASL Development Program with the employee, their supervisor, and Human Resources upon receipt of an updated ASL Diagnostic Proficiency Score that meets or exceeds the standard requirements
- Brings concerns about individual situations to the attention of the Interpreter Coordinator following supervisory chain of command; together they will either find a resolution, or further escalate the concern to the full committee
- Brings concerns regarding the structure of the program to the attention of the program committee

DRAFT COUNTER PROPOSAL (8/18/2025)

Employee: Employees hired since August 2023 are expected to take the ASL Diagnostic Assessment or provide evidence of a comparable ASL assessment (See Appendix C) taken within the last three years as part of their hiring process, either prior to an offer or within 60 days of start date.

An employee:

- Who does not meet standard requirements as outlined later in this document is required to either participate in the KSD Staff ASL Development Program or provide evidence to the Director of HR of participation in a non-KSD ASL course/learning opportunity
- Who chooses to participate in an academic credit-bearing ASL course may request ASL tutor support from the ASL Instructor
- Must complete mid-cycle and end-of cycle (as needed) diagnostic assessments
- May request a mid-cycle assessment at any time in consultation with the ASL Instructor
- May exit the program before the end of the stated three year cycle upon successfully passing the mid-cycle assessment with a score that meets or exceeds the standard requirement for their position
- In consultation with their supervisor, may add an ASL skill goal to their annual performance evaluation

Supervisors: It is the responsibility of a supervisor to provide ongoing support and encouragement to employees as they develop their ASL skills. Additionally:

- The Staff ASL Development committee strongly encourages supervisors to add an ASL skill goal to an employee's annual performance evaluation if they are a participant in this program
    - If you need assistance in drafting said goal, please contact either the Bilingual Specialist or the ASL Instructor
- If an employee brings concerns about the program to your attention, please refer the employee to the grievance section of this policy
    - A supervisor may offer to join a meeting with the employee at the level that the employee schedules a meeting with the Interpreter Coordinator, or when meeting with the Superintendent and Human Resources

Grievance Procedure

If an employee feels they are not getting adequate instruction/support from the Staff ASL Development Program classes they have a responsibility to follow the escalation procedures as outlined here:

1. Request a 1-1 meeting with the ASL Instructor to address their concerns
    a. If a meeting is not scheduled within 2 weeks of the request, then send a request for a meeting to the Interpreter Coordinator as the immediate supervisor of the ASL Instructor
2. After meeting 1-1 with the ASL Instructor, allow 3 class periods for any changes to be implemented
    a. If no changes are made by the third class period following the meeting with the instructor, send a request for a meeting to the Interpreter Coordinator as the immediate supervisor of the ASL Instructor
3. After meeting 1-1 with the Interpreter Coordinator, again allow 3 class periods for changes to be implemented
    a. If no changes are made by the third class period after meeting with the Interpreter Coordinator, send a request for a meeting to the Superintendent and Human Resources

DRAFT COUNTER PROPOSAL (8/18/2025)

Diagnostic Instrument

The bilingual department at KSD developed an in-house ASL diagnostic instrument based on known types of competencies expected in fluent ASL signers. The assessment is videotaped, and scored using a 10 item rubric–9 items are related to expressive skills, and 1 item is focused on receptive language comprehension. The rubric is included as an appendix at the end of this document. Raw scores can range from 0 to 50. Raw scores are then converted to a proficiency score using the following conversion chart:

Raw Score Range	Proficiency Score
0-9	**0**
10-20	**1**
21-28	**2**
29-36	**3**
37-43	**4**
44-50	**5**

DRAFT COUNTER PROPOSAL (8/18/2025)

~~Expected~~ ASL Skill Level Standards ~~Proficiency~~ by Department & Position

*Rationale Levels correspond to amount of contact with DHH people who sign
High Contact = A; Medium Contact = B; Low Contact = C
These skill level scores are what is expected either at hire or within 3 years of hire

Superintendent's Office:

Positions:	ASL Skill Level Standard	*Rationale
Superintendent	5	A
Executive Secretary	3	B

Human Resources:

Positions:	ASL Skill Level Standard	*Rationale
Director	3	B
HR Professional	3	B

Business Office:

Positions:	ASL Skill Level Standard	*Rationale
Director of Finance	3	B
Accountant	2	C
Accounting Specialist	2	C
Procurement Officer	3	B

Information Systems:

Positions:	ASL Skill Level Standard	*Rationale
Director of Information Systems	3	B
Information Systems Specialist ~~Instructional Technology Coordinator~~	4	A

Network Specialist	4	A
Technology Support Technician	3	A ~~B~~

Interpreting Services:

Positions:	**ASL Skill Level Standard**	***Rationale**
ASL Interpreter Coordinator	5	A
ASL Instructor/Deaf Interpreter	5	A
Interpreter	5	A
Substitute Interpreter	4	A

Operations:

Positions:	**ASL Skill Level Standard**	***Rationale**
Chief of Operations	2	C
Director of Operations	3	B
Supervisor/administrator	3	B
Housekeeping		
Custodial Specialist	1	C
Maintenance		
Lead-Operations Technician	3	B
General Maintenance & Repair Technician	2	C

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Operations (continued):

Positions:	ASL Skill Level Standard	*Rationale
Nutrition Services		
Director of Nutrition Services	3	B
Food Service Supervisor	3	B
Cook	~~3~~ 2	C
Food Service Worker	3	B
Kitchen Assistant	3	B
Special Assistant	2	C
Security		
Lead Safety Specialist	3	B
Facility Security Officer	3	B

Student Life:

Positions:	ASL Skill Level Standard	*Rationale
Dean of Student Life	4	A
Senior Administrative Specialist	4	A
Activity Coordinator	4	A
Coach	4	A
Supervisor–Dormitory Teacher	4	A
Dormitory Teacher	4	A
Residential Advisors	4	A
Dormitory Substitute Teacher	4	A

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Instructional:

Positions:	ASL Skill Level Standard	*Rationale
Principal	4	A
Senior Administrative Specialist	4	A
Curriculum Assessment Coordinator	4	A
Bilingual Specialist	5	A
Language Facilitator	4	A
Teacher: ASL & Deaf Studies	5	A
Teacher	4	A
Teacher: Long Term Sub	4	A
Teacher: Art	4	A
Teacher: Early Childhood	4	A
Teacher: Elementary	4	A
Teacher: KSTAR	4	A
Teacher: Librarian	4	A
Teacher: PE	4	A
Teacher: Secondary	4	A
Teacher: Transition & Dual Placement	4	A
Substitute Teacher	4	A
Paraprofessional	4	A
1:1 Paraprofessional	4	A
Substitute Paraprofessional	4	A
Job Coach	4	A

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Outreach & Related Services:

Positions:	**ASL Skill Level Standard**	***Rationale**
Director of Outreach & Related Services	4	A
Senior Administrative Specialist	4	A
Administrative Assistant	3	B
Health Center		
Registered Nurse Supervisor	3	B
Registered Nurse	3	B
Licensed Practical Nurse	3	B
Outreach		
Teacher: ASL Live!	5	A
Teacher: Parent & Deaf Mentor	4	A
Deaf Mentor	4	A
Family Signs Kansas Coordinator	4	A
Family Signs Kansas (instructor)	4	A
Outreach Consultant/LAP Specialist (ASL)	~~3~~ 4	B
Outreach Consultant/LAP Specialist (English)	3	B
LAP-DHH Coordinator	4	A
~~LAP~~ Early Intervention Specialist (Sound START - ASL)	4	A
Early Intervention Specialist (Sound START - English)	3	B
Sound START Coordinator	4	A

DRAFT COUNTER PROPOSAL (8/18/2025)

Outreach & Related Services (continued):

Positions:	ASL Skill Level Standard	*Rationale
Related Services		
Audiologist	3	B
Speech-Language Pathologist (Campus-based)	4	B
Speech-Language Pathologist (Outreach)	3	B
Occupational Therapist	3	B
Part-Time Physical Therapist	3	B
Physical Therapy Assistant	3	B
Psychologist	5	A
Social Worker-academic	5	A

DRAFT COUNTER PROPOSAL (8/18/2025)

Appendix A: Proficiency Score Descriptions

0 No Functional Skills:

Does not communicate visually except for iconic gestures with or without spoken English. May or may not use some fingerspelling to communicate. It is much easier to communicate using written English or by texting. Use of an interpreter is required for all business matters.

1 Novice:

Uses 1-3 signs and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary is primarily related to everyday work and/or social areas such as basic work-related signs, time, calendar, and greetings signs. Production and fluency is characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations. Use of an interpreter is required for all business matters.

2 Survival:

Discusses basic social and work topics with responses generally 1-to-3 sentences in length. Has some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing. Use of an interpreter is required for all business matters.

3 Intermediate:

Discusses with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences. Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign mis-productions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed. Use of an interpreter is required for highly-academic content.

4 Advanced:

Has generally shared conversations with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features, and comprehension is good for normal signing rate. Uses some English syntactical features when translating English text.

5 Superior:

Has fully shared conversations, with in-depth elaboration for both social and work/educational topics with both familiar and unknown children and adults. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate. Story-reads texts effortlessly.

DRAFT COUNTER PROPOSAL (8/18/2025)

Appendix B: Assessment Rubric

KSD ASL Diagnostic Assessment Form A B (Circle one)

Candidate: **ASL Diagnostician:** **Date/Time:**

Skill	Superior	Advanced	Intermediate	Survival	Novice	No Skills	Total
	5	4	3	2	1	0	
ASL Production (Only Expressive Signs)	Correctly uses all 5 parameters; native-like; in-depth elaboration	Some errors in 1 of 5 parameters; near-typical rate; spontaneous elaboration	Some errors in 2 of 5 parameters; moderate rate; some repetition & clarification needed	Some errors in 3- 4 of 5 parameters; slow signing rate; uses a few, short sentences	Consistently demonstrates errors in all 5 parameters; very slow sign rate	Does not communi-cate through signs	/5
Fingerspelling Production (Only FS)	Fluent, correct FS including full command of lexicalization	Average speed with errors; uses many lexicalized signs	Slow, but steady production; uses a few common FS or lexicalized signs	A few letters blend together, but no lexicalization	Spells letter by letter with errors in palm orientation; no lexicalization	Uses/ copies only a few letters	/5
Breadth of ASL Vocabulary Use	Full variety of vocabulary from social to academic; uses tier 2 and 3 signs	Perpetuates conversations on social and academic topics; accurate signs	Expresses 3-5 sentences using everyday/basic ASL vocabulary with some errors	Expresses 3-4 signs per phrase; 250-500 sign vocabulary range; numerous errors	Uses same, simple vocabulary; typically 1-2 signs per phrase; 150 signs in bank	Knows only a few, random signs or gestures	/5
ASL Syntax (Word/Sign Order)	Uses Rh-?, topicalization, IF-THEN, verb/noun modification, topic continuation	Uses a 70/30 mix of ASL syntax and English syntax	Uses a 50/50 mix of ASL syntax and English syntax	Uses a 30/70 mix of ASL syntax and English syntax	Signs in English word order; uses English mouthing, or uses Sim-Com	No syntax displayed; lacks vocabulary to create utterances	/5
Classifier (CL) Variety	Uses all 8 CL types fluently; uses topic continuation; NMM perfectly align	Uses all 8 CL types at a limited level, and has some errors	Uses basic DCL, ECL, BPCL, and PCL, and more advanced SCL, ICL, LCL, and BCL	Uses basic semantic, instrument, locative, and body CL with some errors	Uses a few iconic CL through gesturing/ signing	Uses no classifiers or iconic signs that look like CL	/5
Spatial Set-up (Use of Space)	Opens stories with scenery; correct use of space for CL	Use of spatial set-up is correct about 75% of the time	Use of spatial set-up is correct about 50% of the time	Use of spatial set-up is correct about 25% of the time	Use of spatial set-up is correct less than 10% of the time	No use of space in describing/ narration	/5
Role-Shifting (Characters' Actions=CA and Dialogue=CD)	Seamlessly uses CA and CD with correct eye gaze and transitions	Use of CA/CD is correct about 75% of the time	Use of CA/CD is correct about 50% of the time	Use of CA/CD is correct about 25% of the time	Use of CA/CD is correct less than 10% of the time	Uses no CA, CD, eye gaze, transitions	/5
Linguistic Non-Manual Markers (Face, Head, and Body)	NMM are correct for adjectival and adverbial use for CL and also for questions	Use of NMM is present and correct about 75% of the time	Use of NMM is present and correct about 50% of the time	Use of NMM is present and correct about 25% of the time	Use of NMM is present and correct less than 10% of the time	No NMM use, or uses only English mouthing	/5
ASL Fluency (Flow/Speed)	Minimal mistakes in vocabulary use; steady and fluent rate of speed	Clear, accurate production of signs and FS at typical signing rate	Clear, moderate signing rate with some sign errors	Slow signing rate with some repair strategies	Searches for signs; lots of pausing, stuttering, sign-production errors; no self-repair	There is no flow with signs used	/5
Receptive ASL Ability (Comprehension)	Comprehends all content at normal-signing rate	Around 80% comprehension of normal signing rate	Around 60% comprehension; some rephrasing, repetition needed	Around 40% comprehension of slow-to-moderate signing rate	20% or less comprehension of slow-to-moderate signing rate	0% comprehen sion of slow signing rate	/5
Total:							/50

- A score of zero means that there are roughly no functional skills in ASL.

Comments:

DRAFT COUNTER PROPOSAL (8/18/2025)

Appendix C: Comparable ASL Assessments

New employees that have been assessed with the SLPI or equivalent assessment within the previous three years may be waived from the KSD ASL Diagnostic assessment with satisfactory documentation.

Satisfactory documentation includes prior evaluation using the SLPI, the American Sign Language Proficiency Interview (ASLPI), and/or the Signed Communication Proficiency Interview (SCPI); if an employee does not have an assessment with one of these instruments, they may submit any other type of documentation the employee believes substantiates that they have achieved the proficiency level required at hire. The Staff ASL Development Program Committee will determine whether an alternate type of documentation is adequate.

INSTRUMENT						
KSD ASLDx	0	1	2	3	4	5
SLPI	No Functional Skills	Novice	Survival	Intermediate	Advanced	Superior
SCPI	No Functional Skills	Novice	Survival	Intermediate	Advanced	Superior
ASLPI	0	1	2	2+ // 3	3+ // 4	4+ // 5

Professional Agreement

Between

Kansas School for the Deaf NEA

and

Kansas State Board of Education

August 1, 2025 – July 31, 2027

Appendix H –
Inclement Weather Policy

Proposal: Alignment with Olathe Public Schools for Weather-Related Closures

Kansas School for the Deaf (KSD) – Inclement Weather Closure Policy

KSD will align with Olathe Public Schools when determining weather-related closures to ensure consistency, safety, and operational efficiency. If Olathe Public Schools closes due to severe weather, KSD will also close on the same day. These days will not count as instructional days and will be treated as non-school days.

Dormitory Students

The Superintendent and her team will monitor impending severe weather to decide whether dormitory students should remain on campus or be sent home. This decision will be based on the timing and expected severity of the storm. Residential students will remain in the dormitories during closures if appropriate supervision can be maintained. When students remain in the dorm during the 2nd shift, approximately eight staff members will be needed to cover supervision. Dorm staff coming during 1st and 3rd shift will also be compensated

Compliance and Instructional Time

KSD's academic calendar includes a three-day buffer for weather-related closures. These days will not require make-up. If closures exceed three days, additional instructional days will be added to the 2025–2026 school year calendar as needed.

Staff Compensation

- If KSD closes due to inclement weather, all employees will be compensated without using their leave.
- Staff who are responsible for supervising dormitory students during closures will be interviewed and selected throughout the year based on availability, qualifications, and ability to meet student needs.
- Selected staff will participate in training to ensure they are prepared for their roles during such events, including emergency procedures, communication protocols, and student safety measures.
- Each selected staff member will be paid a flat rate of $150 per shift during weather-related closures.
- Expectations and responsibilities during closures will be communicated in advance to ensure preparedness.

Conclusion

This policy provides clarity for families and staff, supports student safety, and ensures fairness for employees while maintaining consistency with our local district.

Mark Ferguson

From: Nancy Frazier <nanfrazier@gmail.com>
Sent: Monday, December 22, 2025 5:39 PM
To: Mark Ferguson; LUANNE BARRON; michelle.dombrosky@ksde.gov; amorrison@kansasdeaf.gov
Cc: Kelly Grove; Wright,.Jonathan
Subject: KSD NEA ratification vote

Hello Mark Ferguson, Superintendent Barron, Board Member Dombrosky and Alicia Morrison

The KSD NEA's negotiations team carried out a ratification vote this last week.

After we verified the list for the Bargaining Unit, we found that one individual had left KSD and 4 new educators, who based on the criteria in the Negotiated Agreement, are also now members of the Bargaining Unit.

We took the final counteroffer that was presented to our team on November 18 to the entire Bargaining Unit at KSD to a vote and it has passed.

A majority of the Bargaining Unit members cast a ballot in the ratification vote. A majority of those who cast a ballot voted YES to ratify the last counteroffer.

Please let us know the next steps now that the Bargaining Unit has ratified the agreement.

Thank you

Nancy Frazier

KSD NEA President

--
~Nancy Frazier~

Professional Agreement

Between

Kansas School for the Deaf NEA

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Kansas State Board of Education

August 1, 2025 – July 31, 2027

out the detailed and complex process, the published budget, review, approval and appropriations process is in the sole purview of the School and is not incorporated into this Negotiated Agreement, except to the extent the current Negotiated Agreement depends upon the Supplemental Budget Request Plan of KSD.

The process is referred to generally for transparency and explanation of the current procedure for budget preparation, request, approval and appeal.

Article 15. Protocols and Accessibility

The Parties agree that, prior to each negotiation session, they will meet to discuss and agree upon protocols and methods to ensure the sessions are fully accessible to all participants and provide for successful meetings. This includes discussing arrangements for scheduling, physical space, room layout, agenda preparation, recording, minutes, interpretation services, material sharing, use of technology, distribution of written materials and any other topics necessary to meet the needs of all individuals involved (accommodating ASL and English speakers).

Article 14. Duration

This shall be a two-year agreement. **From August 1, 2025 to July 31, 2027.**

Print Name:_____ **Date:** _____
Kansas State Board of Education Chair

Print Name:_____ **Date:** _____
KSD NEA President

Agenda Number: **4 k.**

Meeting Date: **1/13/2026**

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

Item Title: TCLISSP notification for Saint Boniface Academy and Center for Behavioral and Academic Research, both in Wichita, to participate in the TCLISSP. (IO)

From: Sherry Root

One private school, *Saint Boniface Academy,* Wichita, KS, **meets the requirements** and this is to ***notify the Kansas State Board of Education*** of their intention to participate in the Tax Credit for Low Income Students Scholarship Program (TCLISSP).

One Scholarship Granting organization, *Center for Behavioral and Academic Research (CBAR)* of Wichita, KS, **meets the requirements** and this is to ***notify the Kansas State Board of Education*** of their intention to participate in the Tax Credit for Low Income Students Scholarship Program (TCLISSP).

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), 72-4351 (ksrevisor.org) et al, requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Deborah Bremer		Randy Watson		

Item Title:

Act on Kansas School for the Deaf Task Force Recommendations

Lisa Karney

State Board members Haas, Dombrosky and New

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Kansas School for the Deaf Task Force as presented.

Explanation of Situation Requiring Action:

List of suggested focus areas / recommend to the State Board:

1. Reading (appropriate instruction methodology for deaf students), Math

2. KESA Strategic Plan as a guiding document (incorporating or looking to CEASD work)

3. Transition Goals & Focus (after graduation)

4. Teacher Pipeline & Retention (review/revise Deaf Education licensure, particularly in comparison to other states, as well as accreditation for KS higher education)

5. KSDE role (update KSDE website, make parent resources more accessible, elevate parents' rights, IEP information, and Families Together)

Agenda Number: 8

Meeting Date: 1/13/2026

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

Item Title: Presentation: RISE program developed by Great Bend USD 428 and ESSDACK Service Center

From: Deborah Bremer

Mrs. Kelsey Sciacca, Principal at Park Elementary School in Great Bend, will present details on the RISE program that her school is using to facilitate positive student behaviors.

From the Great Bend Post: May 15, 2025

USD 428 board approves new R.I.S.E. program at Park Elementary

Barton County Special Services Director Ashley Riley and Park Elementary Principal Kelsey Sciacca present information about R.I.S.E. at Monday's USD 428 Board of Education meeting.

By MIKE COURSON
Great Bend Post

A new R.I.S.E. program in USD 428 was presented as a first-read item on Monday's board of education agenda with no vote expected. The board was so impressed with the idea behind the program that a vote was held and the program was approved. Barton County Special Services Director Ashley Riley explained how the Resilience, Inspire, Self-Empowerment program works.

"The R.I.S.E. program focuses on relationships, instruction, safety, and emotional well-being," she said. "It is an alternative to out-of-school suspension (OSS). Focusing primarily on elementary schools, we have had a number of students who have received OSS due to behaviors. This keeps them in school although in an alternative setting. It keeps them working on their work, and it keeps them progressing. It also focuses on some social-emotional as well."

The district will work with Educational Services and Staff Development Association of Central Kansas (ESSDACK) to set up the tiered program. Level one is a "bare-bones" setting to incentivize the student to progress through the levels. Levels two through four will provide more access to items. Once students reach level four, staff will work toward reintegration back into the classroom. The program will initially be used only at Park Elementary School, and Principal Kelsey Sciacca explained how integration works." If a student was coming back on Monday - let's say they had been at this program for a week - we would meet on Friday with the team from our school," she said. "That would be our student-family advocate, their assistant, myself, and their classroom teacher because that classroom teacher is key to helping

them integrate. We want them to understand what they've gone through and learned in levels one, two, three, and four."

The board of education approved the project at a one-time cost of $13,600, which includes the framework for the program, curriculum, and training. The program will be housed at the old Washington Elementary building. Additional costs could be incurred if the program is added at other schools and on-site training is required.

Agenda Number: 8.5

Meeting Date: 1/13/2026

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: Legislative Report - Frank Harwood (IO) 30 min

From: Sherry Root

The Kansas Legislature convenes on Monday, January 12, 2026, to begin its annual session. Dr. Harwood will briefly report on any committee assignment changes or other pertinent information during his update to the Board members.

Agenda Number: 8

Meeting Date: 1/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Agenda Number: 9

Meeting Date: 1/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION
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Topeka, Kansas 66612-1212
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Item Title: Dyslexia Definition Update and Kansas Dyslexia Initiatives "From Policy to Practice"

From: Dr. Laurie Curtis

From Policy to Practice: Kansas Dyslexia Initiatives

This presentation will continue (from the December presentation) to provide an overview of the basics of KSDE Literacy Initiatives, specific to dyslexia and practices that occur in our schools to identify students who are at risk for reading difficulty. This will include an overview of the protocols and expectations for screening, diagnostic assessments, instruction, and intervention and how these initiatives are supported by our KESA School Improvement Model.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/13/2026**
Deborah Bremer		Randy Watson		

Item Title:

Action item to approve State Board Policy language change for the approval threshold

Recommended Motion:

It is moved that the Kansas State Board of Education approve the change for the approval threshold of discretionary grants or contracts that are required to have state board approval from $10,000 to $25,000 and add this to the State Board Policy Manual.

Explanation of Situation Requiring Action:

In June the Kansas State Board of Education approved this motion:

TUES 8c. Raising Threshold for Grants and Contracts
Mrs. Arnold moved that the Kansas State Board of Education direct the policy committee to draft proposed language for a policy that would raise the threshold from $10,000 to $25,000 for discretionary grants or contracts that are required to have state board approval. Mr. Porter seconded the motion. Motion carried 7-2-1 with Mr. Zeck and Mrs. Potter voting no, and Mrs. Dombrosky present not voting.

In response, the Board Policy Committee has drafted the following proposed language for grants or contracts that are required to have state board approval:

Policy: Required State Board Approval for Contracts and Grants

Policy Type: Board-Staff Linkage

Subject to the exceptions outlined below, the Commissioner may not enter into a contract or issue a grant with a value of $25,000 or more without the prior approval of the State Board.
A. For the purposes of this policy, a contract is defined as a written legal agreement to procure services for or on behalf of the State Department of Education. A grant is defined as a discretionary grant provided to local education agencies. It does not include state or federal aid to local education agencies that is distributed in accordance to a formula.

B. The following will not be subject to the requirement for prior approval from the State Board, but must follow all other applicable prior approval requirements:

a. State Department of Education overhead costs, including office rent, hardware, software, office supplies, and other similar costs that are necessary to operate the Department.

b. State Department of Education employee travel.

c. Costs associated with conferences, training, and other meetings sponsored by the State Department of Education.

d. Commodities purchased by the State Department of Education, such as books, food, and gasoline.

Agenda Number: 11

Meeting Date: 1/13/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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(785) 296-3201
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Item Title: Honoring the 2026 Superintendent of the Year Dr. Reginald Eggleston

From: Deborah Bremer

Geary County Schools USD 475 is proud to announce that Dr. Reginald Eggleston, Geary County Schools USD 475 Superintendent of Schools, was named the 2026 Kansas Superintendent of the Year by the Kansas School Superintendents' Association on Monday morning.

"I am truly honored and humbled to receive this award. I would like to express my sincere gratitude to God, my staff and to everyone across USD 475 for their dedication and commitment to making a positive impact on our students' education, daily. This recognition would not be possible without their hard work and support. It is truly meaningful to represent not only our district, but also the state and public education as a whole," said Eggleston.

By being named the 2026 Kansas Superintendent of the Year, Eggleston will be honored alongside fellow finalists Dr. Jessica Dain of Piper USD 202 and Jamie Rumford of Scott County USD 466 at the 2026 Superintendent of the Year Gala on Thursday, Nov. 13 in Wichita.

As the 2026 Kansas Superintendent of the Year honoree, Dr. Eggleston's application will now be submitted to the AASA, The School Superintendents Association, for consideration as the 2026 National Superintendent of the Year.

Dr. Eggleston has served as the Superintendent of Schools in USD 475 every year since 2019. During his tenure, Dr. Eggleston has overseen transformative initiatives that address the academic, social and emotional needs of all USD 475 students.

Under his leadership, USD 475 has received several distinctions and accolades, which demonstrate his commitment to educational excellence. His strategic vision includes robust financial planning and community partnerships, ensuring sustainable success and equity for over 7,000 students and 1,300 employees.

Dr. Eggleston is a Colonel in the Army Reserves with over 30 plus years of military experience.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

Act on educator preparation provider standards for Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12.

Explanation of Situation Requiring Action:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12, and crosswalks showing changes from the 2015 Technology and Engineering Education and 2001 Visually Impaired Education preparation standards, respectively. Staff and representatives from the standards revision committees will explain the process, present the standards and answer questions. These revisions were presented to the December 2025 State Board agenda as a Receive item.

DRAFT

Kansas Licensure Standards for Technology & Engineering Education Preparation Programs Grades 6-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the Nature and Characteristics of Technology and Engineering.

Function 1: The teacher demonstrates an understanding of the nature and characteristics of Technology and Engineering.

Content Knowledge (CK)

1.1.1 CK The teacher understands technology and engineering education, technological and engineering literacy, and the characteristics and scope of technology–its role in human adaptation to the natural world, its development, direction, commercialization, and rate of growth.
1.1.2 CK The teacher understands the relationships among technologies and the influences and connections with other disciplines (e.g., STEM) –integration, interactions, interrelationships, technological development, technology transfer, invention and innovation, knowledge protection and patents, and advancements.
1.1.3 CK The teacher understands the concepts presented within the universal systems model and how it is utilized within each technological area.
1.1.4 CK The teacher understands the development of inventions and innovations – their influences and outcomes.

Professional Skills (PS)

1.1.5 PS The teacher communicates solutions verbally or by constructing physical, graphic, or mathematical models.
1.1.6 PS The teacher applies knowledge and skills regarding diverse technological systems to solve practical problems.

Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the Core Concepts of Technology and Engineering and how to Integrate Knowledge, Technologies, and Practices.

Function 1: The teacher demonstrates an understanding of the core concepts of Technology and Engineering.

Content Knowledge (CK)

2.1.1 CK The teacher knows technological and engineering systems as interrelated components (e.g., inputs, processes, outputs, and feedback) that are designed collectively to achieve desired goals.
2.1.2 CK The teacher knows technology and engineering resources (or inputs), including tools and machines, materials, capital, knowledge, energy, time, and people.
2.1.3 CK The teacher understands the development of criteria, constraints, and opportunities during the design process and how these factors affect solutions.
2.1.4 CK The teacher understands the core concepts of technology–systems, resources, requirements, optimization and tradeoffs, processes, and controls.

Professional Skills (PS)

2.1.5 PS The teacher applies the universal systems model within the learning environment.
2.1.6 PS The teacher applies optimization as an iterative process or methodology of designing or making a product, process, or system that is functional, efficient, safe, and effective.

Function 2: The teacher demonstrates an understanding of how to integrate knowledge, technologies, and practices.

Content Knowledge (CK)

2.2.1 CK The teacher understands and can apply interdisciplinary knowledge (e.g., STEM) to develop technological products that serve the needs of all students.
2.2.2 CK The teacher knows impacts of technological and engineering systems.
2.2.3 CK The teacher understands how advancements in knowledge, technologies, and practices may impact or enhance the iterative process of innovation.

Professional Skills (PS)

2.2.4 PS The teacher develops and uses curricula that encourage students to see, question, and interpret technological ideas from diverse perspectives.
2.2.5 PS The teacher applies mathematical and scientific principles as they relate to technological systems.

Standard 3: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the History and Impact of Technology and its Relationship with Society.

Function 1: The teacher will demonstrate an understanding of impacts of technology.

Content Knowledge (CK)

3.1.1 CK The teacher knows the impact of technology and engineering on social institutions (e.g., the family, community interaction).
3.1.2 CK The teacher understands the positive and negative impacts of technology, in development, production, and use (e.g., intended/unintended, desirable/undesirable).
3.1.3 CK The teacher understands ways to decrease the negative impact of technological systems and processes (e.g. by reducing resource inputs, reducing waste, recycling), and knows how to evaluate trade-offs with respect to different approaches.
3.1.4 CK The teacher knows how to assess and evaluate how technologies alter human interactions, health, and capabilities.

Professional Skills (PS)

3.1.5 PS The teacher identifies the positive and negative effects of technology on social institutions and the environment.
3.1.6 PS The teacher creates activities that clarify the relationship between technology, social institutions and the environment.

Function 2: The teacher will demonstrate an understanding of the history of technology.

Content Knowledge (CK)

3.2.1 CK The teacher understands critical changes in technology and its influence throughout the different periods of human history (e.g. the Iron Age, the Industrial Revolution, and the Information Age).
3.2.2 CK The teacher understands the influence that significant technological inventions and innovations have had on human history and on today's world.
3.2.3 CK The teacher understands how to use past and present technological developments to discover trends and to predict possible future developments and their effects.

Professional Skills (PS)

3.2.4 PS The teacher develops and uses technology-based activities to help students understand technology as a knowledge base that is historical, current, and futuristic in nature.
3.2.5 PS The teacher demonstrates how technology has been a powerful force in reshaping the social, cultural, political, and economic landscapes throughout history.

Function 3: The teacher will demonstrate an understanding of influence of society on technological development.

Content Knowledge (CK)

3.3.1 CK The teacher understands the role of society and how various factors (e.g. marketing, economics, environment) affect invention, innovation, and technology development.
3.3.2 CK The teacher understands how the use of technology, is influenced by society's needs and wants, its values and interests, as well as its demands and acceptance of technology.
3.3.3 CK The teacher understands current issues and trends related to various areas of technology.

Professional Skills (PS)

3.3.4 PS The teacher identifies the positive and negative effects of technology on the individual and society.
3.3.5 PS The teacher creates activities that clarify the relationship between technology and society.

Standard 4: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Design in Technology and Engineering Education.

Function 1: The teacher demonstrates an understanding of engineering design and problem solving.

Content Knowledge (CK)

4.1.1 CK The teacher understands the analytical nature of design–implementing the steps of the design process, design requirements, optimization, and use of designing product and system development.
4.1.2 CK The teacher understands the engineering design and problem-solving processes.
4.1.3 CK The teacher understands the development, implementation, communication, and documentation of iterative design processes and the analysis/evaluation of specific design requirements (i.e., criteria and constraints).
4.1.4 CK The teacher knows how to apply the design process to systems and problems in various technological areas (e.g. power and energy, transportation, communication technologies, manufacturing, and construction).

Professional Skills (PS)

4.1.5 PS The teacher is able to sketch solutions, make technical drawings, and use CAD (computer-aided design or computer-assisted design) to create two- and three-dimensional drawings.
4.1.6 PS The teacher constructs a model or prototype of a product or system and makes necessary adjustments.
4.1.7 PS The teacher is able to test and evaluate designs in relation to pre-established criteria and constraints, using conceptual, physical, and/or mathematical models at various intervals of the design process in order to check design, note potential improvements, and redefine as needed.
4.1.8 PS The teacher documents their process by developing a portfolio to illustrate the process used to design a solution to a given problem.
4.1.9 PS The teacher evaluates and communicates through presentation the observations, processes, and results of the entire design process.

Standard 5: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Applying, Maintaining, and Assessing Technological Products and Systems.

Function 1: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Energy, Power, and Transportation.

Content Knowledge (CK)

5.1.1 CK The teacher knows how to apply mathematical and scientific principles to solve problems involving power, energy, and transportation concepts (e.g. harnessing, transfer, circuitry, loss, transmission, and conversion of power and energy).
5.1.2 CK The teacher understands energy utilization systems (e.g. internal combustion, external combustion, electric motors, hybrid systems).
5.1.3 CK The teacher differentiates various forms of energy (e.g. mechanical, electrical, thermal, chemical, nuclear, etc.) and understands their applications.
5.1.4 CK The teacher understands the relationship between energy, power, and transportation systems, including their infrastructure, processes, and efficiency.
5.1.5 CK The teacher how energy is classified, measured, controlled, and applied to technological systems, ensuring optimization and sustainability.
5.1.6 CK The teacher understands the characteristics and interrelationships of transportation modes, systems and subsystems (e.g. infrastructures, propulsion, suspension, control, and guidance), and logistical systems and operations (e.g. receiving, storing, loading, moving, unloading).
5.1.7 CK The teacher understands safety rules and regulations associated with power, energy, and transportation technologies.

Professional Skills (PS)

5.1.8 PS The teacher develops, produces, and documents solutions to problems in energy, power, and transportation systems using appropriate tools and methodologies.
5.1.9 PS The teacher knows how to use, assess, and maintain products and systems associated with energy, power, and transportation.
5.1.10 PS The teacher implements and maintains safe practices and procedures associated with energy, power, and transportation.
5.1.11 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for energy, power, and transportation systems.
5.1.12 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 2: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Materials, Manufacturing, and the Built Environment.

Content Knowledge (CK)

5.2.1 CK The teacher understands and knows how to integrate math and science concepts such as static and dynamic loads and how they produce forces (e.g. compression, tension, torsion) that affect stability and failure in a structure.
5.2.2 CK The teacher knows how to operate, maintain, and organize equipment associated with materials, manufacturing, and the Built Environment in a technology and engineering education laboratory.
5.2.3 CK The teacher knows the variety and properties of materials used in the manufacture of products or construction of structures and can use selection criteria and information to determine the best material for manufacturing purposes.
5.2.4 CK The teacher understands the components of a manufacturing or construction system associated with enterprise, research and development, finance, production planning, production, quality control, and marketing.
5.2.5 CK The teacher understands manufacturing systems and processes (e.g. flexible, continuous, batch, custom production) and construction systems and processes, (e.g. on-site and prefabricated techniques, residential, commercial, and civil construction).
5.2.6 CK The teacher understands gathering processes (e.g. harvesting, drilling, and mining) to obtain raw materials, primary processing, (e.g.), and secondary processing methods (e.g. casting and molding, forming, assembling).
5.2.7 CK The teacher understands the numerous constraints on structural designs, such as building codes, cost, and function associated with construction.
5.2.8 CK The teacher understands state and federal laws, industrial safety rules and regulations, liability issues and legal responsibilities relating to safety in the materials, manufacturing, and the Built Environment learning environment.

Professional Skills (PS)

5.2.9 PS The teacher is able to design a product, design and build tooling, sequence operations, and produce the product.
5.2.10 PS The teacher knows how to use, assess, and maintain products and systems associated with materials, manufacturing, and the Built Environment.
5.2.11 PS The teacher instructs students in organizing and managing manufacturing enterprises and construction projects, including all aspects from research and development to marketing and selling.
5.2.12 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage.
5.2.13 PS The teacher demonstrates safe practices and procedures associated with materials, manufacturing, and the Built Environment.

5.2.14 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for materials, manufacturing, and the Built Environment.
5.2.15 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 3: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Information and Communication Technologies.

Content Knowledge (CK)
5.3.1 CK The teacher understands concepts, terminology, and processes related to audio, video, electronic, telecommunications, data, technical, photographic, computer technologies, and graphic communications as applied to communication systems.
5.3.2 CK The teacher knows how to evaluate, use, and maintain communication products and systems.
5.3.3 CK The teacher knows how to design and plan an effective message for a given communication system, both digitally and physically.
5.3.4 CK The teacher understands operating systems, software applications, communication devices, and networking components and structures (e.g. LAN, MAN, WAN) in the information or communication technology classroom/laboratory.
5.3.5 CK The teacher understands legal and ethical issues, digital citizenship, and safety rules and regulations regarding the use of communication and information technologies (e.g. copyright, privacy, security).

Professional Skills (PS)
5.3.6 PS The teacher uses communication systems equipment including those associated with graphic design, photography, printing, technical drawing, electronic communication, telecommunication, digital/photo imaging, and computer technology.
5.3.7 PS The teacher knows how to use, assess, and maintain products and systems associated with information and communication technologies.
5.3.8 PS The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate information in order to communicate.
5.3.9 PS The teacher demonstrates safe practices and procedures associated with information and communication technologies.
5.3.10 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for information and communication technologies.
5.3.11 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance,

evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 4: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Computation, Automation, Robotics, and Emerging Technologies.

Content Knowledge (CK)

5.4.1 CK The teacher knows principles of computational thinking (i.e., decomposition, pattern recognition, abstraction, and algorithm design) that help solve technological and engineering problems.
5.4.2 CK The teacher understands automation and robotic systems, including their physical, mechanical, technical, and programmable components.
5.4.3 CK The teacher understands artificial intelligence (AI) technologies, their applications, and associated ethical implications.
5.4.4 CK The teacher understands legal and ethical issues, and safety rules and regulations regarding the use of computation, automation, robotics, and emerging technologies.

Professional Skills (PS)

5.4.5 PS The teacher develops, produces, and documents solutions to problems in computation, automation, robotics and emerging technology using appropriate tools and methodologies.
5.4.6 PS The teacher knows how to use, assess, and maintain products and systems associated with computation, automation, robotics, and emerging technologies.
5.4.7 PS The teacher demonstrates safe practices and procedures associated with computation, automation, robotics, and emerging technologies.
5.4.8 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for computation, automation, robotics, and emerging technologies.
5.4.9 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Standard 6: Pedagogy. The teacher of technology and engineering education demonstrates an understanding of the pedagogical foundations associated with teaching technology and engineering education.

Function 1: The teacher demonstrates an understanding of curriculum and assessment associated with teaching technology and engineering education.

Content Knowledge

6.1.1 CK The teacher understands the state and national curricular models for technology and engineering education and the sequencing of courses associated with the developmental level of students.
6.1.2 Understands how to select and adapt appropriate materials and activities as well as plan instruction to promote technological and engineering literacy.
6.1.3 Understands how to select, create, and modify appropriate assessments to inform instruction and evaluate student learning in technology and engineering.

Professional Skills

6.1.4 PS The teacher discusses, develops, and implements programs and curricular materials reflecting state and national curricular models for technology and engineering education and sequences courses appropriately to the developmental level of students.
6.1.5 PS The teacher effectively uses appropriate educational or instructional technology to develop and present instructional material.
6.1.6 PS The teacher selects and uses appropriate instructional strategies and assessment practices in teaching various technology and engineering education programs.

Function 2: The teacher demonstrates an understanding of learning experiences and methodologies associated with teaching technology and engineering education.

Content Knowledge

6.2.1 CK The teacher understands educational principles and practices relating to technology and engineering education.
6.2.2 CK The teacher knows how to design, conduct, manage, and assess laboratory/field experiences related to technology and engineering education.

Professional Skills

6.2.3 PS The teacher is able to teach multidisciplinary activities and project-based learning.
6.2.4 PS The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing “real world” learning opportunities.
6.2.5 PS The teacher provides students opportunities to develop the knowledge, skills, and dispositions necessary for success in post-secondary education, business, and/or industry.

Function 3: The teacher demonstrates an understanding of how to meet the needs of every student in their classroom.

Content Knowledge

6.3.1 CK The teacher understands the needs and challenges faced by all students in the technology and engineering education program.
6.3.2 Understands how to create a nurturing and supportive learning environment using knowledge of social and emotional principles, student behavior, organizational skills, and classroom management.
6.3.3 Understands how to differentiate instruction that effectively addresses a variety of student need.

Professional Skills

6.3.4 PS The teacher provides classroom and laboratory learning experiences in technology-related subjects that are appropriate for every student, regardless of gender, race, ethnicity, or special needs.

Function 4: The teacher demonstrates an understanding of laboratory design, maintenance, and management.

Content Knowledge

6.4.1 CK The teacher demonstrates knowledge, including the application of computers and media related to the design, organization, and management of technology and engineering education facilities to accommodate current and future multidisciplinary activities and project-based learning.
6.4.2 CK The teacher can operate and maintain technology and engineering education laboratory equipment.
6.4.3 CK The teacher knows about the environmental factors contributing to the safety, health, and educational performance in the technology and engineering education learning environment (e.g. lighting, climate control, air quality, organization and placement of equipment).

Professional Skills

6.4.4 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g. material safety data sheets).
6.4.5 PS The teacher organizes facilities to accommodate current/future multidisciplinary, project-based, and STEM learning activities.

Standard 7: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, safety, funding, opportunities for students, and how it fits into contexts outside the classroom.

Function 1: The teacher demonstrates an understanding of the technology and engineering education profession.

Content Knowledge (CK)

7.1.1 CK The teacher knows about the technology and engineering education professional organizations and the benefits, resources, and opportunities for lifelong learning and development of technical and pedagogical skills they provide.
7.1.2 CK The teacher understands the historical evolution of the discipline.
7.1.3 CK Understands collaborative relationships of technology and engineering education to other academic subject areas.

Professional Skills (PS)

7.1.4 PS The teacher participates in professional organizations associated with technology and engineering education—their publications, resources, and opportunities for professional development.
7.1.5 PS The teacher creates and uses interdisciplinary learning experiences allowing students to integrate knowledge, skills, and methods of inquiry from several subject areas focusing on the practical application of that knowledge.

Function 2: The teacher demonstrates an understanding of principles and practices that ensure the safety of students in technology and engineering education classrooms and laboratories.

Content Knowledge (CK)

7.2.1 CK The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the technology and engineering education-learning environment.
7.2.2 CK The teacher understands state and federal laws, liability issues, and legal responsibilities relating to safety in the technology and engineering education learning environment.

Professional Skills (PS)

7.2.3 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for technology and engineering education.
7.2.4 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

7.2.5 PS The teacher demonstrates safe practices and procedures with all tools, equipment, machines, systems, and procedures associated with technology & engineering education.

Function 3: The teacher demonstrates an understanding of professional contexts (e.g., organizational, advisory, governmental) and relevant platforms to promote technology and engineering programs beyond the classroom.

Content Knowledge (CK)
7.3.1 CK The teacher knows how to use public relations strategies to promote technology and engineering education.
7.3.2 CK: The teacher will demonstrate an understanding of the purpose, structure, and formation of an advisory board in technology and engineering education.

Professional Skills (PS)
7.3.3 PS The teacher develops and implements public relations strategies to promote technology and engineering education.
7.3.4 PS: The teacher identifies local professionals and stakeholders, facilitates advisory board meetings.
7.3.5 PS: The teacher facilitates advisory board meetings to gather insights and align program goals with industry needs.
7.3.6 PS: The teacher evaluates and incorporates feedback from the advisory board to enhance curriculum and instructional practices.

Function 4: The teacher demonstrates an understanding education content, opportunities, and resources for students both inside and outside of technology and engineering classrooms for professional growth and college and career readiness.

Content Knowledge (CK)
7.4.1 CK The teacher knows the current knowledge, skills, and dispositions needed for success in post-secondary education, business, and/or industry.
7.4.2 CK The teacher is aware of local, state, and/or national practices for college and career readiness.
7.4.3 CK The teacher is aware of current and future career opportunities in technology and engineering related fields.
7.4.4 CK The teacher is aware of technology and engineering education related student organizations and their activities and opportunities for leadership development.
Professional Skills (PS)
7.4.5 PS The teacher serves as an effective advisor to a technology and engineering student organization.
7.4.6 PS The teacher communicates and provides students with experiences to learn about future education and career opportunities.

Function 5: The teacher demonstrates an understanding of fiscal management and funding strategies available in technology and engineering education.

Content Knowledge (CK)

7.5.1 CK: The teacher will demonstrate an understanding of grants and government programs to acquire funding for machines, tools, and materials.

7.5.2 CK: The teacher will demonstrate an understanding of budget management principles and financial accountability in educational settings.

Professional Skills (PS)

7.5.3 PS: The teacher develops proposals and applications for educational funding opportunities.

7.5.4 PS: The teacher leverages partnerships with local businesses, industry, and community organizations to secure financial and material resources.

Crosswalk: 2015 versus 2026 DRAFT Technology and Engineering Education Standards
Grades 6-12

General Information about this Revision: » Updated language. » Re-ordered the standards. » Aligned Standards with ITEEA Standards for Technological and Engineering Literacy with reference to ETS Praxis Standards.		
Standard 1		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the nature of technology and its relationship to society.	**Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the Nature and Characteristics of Technology and Engineering.**	• Updated language • Moved indicators to Standard 2 • Moved "relationship to society" to Standard 3 • Added new indicators
Standard 2		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of design, engineering, and problem solving.	**Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the Core Concepts of Technology and Engineering and how to Integrate Knowledge, Technologies, and Practices.**	• Updated language • Previous Standard moved to Standard 4 • New Standard pulls indicators from multiple other standards as it is now a holistic overview of the discipline • Added new indicators
Standard 3		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the systems of the designed world, the knowledge and skills needed in a	**Standard 3: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the History and Impact of Technology and its Relationship with Society.**	• Updated language • Previous Standard indicators moved to Standards 2, 4, 5, 6, 7 • New Standard pulls indicators from Standard 1 & 5 • Added new indicators

technological world, and the career fields associated with it.		
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with energy, power, and transportation technologies.	Standard 4: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Design in Technology and Engineering Education.	• Updated language • Previous Standard moved to Standard 5 • New Standard pulls indicators from Standard 2, 3, 5 • Moved indicators to Standard 2
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with information and communication technologies.	Standard 5: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Applying, Maintaining, and Assessing Technological Products and Systems.	• Updated language • Integrated indicators from Standard 4 & 6 • New Standard pulls indicators from Standard 2, 3, 4, 6 • Moved indicators to Standard 2 & 3 • Added new indicators
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 6: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with production technologies (manufacturing and construction).	Standard 6: Pedagogy. The teacher of technology and engineering education demonstrates an understanding of the pedagogical foundations associated with teaching technology and engineering education.	• Updated language • Previous Standard moved to Standard 5 • New Standard pulls indicators from Standards 3, 7, 8 • Moved indicators to 2, 5, 7 • Added new indicators • Realigned Pedagogy and Professional Responsibility
Standard 7		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Instructional Practice. The teacher of technology and engineering education demonstrates an understanding of organization, maintenance and management, safety and laboratory practices associated with teaching technology and engineering education.	Standard 7: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, safety, funding, opportunities for students, and how it fits into contexts outside the classroom.	• Updated language • New Standard pulls indicators from Standards 3, 6, 8 • Moved indicators to Standard 6 • Added new indicators • Realigned Pedagogy and Professional Responsibility
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, its curriculum, instructional practices for individual learners and learning, and college and career readiness practices for students.	[none]	• Moved indicators to Standard 6 & 7 in order to better align their outcomes with national standards

DRAFT Kansas Licensure Standards for Visually Impaired Education Preparation Programs

Grades Birth through Grade 3, PreK-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities.

STANDARD 1 Legal/Historical/Philosophical

The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families and/or legal guardians.

Function 1.1

Understands the historical and philosophical foundations of vision loss and its impact on development and education from birth through grade 12.

Content Knowledge (CK)

CK 1.1.1
Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.
CK 1.1.2
Understands the philosophical foundation of IDEA and 504 accommodations and special education, including models, theories, and philosophies that provide the basis of educational practice for learners who are visually impaired.
CK 1.1.3
Understands how case law and federal and state legislation affect current evidence-based educational practices and learner outcomes.
CK 1.1.4
Has knowledge of educational, sociocultural, historical, employment, and ideological considerations unique to the education of learners with visual impairment, including, but not limited to:

- Differences between the National Federation of the Blind (NFB) and the American Foundation for the Blind (AFB)
- History of Braille in the United States
- American Printing House for the Blind (APH)

CK 1.1.5
Knows current educational definitions of learners with visual impairments, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures.

Professional Skills (PS)

PS 1.1.6

Explains the history of IDEA and 504 accommodations and special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that sets precedence for special vision impairment legislation.
PS 1.1.7
Articulates a personal philosophy of special education that is specific to vision impairment education and includes current educational evidence-based research related to the instruction of VI learners and their needs.
PS 1.1.8
Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that sets precedence for special education legislation.
PS 1.1.9
Responds to and demonstrates the importance of educational, sociocultural, historical, employment, and ideological considerations unique to the field of educating learners with visual impairments.

Function 1.2

The legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families.

Content Knowledge (CK)

CK 1.2.1
Knows the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

Professional Skills (PS)

CK 1.2.2
Explains the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

STANDARD 2 Characteristics of Vision Impairment

The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development of vision, the structures of the eye, etiology, and related terminology.

Function 2.1

Understands the characteristics of vision impairment and blindness, including co-occurring conditions.

Content Knowledge (CK)

CK 2.1.1
Has knowledge of the characteristics of students with visual impairments including those with co-occurring conditions.
CK 2.1.2
Recognizes the typical and atypical development and areas of the brain involved in processing visual images.
CK 2.1.3
Knows characteristics related to the visual system and visual disorders such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.
CK 2.1.4
Is aware of the effects of medications on visual systems and functioning.
CK 2.1.5
Knows the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth through grade 12 and their implications.
CK 2.1.6
Has knowledge of sensory development and its impact on development and learning when vision is impaired.

Professional Skills (PS)

PS 2.1.7
Can accurately read, interpret, and summarize eye reports.
PS 2.1.8
Appropriately applies knowledge of characteristics related to the visual system and visual disorders to professional practice.

Function 2.2

Understands vision development, structures of the eye, etiology, and related terminology.

Content Knowledge (CK)

CK 2.2.1
Recognizes the role of vision on development and learning across the lifespan.
CK 2.2.2

Has knowledge of the structure of the eye and function of the human visual system.
CK 2.2.3
Is well-versed in the etiology, degree, and onset of visual impairment that affects students' development and learning.
CK 2.2.4
Understands terminology related to the visual system and visual disorders, such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.

Professional Skills (PS)
PS 2.2.5
Applies knowledge of vision development, structures of the eye, etiology, and related terminology in practice.

STANDARD 3 Assessment

The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.

Function 3.1

The candidate demonstrates knowledge and the use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate and make eligibility decisions.

Content Knowledge (CK)

CK 3.1.1
Has knowledge of basic terminology used in assessment, use and limitations of assessment instruments, and options for specialized assessment materials and equipment for unique sensory needs.
CK 3.1.2
Understands pre-referral, referral, and classification procedures, with considerations for assessing students with visual impairments and co-occurring disabilities.
CK 3.1.3
Recognizes assessment information in making eligibility, program, and placement decisions for individuals with and without identified exceptionalities, including those from culturally and/or linguistically diverse backgrounds.
CK 3.1.4
Know the difference between functional vision assessment and learning media assessment.
CK 3.1.5
Is familiar with the rating scales and assessments available to support the IFSP/IEP team in determining the amount and type of service.

Professional Skills (PS)

PS 3.1.6
Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.
PS 3.1.7
Conduct [administer] individualized functional vision, learning media, assistive technology and other Expanded Core Curriculum-related assessments.
PS 3.1.8
Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments.
PS 3.1.9
The candidate demonstrates the use of rating scales and/or assessments to support the IFSP/IEP team in determining the amount and type of service.

Function 3.2

The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments to plan and monitor progress.

Content Knowledge (CK)

CK 3.2.1
Recognizes assessments that address age, visual impairment, family values and priorities, visual prognosis, and other individual services.
CK 3.2.2
Has knowledge of non-biased formal and informal vision-related assessments.
CK 3.2.3
Understands clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

Professional Skills (PS)

PS 3.2.4
Administers non-biased formal and informal vision-related assessments.
PS 3.2.5
Adapts assessments when tests are not validated on individuals with visual impairments to determine baseline performance.
PS 3.2.6
Applies results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.
PS 3.2.7
Modifies instructional practices in response to ongoing assessment data.

STANDARD 4 Instructional Planning & Specially Designed Strategies

The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.

Function 4.1

The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, and curriculum goals.

Content Knowledge (CK)

CK 4.1.1
Understands that the visual system is relied on for learning, conceptualization, and problem-solving to maximize student access to developmentally appropriate activities (for young children) and to the curriculum (for school-aged children).

CK 4.1.2
Knows what constitutes an appropriate curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs.

CK 4.1.3
Understands alternative methods to develop basic concepts needed by infants and students with visual impairments, including those with multiple disabilities and/or giftedness, and develop, coordinate, and implement appropriate programs.

CK 4.1.4
Knows ergonomics and appropriate technology settings aligned with students' preferred learning media and low/high tech strategies to support and promote access to the curricula.

CK 4.1.5
Knows multiple techniques, such as task analysis, for modifying instructional methods and materials for students who are visually impaired and how to assist classroom teachers in implementing these modifications.

CK 4.1.6
Knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have residual vision.

CK 4.1.7
Knows methods to develop alternative organization skills, independent living, and study skills for students who are visually impaired.

CK 4.1.8
Identifies unique issues specific to visual impairment in accessing digital multimedia and virtually built environments, and knows methods for teaching non-visual and alternative strategies to promote digital citizenship and secure online practices.

CK 4.1.9
Knows specialized resources unique to visual impairment to address and enhance the specific communication needs of students with varied communication abilities, reading levels, and language proficiency.

CK 4.1.10
Knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key elements, particularly concepts generally presented in a visual format.
CK 4.1.11
Knows communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities.
CK 4.1.12
Knows how and where to obtain specialized instructional materials for students with visual impairments.
CK 4.1.13
Knows the advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment.
CK 4.1.14
Collaboratively identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.

Professional Skills (PS)
PS 4.1.15
Selects evidence-based practices, accommodations, and modifications that address age, visual impairment, personal and family values and priorities, visual prognosis, and other individual services.
PS 4.1.16
Selects, adapts, and uses nonvisual/alternate instructional strategies to address co-occurring disabilities.
PS 4.1.17
Demonstrates proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille (UEB).
PS 4.1.18
Demonstrates basic proficiency in reading and writing (UEB and Nemeth) braille for mathematical and scientific notation and in using the Cranmer abacus.
PS 4.1.19
Produces braille with brailler, slate and stylus, computer (including use of braille translation software), and braille production methods.
PS 4.1.20
Identifies and adapts curricula for instruction of literacy, other academic areas, and the Expanded Core Curriculum.
PS 4.1.21
Selects and uses various adaptive methods to teach technology skills.
PS 4.1.22
Integrates basic principles of accessibility to select, create, adapt, and format text, images, and media, including the conversion of print materials into braille, tactile, and/or digital formats, to

promote usability and accessibility to meet the individual needs of students with visual impairments.
PS 4.1.23
Teaches varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online.
PS 4.1.24
Teaches students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information.
PS 4.1.25
Teaches students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs.
PS 4.1.26
Prepares students with progressive visual conditions to transition to alternative skills.

Function 4.2

The candidate uses knowledge and skill in planning and implementing explicit instruction based on natural and school environments and community.

Content Knowledge (CK)

CK 4.2.1
Understands basic orientation and mobility terminology, concepts and skills.
CK 4.2.2
Understands developmentally appropriate human guide techniques, familiarization to new environments, self-protective techniques, and requesting/refusing assistance to promote safe travel across environments.
CK 4.2.3
Understands all areas of the Expanded Core Curriculum, their significance to learners with visual impairments, and how to implement them within the learner's programming.
CK 4.2.4
Understands the use of mobility devices and dog guides.
CK 4.2.5
Knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.
CK 4.2.6
Knows methods to develop adapted physical and recreational skills for learners ages birth to 21 who are visually impaired.

Professional Skills (PS)

PS 4.2.7

Demonstrates basic proficiency in human guide, protective techniques, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications.
PS 4.2.8
Sequences, implements, and evaluates learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and Expanded Core Curriculum across settings.
PS 4.2.9
Uses strategies to facilitate maintenance and generalization of skills across learning environments.
PS 4.2. 10
Promotes and reinforces sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.
PS 4.2.11
Uses strategies to facilitate integration into various settings.
PS 4.2.12
Orients students to unfamiliar school environments.
PS 4.2.13
Teaches and reinforces protective and alignment techniques for independent travel.
PS 4.2.14
Teaches orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including requesting and refusing assistance as needed.
PS 4.2.15
Reinforces skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility.
PS 4.2.16
Teaches basic orientation, body image, spatial, temporal, positional, directional, and environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion.
PS 4.2.17
Teaches and reinforces human guide techniques to students with visual impairment, their peers, and others who interact with them.
PS 4.2.18
Demonstrates methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.
PS 4.2.19
Employs strategies for promoting self-advocacy and responsibility in students who are visually impaired.
PS 4.2.20
Uses functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods

for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.

STANDARD 5 Transition—Birth through Post-Secondary

The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-secondary settings, including community, vocational, and post-secondary educational settings.

Function 5.1

The candidate demonstrates knowledge and skills to support, plan, and implement the transitions from one service or setting to another, including Part C to Part B services, preschool to elementary settings, and elementary to middle or secondary settings.

Content Knowledge (CK)

CK 5.1.1
Understands the impact of vision impairment on planning for transitions from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and non-governmental agencies.
CK 5.1.2
Understands the importance of collaboration with family, school personnel, and community service agencies to support transitions including how to access information and appropriate resources to support these transitions.
CK 5.1.3
Has knowledge of strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments.
CK 5.1.4
Knows the roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings.
CK 5.1.5
Demonstrates knowledge of available community resources, including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.
CK 5.1.6
Knows strategies for developing career awareness for learners with visual impairment.

Professional Skills (PS)

PS 5.1.7
Is able to develop transition plans to move learners with vision impairment from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocational, or post-secondary educational settings, including the determination of appropriate assistive technology.
PS 5.1.8
Uses assessment data to develop plans for transitions to new educational placements, environments, and for school and life changes, including post-secondary outcomes.

PS 5.1.9
Utilizes techniques and strategies to facilitate the maintenance and generalization of knowledge and skills, promoting a successful transition to various learning environments.

Function 5.2

The candidate demonstrates knowledge and skills to support, plan, and implement the transition from secondary to community, vocational, or post-secondary settings.

Content Knowledge (CK)

CK 5.2.1
Recognizes the legal requirement and importance of secondary transition planning for learners with visual impairments.

Professional Skills (PS)

PS 5.2.2
Able to design secondary transition plans and teach transition skills for postsecondary education, employment, recreation and leisure, daily living, and community participation.
PS 5.2.3
Collaborates with families, school personnel, the legal system, and communities to secure appropriate resources and services for vocational and transition support.
PS 5.2.4
Able to develop school-based employment and community evidence-based experiences and curricula in preparation for postsecondary education, future employment, and community integration.
PS 5.2.5
Makes use of structures supporting interagency collaboration and coordinates interagency agreements and transition plans to implement a learner's transition from secondary to community, vocational, or post-secondary educational settings.

STANDARD 6 Professional Learning and Ethical Practice

The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.

Function 6.1

The candidate demonstrates professional responsibilities.

Content Knowledge (CK)

CK 6.1.1
Has knowledge of the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments in a continuum of settings.
CK 6.1.2
Knows the roles of all members of the learner's educational/vision care team.
CK 6.1.3
Understands the importance of modeling instructional skills for individuals with exceptionalities.
CK 6.1.4
Recognizes their role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the Expanded Core Curriculum (ECC).
CK 6.1.5
Knows nationally recognized (e.g., Expanded Core Curriculum [ECC], Association for Education and Rehabilitation of the Blind and Visually Impaired [AER], Council for Exceptional Children [CEC]), state or provincial, and local curricula standards. [see appendix of terms]

Professional Skills (PS)

PS 6.1.6
Uses verbal, nonverbal, and written language for effective communication.
PS 6.1.7
Researches and applies information on exceptionalities.
PS 6.1.8
Articulates instructional and professional philosophies and ethical practices to address the specific needs of learners with visual impairment across the continuum of services.
PS 6.1.9
Plans and advocates for student needs.
PS 6.1.10
Plans and advocates for evidence-based educational strategies and federal law/regulation compliance related to visual impairment.

Function 6.2

The candidate articulates and advocates for individual needs regarding placement, service delivery models, type and amount of service.

Content Knowledge (CK)

CK 6.2.1
Knows the continuum of placements, services, and service delivery model options.
CK 6.2.2
Knows appropriate delivery models based on learner development and readiness.
CK 6.2.3
Knows how to identify community and professional agencies for collaboration.

Professional Skills (PS)

PS 6.2.4
Articulates the continuum of placements and services for various settings.
PS 6.2.5
Identifies various delivery models based on learner development and readiness.
PS 6.2.6
Identifies community and professional agencies for collaboration.

Function 6.3

The candidate recognizes regulatory and legal requirements to ensure ethical practices.

Content Knowledge (CK)

CK 6.3.1
Knows the laws, policies, and ethical principles related to the profession.
CK 6.3.2
Knows the rights and responsibilities for learners, parents, teachers, other professionals, and schools, and community and professional agencies related to visual impairments.
CK 6.3.3
Knows the importance of serving as a role model for learners with visual impairments.
CK 6.3.4
Knows the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments across the continuum.

Professional Skills (PS)

PS 6.3.5
Practices within the Kansas Educator Code of Conduct and other standards of the profession.
PS 6.3.6
Acts ethically in advocating for appropriate services.
PS 6.3.7
Advocates for the highest education and quality-of-life potential of individuals with visual impairments.
PS 6.3.8
Demonstrates respect for differences among learners with visual impairments.

Function 6.3

The candidate is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues, making informed decisions.

Content Knowledge (CK)

CK 6.3.1
Understands the significance of lifelong professional development.
CK 6.3.2
Knows the models, theories, philosophies, and research methods that form the basis for professional practice.
CK 6.3.3
Continuously addresses diverse family systems and the potential impact of differences in values, languages, and customs that can exist between the home and school.
CK 6.3.4
Understands how personal biases and differences may affect teaching.

Professional Skills (PS)

PS 6.3.5
Participates in learning communities and professional organizations.
PS 6.3.6
Reflects on their practice to improve instruction and guide professional growth, and obtains assistance when needed.
PS 6.3.7
Remains current on all areas of the Expanded Core Curriculum.

STANDARD 7 Collaboration & Family & Community Engagement

The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.

Function 7.1

The candidate demonstrates effective communication and collaboration skills to foster inclusive learning environments that support the diverse needs of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.1.1
Understands models and strategies of consultation and collaboration to support students with visual impairments.
CK 7.1.2
Recognizes the roles of individuals with exceptionalities, families, and school/community personnel in planning individualized programs.
CK 7.1.3
Identifies culturally responsive factors that promote effective communication and collaboration.
CK 7.1.4
Comprehends the impact of visual impairment on development, learning, and access to the general and Expanded Core Curriculum.
CK 7.1.5
Acknowledges the importance of role models with visual impairments across various settings.
CK 7.1.6
Appreciates the importance of fostering respectful and beneficial relationships between families and professionals.

Professional Skills (PS)

PS 7.1.7
Maintains confidential communication regarding individuals with exceptionalities.
PS 7.1.8
Can structure, direct, and support the activities of paraeducators, volunteers, and tutors.
PS 7.1.9
Employ group problem-solving skills to develop, implement, and evaluate collaborative activities.
PS 7.1.10
Model techniques and coach others in using instructional methods and accommodations.
PS 7.1.11
Collaborate on referrals related to needed services.
PS 7.1.12

Collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities.

Function 7.2

The candidate collaborates with families to support the development, learning, and well-being of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.2.1
Understands the family's concerns and develops strategies to address them.
CK 7.2.2
Acknowledge the role of families in educational decision-making and advocacy.

Professional Skills (PS)

PS 7.2.3
Assists families in becoming active participants in the educational team.
PS 7.2.4
Plan and conduct collaborative meetings with learners (when appropriate), families, and service providers.

Function 7.3

The candidate collaborates effectively with educators, service providers, and agencies to ensure coordinated support and equitable access to learning opportunities for individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.3.1
Understands the appropriate duties and responsibilities of paraeducators.
CK 7.3.2
Understands the appropriate duties and responsibilities of educators and related service personnel.
CK 7.3.3
Understands the appropriate duties and responsibilities of agencies.
CK 7.3.4
Is aware of the role in sharing information with families and teams about the impact and implications of visual impairments on development, learning, and access to the general and Expanded Core Curriculum.

Professional Skills (PS)

PS 7.3.5
Collaborate with school personnel and community members to integrate individuals birth through grade 12 with vision impairments into various settings.
PS 7.3.6

Collaborate with paraeducators.
PS 7.3.7
Collaborate with educational teams and families on service delivery models unique to visual impairment.
PS 7.3.8
Support collaboration between medical care providers, families, and the educational team.
PS 7.3.9
Collaborate with assistive technology professionals to identify and support customized tools and solutions.
PS 7.3.10
Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

STANDARD 8 Learner Development & Individual Learning Differences

The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Function 8.1

The candidate uses the knowledge of how visual impairments may affect self-determination and achievement.

Content Knowledge (CK)

CK 8.1.1
Understands typical and atypical human growth and development and the similarities and differences among individuals with visual impairments and its impact on self-determination and achievement.
CK 8.1.2
Understands the importance of role models with visual impairments for a full range of individual learners across settings.
CK 8.1.3
Understands the critical role of early intervention for students with visual impairments.
CK 8.1.4
Understands the effects vision impairments can have on an individual's life.
CK 8.1.5
Understands how the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 21 can impact self-determination.
CK 8.1.6
Has knowledge of vision development and how co-occurring conditions may affect self-determination.
CK 8.1.7
Understands the role of conveying information about the impact and implications of visual impairment on development and learning, and access to the general and Expanded Core Curriculum to students, families and teams.
CK 8.1.8
Knows the importance of teaching individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

Professional Skills (PS)

PS 8.1.9
Select, adapt, and use nonvisual/alternate instructional strategies to teach self-advocacy to students with visual impairments.
PS 8.1.10
Select, adapt, and use strategies to explicitly teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette.

PS 8.1.11
Use procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, and self-esteem.
PS 8.1.12
Teach learners to appropriately use self-advocacy across a variety of settings, such as home, school, and community.

Function 8.2

The candidate demonstrates the knowledge of psychosocial development, and how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Content Knowledge (CK)

CK 8.2.1
Understands the psycho-social impact of the visual impairment on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.
CK 8.2.2
Understands the impact of visual prognosis and other individual characteristics on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.
CK 8.2.3
Is familiar with the different ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences.
CK 8.2.4
Recognizes characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CK 8.2.5
Knows the impact of visual impairment, cultural identity, family systems, and family values on academic and social independence across the lifespan.
CK 8.2.6
Comprehends the impact and implications of sociocultural/psychosocial factors on social-emotional development.
CK 8.2.7
Understands the impact of environmental factors on students' development and learning.
CK 8.2.8
Knows procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-advocacy, and self-esteem.
CK 8.2.9
Understands the student's development, including the monitoring of relationships and friendships, as well as knowledge of self, including human sexuality.
CK 8.2.10
Understands the need for students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.
CK 8.2.11

Knows the importance of preparing learners to exhibit socially appropriate behavior.

Professional Skills (PS)

PS 8.2.12

Teaches non-visual/alternate strategies to promote familial attachment, early communication and literacy, orientation and mobility, and independence, addressing the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem.

PS 8.2.13

Evaluates social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

PS 8.2.14

Teaches procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy, including their legal rights and responsibilities related to being a citizen with a visual impairment.

PS 8.2.15

Is able to convey to the learner so they understand how medication may impact visual systems and functioning.

PS 8.2.16

Creates positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments.

STANDARD 9 Learning Environments

The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.

Function 9.1

The candidate demonstrates an understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments.

Content Knowledge (CK)

CK 9.1.1
Understands the demands of learning environments, including basic classroom management theories and strategies for individuals with visual impairment.
CK 9.1.2
Has knowledge of learning environments using problem-solving models, including Positive Behavioral Interventions and Supports (PBIS), Multi-Tier System of Support (MTSS) framework, and Functional Behavioral Assessments (FBA).
CK 9.1.3
Understands the importance of a supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.
CK 9.1.4
Identifies and understands physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.

Professional Skills (PS)

PS 9.1.5
Direct and support the activities of paraeducators, volunteers, and tutors to maintain the physical safety of the student.
PS 9.1.6
Identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.
PS 9.1.7
Uses effective and varied behavior management strategies, including the least intensive behavior management strategy consistent with the needs of the individual with visual impairment, including modifying the learning environment, and implementing Behavior Intervention Plans (BIP) with fidelity.
PS 9.1.8
Create an environment that encourages active participation, self-determination, self-advocacy, and increased independence.

PS 9.1.9
Create a safe, equitable, positive, and supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.
PS 9.1.10
Collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

Function 9.2

Candidates use motivational and instructional interventions to teach individuals with visual impairment how to adapt to different environments.

Content Knowledge (CK)

CK 9.2.1
Knows the basic Orientation and Mobility procedures to promote and maintain safety and accessibility across all environments.

Professional Skills (PS)

PS. 9.2.2
Designs and manages daily routines for learners across multiple environments.
PS 9.2.3
Identifies the behavior management supports needed for integrating the learner into various program placements including modifying the learning environment.
PS 9.2.4
Facilitates incidental learning experiences to address nonvisual access to physical and virtual environments.
PS 9.2.5
Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

Function 9.3

Candidates support students to become active and effective learners and develop emotional well-being and positive social interactions.

Content Knowledge (CK)

CK 9.3.1
Is familiar with strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

Professional Skills (PS)

PS 9.3.2
Design strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

APPENDIX OF TERMS (Visual Impairment Specific)

Association for Education and Rehabilitation of the Blind and Visually Impaired [AER]: This is a professional organization for professionals who provide services to persons with vision loss. The organization provides professional development opportunities to enhance and refine the knowledge, skills, and abilities of professionals within the field.

American Foundation for the Blind (AFB): An organization that is dedicated to the promotion of equality and inclusion for people who are blind and have low vision and their families. It is the publisher of the Journal of Visual Impairment & Blindness and is the steward of the Helen Keller Archival Collection of all materials related to Helen Keller.

American Printing House for the Blind (APH): The American Printing House for the Blind has been located in Louisville, Kentucky, since 1858. It is a nonprofit organization that provides products and services for people who are blind and those with low vision.

Braille Authority of North America (BANA): The purpose of BANA is to promote and facilitate the use, teaching, and production of braille. Their mission is to ensure literacy for tactile readers by standardizing braille and/or tactile graphics.

Braille: Braille is a comprehensive system of six raised dots that can be read with the fingers by people who are blind or who have low vision. Braille is not a language. Braille is a tactile code for written communication of words, scientific notation, mathematics, and music.

Candidate: The term candidate in the standards refers to prospective Teachers of Students with Visual Impairments (TSVI).

Cerebral/Cortical Visual Impairments: Cerebral Visual Impairment, also known as Cortical Visual Impairment or CVI, is a disorder resulting from damage to the parts of the brain that process vision. An individual with CVI has vision problems that cannot be attributed to issues with their eyes. The brain has difficulty processing and understanding visual signals.

Cranmer abacus: The Cranmer abacus is a modification of the Japanese abacus that is designed for use by individuals who are blind. It sits in a black plastic box with red felt in the bottom of the box to keep the beads from randomly sliding. A black plastic horizontal crossbar has 13 parallel metal rods vertically through it. Each rod has one spherical white plastic bead above the crossbar and four below. Raised dots can be felt on the crossbar and the lower rim of the box at each column, and as raised slashes between every three dots.

Council for Exceptional Children [CEC]: The Council for Exceptional Children is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or those who are gifted and talented. CEC advocates for

governmental policies, establishes professional standards, and offers professional development opportunities for special educators.

Expanded Core Curriculum (ECC) for VI: The ECC is a foundational curriculum essential for preparing students who are blind or visually impaired. The ECC is widely accepted by educators of students who are blind and visually impaired and continues to be the compensatory learning framework for innovation and educational program design. Included areas are Assistive Technology, Career Education, Compensatory Access Skills, Independent Living Skills, Orientation & Mobility, Recreation & Leisure, Self-Determination, Sensory Efficiency, and Social Interaction Skills.

Learner: Learners are individuals from birth through secondary school completion or age 21, including those with disabilities or exceptionalities.

National Federation of the Blind (NFB): The NFB is the oldest and largest nationwide organization of Americans who are blind. It was founded in 1940 with its headquarters in Baltimore, MD. The organization has affiliates and chapters in all fifty states, Washington, D.C., and Puerto Rico. The NFB provides information and support for children and adults who are blind.

Nemeth Braille: The Nemeth Code is a Braille code used for mathematical and scientific notation linearly using standard six-dots for tactile reading by individuals who are visually impaired. Nemeth Code is just one code used to write mathematics in Braille. There are numerous systems in use worldwide; however, Kansas uses Nemeth Code for mathematics and science.

Orientation and Mobility Procedures (O&M): Orientation and mobility training helps individuals with vision impairments learn to navigate their environment. It teaches them to use mobility aids such as a white cane or a guide dog and to move safely through their environment. O&M is taught by a certified orientation and mobility specialist (COMS).

Unified English Braille (UEB): Unified English Braille was developed by the International Council on English Braille to join the braille codes used by English-speaking countries and to unify the braille symbols used in literary, mathematics, music, and computing contexts. This is the Braille system most commonly used in schools.

Crosswalk: 2001 versus 2026 DRAFT Visually Impaired Standards
Birth through Third Grade, PreK-12

General Information about this Revision: » Updated and expanded language » Created new Characteristics of Vision Impairment, Transitions, and Learning Environments standards.		
Standard 1		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #1 The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.	STANDARD 1 Legal/ Historical/ Philosophical The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families and/or legal guardians.	• Updated and expanded language
Standard 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #2 The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.	STANDARD 2 Characteristics of Vision Impairment The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development of vision, the structures of the eye, etiology, and related terminology.	• Moved Learner Characteristics to Standard 8. • Moved Vision Impairment characteristics from Standard 3.

Standard 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.	STANDARD 3 Assessment The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.	• Updated and expanded language
Standard 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.	STANDARD 4 Instructional Planning & Specially Designed Strategies The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.	• Updated and expanded language
Standard 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning	STANDARD 5 Transition—Birth through Post-Secondary The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to	• Moved Collaboration to Standard 7. • Created Transition Standard.

environments conducive to learning by infants and children with visual impairments.	elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-secondary settings, including community, vocational, and post-secondary educational settings.	
Standard 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.	STANDARD 6 Professional Learning and Ethical Practice The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.	• Moved behavioral and problem-solving strategies to Standard 9 • Moved social skills to Standard 4 • Moved professionalism and ethics from Standard 8. • Updated language
Standard 7		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #7 The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.	STANDARD 7 Collaboration & Family & Community Engagement The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.	• Moved Collaboration from Standard 5. • Updated language

Standard 8		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #8 The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.	STANDARD 8 Learner Development & Individual Learning Differences The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.	• Moved Professionalism and Ethics to Standard 6. • Moved Learner Development from Standard 2. • Updated language
Standard 9		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None	STANDARD 9 Learning Environments The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.	• Created Learning Environments standard.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approval

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for program approval for the Kansas Independent College Association.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendation to the State Board regarding educator preparation provider program approval for the Kansas Independent College Association.

The educator preparation program review process is guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

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

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

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

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

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

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

These recommendations were presented in December 2025 as a Receive item.

KANSAS STATE DEPARTMENT OF EDUCATION
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November 12, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas Independent College Association

Introductory Statement:

On November 10, 2025, the Evaluation Review Committee reviewed an application for program approval for Kansas Independent College Association.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Kansas Independent College Association program through December 31, 2032:

High Incidence K-6, 6-12, PreK-12, A UG & Grad continuing
Areas for Improvement
Standards 1-8, Science of Reading
None

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

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

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

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

91-1-234. Innovative or experimental programs.

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

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

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

(a) Application.

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

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

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

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

(C) a validated preservice candidate work sample.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

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

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Hannah Miller	Bert Moore	Randy Watson		

Item Title:

Act to initiate RFP (Request for Proposal) contract bid process for maintenance and enhancements of the Kansas Integrated Accountability System (KIAS) suite of applications

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process to provide maintenance, technical support, and enhancements for the existing Kansas Integrated Accountability System (KIAS) necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of execution through June 30, 2030 in an amount not to exceed $1,000,000 to be funded from ESEA and IDEA funds.

Explanation of Situation Requiring Action:

This request is made to enable the Kansas State Department of Education (KSDE) to continue the upkeep and enhancements to the existing Kansas Integrated Accountability System (KIAS) suite of applications. KIAS applications enable KSDE to collect data necessary to effect KSDE's oversight responsibilities under the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education Exceptional Children Act. KIAS allows KSDE to collect, store, report, and calculate data that will meet the Office of Management and Budget (OMB) and state data collection requirements for each program. Further, KIAS allows KSDE to track required data elements, conduct verification checks, update user guides, deploy live items, offer technical assistance, and develop award dissemination processes necessary to administer federal and state authorized grants. KSDE is not capable of providing ongoing technical support and regular maintenance of the KIAS applications. The selected vendor will conduct ongoing upkeep and necessary enhancements to the data collection and analysis application and the grants management application to support the state of Kansas in meeting and maintaining both state and federal data collection obligations.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/13/2026
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Recommendations of the Professional Practices Commission (breach of contract)

Recommended Motion:

It is moved that the Kansas State Board of Education [adopt the findings of the Professional Practices Commission in case 25-PPC-38 and publicly censure the Licensee] OR [make its own findings of fact and conclusions of law in support of (other findings)].

Explanation of Situation Requiring Action:

On September 10, 2025, the Shawnee Mission School District ("SMSD") filed a Complaint with the Professional Practices Commission seeking suspension or other appropriate remedy against Licensee. SMSD alleged that Licensee had breached her employment contract on or about August 18, 2025. SMSD and Licensee entered into negotiations by which both parties asked the Professional Practices Commission ("PPC") to adopt proposed stipulations of fact and conclusions of law. The parties agreed to mutually request the PPC recommend public censure of Licensee as a result of her breach of contract. The PPC convened on November 14, 2025, and by vote of 6-1 recommends the Kansas State Board of Education publicly censure Licensee in case 25-PPC-38.

The Complaint, Answer, all exhibits reviewed by the PPPC, and the Initial Order are attached.

ELECTRONICALLY FILED 09/19/2025 10:30:32 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional Licensure
of redacted

_____-PPC-_____

COMPLAINT

COMES NOW on this 10th day of September 2025, Dr. Jeremy Higgins, Associate Superintendent of Human Resources for the Shawnee Mission Unified School District No. 512, Shawnee Mission, Kansas ("SMSD"), and alleges the following:

1. redacted was employed as a teacher in SMSD under a contract of employment for the 2025-2026 school year. **Exhibit A.** redacted was a special education teacher at Mill Creek Elementary School.

2. redacted license number is redacted. Her Kansas teaching license is attached to this Complaint. **Exhibit B.**

3. redacted was hired by the SMSD in the summer of 2025. Her first contract day was July 31, 2025. The first day of school was August 11, 2025. The SMSD's calendar is publicly available on its website, here: https://resources.finalsite.net/images/v1752000130/smsdorg/vkcrvuluz79oywwy06b8/25-26_2page_4425.pdf

4. On August 15, 2025, redacted redacted provided a resignation to her principal, Jonathan Ferrell. Mr. Ferrell contacted Michelle Lord, SMSD Director of Elementary Human Resources, and informed Ms. Lord that redacted was going to resign.

5. That same day, on August 15, 2025, Ms. Lord communicated via email to redacted redacted and provided information about the late resignation provision in the 2025-2026 Professional Negotiated Agreement between SMSD and NEA SM (the "PNA"). Ms. Lord explained to redacted that her position would be posted and that she could not resign until a suitable replacement for her position was secured. redacted asked about the consequences of not reporting for duty on Monday, August 18th. Ms. Lord explained to redacted that if she did not comply with the PNA's late resignation provision and breached her contract by leaving her position before a suitable replacement was secured, then the SMSD could not accept her resignation and would be forced to proceed with termination of her employment. It was also stated that a complaint against her license would be filed with KSDE. **Exhibit C.**

6. On Monday, August 18, 2025, redacted left a voicemail with the SMSD's Human Resources Department stating that she would not be returning to work and was aware there would be consequences for breaching her contract.

7. As of August 18, 2025, redacted stopped reporting to work and abandoned her position.

8. The PNA contains the following late resignation provision in Article V(H)(3):

1. Late Resignation. Professional Employees who desire to resign late, after the date designated in K.S.A. 72-2251, may resign under one of the following 3 options:

a. Liquidated Damages. For any written resignations tendered after the date established by Kansas law and before a Professional Employee's first contract day, a Professional Employee will be released from their contract upon the payment of liquidated damages to the Board in the following amounts:

Statutory Date - June 30	$500
July 1 - July 31	$1,500
August 1 - Day Before First Contract Day	$2,000

Such sum must be submitted by a personal check on the date the written resignation notice is tendered.

b. Suitable Replacement. As of their first contract day for the current school year, a Professional Employee will not be released from their contract unless and until the District has secured a suitable replacement for the Professional Employee. If a Professional Employee submits a written resignation notice during the school year pursuant to this provision, their resignation will be irrevocable and may be accepted at any time by the Board after a suitable replacement is secured. In the event that the District is able to secure a suitable replacement for a Professional Employee before the Professional Employee's last contract day, then the Professional Employee will be released from their contract as of the end of the contract day before the suitable replacement's first contract day.

c. Proof of Qualifying Exception. The Professional Employee must provide notice as provided below and documented proof that they meet one of the following qualifying exceptions:
i. Move of a spouse for employment purposes to a residence more than 75 miles from the District's central office building. The Professional Employee must provide a minimum of 10 contract days' notice of

resignation, counted from the first contract day after the written resignation notice is tendered.

ii. Job promotion to an administrative position with a pre-K-12 school or school district. The Professional Employee would only be released from their contract effective the first contract day of the Fall semester, or effective the first contract day of the Spring semester. The Professional Employee must provide a minimum of 21 calendar days' written notice of resignation, counted from the first day after the resignation notice is tendered.

iii. Mutual benefit of the District and the Professional Employee. The Assistant Superintendent of Human Resources may agree in writing to release a Professional Employee from their contract.

iv. Professional Employee is approved by the District to take leave under the Family and Medical Leave Act (FMLA) due to a serious health condition of the Professional Employee or of the Professional Employee's spouse, child, or parent, and the certification indicates that the Professional Employee needs a minimum of 12 weeks of continuous leave. If a Professional Employee meets all eligibility requirements under the FMLA, their FMLA certification indicates a need for 12 continuous weeks of leave and such leave is approved by the District, and they have taken at least 4 continuous weeks of FML and determine they will be unable to work at the end of their FML, then the Professional Employee may provide a minimum of 21 calendar days' advance written notice of resignation before the expiration of their 12 weeks of FML and they will be released from their contract as of the last date of approved FMLA leave (the last day of the 12-week leave period). Professional Employees with qualifying disabilities may request reasonable job accommodations under the Americans with Disabilities Act (ADA) and engage with administration in the ADA interactive process. In the event that the District and a Professional Employee reach a mutual agreement that the Professional Employee cannot perform the essential functions of their job with or without reasonable job accommodations, and the Professional Employee is not eligible for or has no available leave under the FMLA, then the Professional Employee may resign pursuant to a mutually agreed separation agreement under the "mutual benefit" exemption in provision c(iii). The purpose and intent of this exception is to ensure that Professional Employees who experience a medical condition that impacts their ability to work are treated objectively and equitably with regard to late resignation. This exemption in provision c(iv) will sunset at the end of the 2024-2025 school year.

Exhibit D. The PNA is also publicly available on SMSD's website, here: https://resources.finalsite.net/images/v1751378708/smsdorg/y5alzyhlqxk6gomgwa0w/2025-2026ProfessionalNegotiatedAgreementCLEAN.pdf

9. Under the late resignation provision in the PNA, teachers who submit notice of resignation after their first contract day will not be released from their contract until a suitable replacement is secured for their position, unless they provide proof of a qualifying exemption.

10. As set forth in paragraphs 3-7, redacted failed to comply with the PNA's late resignation provision.

11. Because redacted left her position before a suitable replacement could be secured, and because she did not qualify for any exemption from the PNA's late resignation provision, she was not eligible to be released from her teaching contract.

12. redacted abandoned her position with no notice to SMSD. She breached her employment contract with SMSD, which incorporates the PNA, by failing to wait for a suitable replacement to be secured before leaving her position. **Exhibit A**; **Exhibit D**.

13. The SMSD Board of Education could not accept redacted resignation because she did not comply with the late resignation provision in the PNA. Because redacted did not comply with the late resignation provision, abandoned her position, and breached her contract, the Board of Education was forced to proceed with termination of redacted contract of employment.

14. At its August 25, 2025 meeting, the SMSD Board of Education adopted a resolution of intent to terminate redacted contract of employment due to job abandonment and failure to fulfill her contract. **Exhibit E**.

15. Notice of the August 25th Resolution by the Board of Education was provided to redacted on August 26, 2025. **Exhibit F**.

16. At its September 8, 2025 meeting, the SMSD Board of Education adopted a Resolution to terminate redacted contract of employment due to job abandonment and failure to fulfill her contract. The Resolution approved the filing of a written complaint with the Kansas State Board of Education seeking suspension of redacted license. **Exhibit G**.

17. Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, this Complaint includes a Notice of Complaint and Right to a Hearing, which provides notice to redacted of: (a) the request to suspend her teaching license or take other appropriate disciplinary action against her; and (b) her right to request a hearing and the deadline to request a hearing.

18. On September 10, 2025, a copy of this Complaint, including the Notice of Complaint and Right to a Hearing, was sent to redacted via both certified mail and email. **Exhibit H**.

19. Any license issued by the Kansas State Board of Education may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause, including breach of an employment contract with an education agency by abandonment of the position. K.A.R. 91-22-1a(9).

20. "A member of the ... school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied." K.A.R. 91-22-5a(a).

21. Dr. Higgins, SMSD Associate Superintendent of Human Resources, is a member of the school administration profession. Dr. Higgins's work address is: Shawnee Mission School District, Center for Academic Achievement, 8200 W. 71st Street, Shawnee Mission, KS 66204.

22. The last known address of license holder redacted

23. redacted conduct, as described above in paragraphs 3-7, is grounds for suspension or revocation of her Kansas teaching license under K.A.R. 91-22-1a(9).

24. Dr. Higgins respectfully requests that redacted teaching license be suspended for a time period deemed appropriate by the Professional Practices Commission, or that the Professional Practices Commission take other appropriate disciplinary action against redacted so that, should she apply for employment with a school district as a teacher in the future, that school district is able to make a decision on her employment application with the knowledge that disciplinary action previously was imposed against her by the PPC for abandoning a teaching position mid-school-year and failing to fulfill the terms of her teaching contract.

VERIFICATION

STATE OF KANSAS)
)
COUNTY OF JOHNSON)

In accordance with K.A.R. 91-22-5a(b), Dr. Jeremy Higgins verifies and states: he is the Complainant in this action; he has read the Complaint in full; and the statements and allegations in the Complaint are true and correct according to his knowledge, information, and belief.

Jeremy Higgins

Dr. Jeremy Higgins
SMSD Associate Superintendent of Human Resources

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 10th day of September 2025.

Michelle Trenholm

Notary Public

My appointment expires:

NOTARY PUBLIC - State of Kansas
MICHELLE L. TRENHOLM
My Appt. Expires 3/9/2027

CERTIFICATE OF MAILING

I hereby certify that on this 10th day of September, 2025, a true and correct copy of the foregoing Complaint was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed via certified mail, return receipt requested, and emailed to:

redacted
[redacted]

Jeremy Higgins

Dr. Jeremy Higgins
SMSD Associate Superintendent of Human Resources

NOTICE OF COMPLAINT AND RIGHT TO A HEARING

Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, notice is hereby given of this Complaint and request to suspend Erin O'Neil Pye's teaching license or take other appropriate disciplinary action against redacted.

Licensee has a right to request a hearing on the above issues and request for suspension/other appropriate disciplinary action in accordance with the provisions of the Kansas Administrative Procedures Act. **To obtain a hearing, licensee must file a written request for a hearing with the Secretary of the Professional Practices Commission within fifteen (15) days of the date of service of this Notice** at the following address:

Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St., Suite 102
Topeka, Kansas 66612-1182

Licensee has twenty (20) days from the date of service of this notice to file a written answer to this Complaint. If no answer is filed within twenty (20) days, licensee is deemed to have admitted the allegations contained in the Complaint and acquiesced in the proposed action. An Initial Order will be entered revoking licensee's license for the reasons stated in the complaint and notifying licensee that KSDE provides notice of the revocation to all Kansas education agencies and to the agency responsible for issuing educator licenses/certificates in all other states.

Any answer shall be typewritten or legibly printed. The answer must be signed and contain a statement under oath or affirmation that the statements made in the answer are true. The answer must be notarized and filed with the Secretary of the Professional Practices Commission by certified mail, return receipt requested, or by personal delivery to the address listed above. For more guidance regarding the filing of an answer, see K.A.R. 91-22-9.

ELECTRONICALLY FILED 09/19/2025 10:30:28 OFFICE OF ADMINISTRATIVE HEARINGS

09/16/2025

To the Secretary of Professional Practices Commission,

I am filing this letter as a written request for a hearing with the Secretary of the Professional Practices Commission regarding a complaint that was filed on my teaching license by the Shawnee Mission School District (USD 512). My teaching license number is redacted When I was hired, my licensure and degree were clearly defined as that of a **high-incidence special education teacher**, a role for which I possess the appropriate training, certification, and professional experience. However, shortly after beginning my employment as a Resource Teacher, I was assigned to work with both high and **low-incidence students**. While I have always approached my responsibilities with dedication and a commitment to student success, the shift in assignment placed me in a position that did not align with my qualifications or the scope of my original contract. The above statement is an affirmation by redacted to be true.

redacted

Deidra R. Myers 9/16/2025

DEIDRA R MYERS
Notary Public - State of Kansas
My Appointment Expires 1/27/26

SHAWNEE MISSION UNIFIED SCHOOL DISTRICT 512
Shawnee Mission, Kansas
PROFESSIONAL EMPLOYEE CONTRACT

This Contract is made and entered into on the date that it is signed on behalf of the District, by and between redacted hereinafter referred to as "Professional Employee", and UNIFIED SCHOOL DISTRICT NO. 512, JOHNSON COUNTY, KANSAS, hereinafter, referred to as "District". It is agreed between the parties as follows:

1. Nature of Employment. The District agrees to employ said Professional Employee in the public school system operated by the District; and the Professional Employee agrees to well and faithfully perform all duties assigned in the District in compliance with federal and state laws and according to the rules, policies, and regulations established from time to time by the Board of Education of the District.
2. Professional Negotiated Agreement. It is by the parties agreed that the Professional Negotiated Agreement executed by the Board of Education of the District and by the National Education Association Shawnee Mission, shall be a part of this Contract; and for such purposes, that such Agreement is incorporated herein specific reference thereto.
3. Terms of Employment. Unless sooner terminated as hereinafter provided, this Contract shall be for the 2025-2026 school year and shall commence on the date the Professional Employee is required to report for initial duties. It shall continue through and inclusive of May 28, 2026 provided, however, that should it be necessary to close school temporarily at any time during the term, the Professional Employee agrees, without additional compensation, to work a corresponding additional period of time to make up for the school days lost.
4. Compensation.
   (a) Amount. The District agrees to pay the Professional Employee for the term of this Contract, a salary of $61,545 dollars per annum, hereinafter referred to as the Contract Sum, 6, Classification MS, under the 2024-2025 Salary Schedule as agreed to between the District and the National Education Association Shawnee Mission.
   (b) Adjustment in the Event of Termination. The Contract Sum has been determined upon 190 days of employment, a maximum of 178 days of which shall be while school is actually in session and a minimum of 12 days which shall be devoted to professional activities as directed by the Superintendent of the District. In the event the contract is terminated prior to the end of the term thereof, the Professional Employee's total compensation shall be 1/190 of the Contract Sum times the number of days actually worked by the said Employee.
   (c) Method of Payment. The Contract Sum shall be paid in at least twelve (12) substantially equal monthly installments paid in twelve (12) consecutive months on the 20th of each calendar month beginning on the 20th day of September, 2025 and ending the 20th day of August, 2026 provided, however that when the Contract has been fully performed, as provided by law, and after the Professional Employee has filed written notice, as provided by law, the remaining monthly installment due under this contract may be paid in one sum.
5. Professional Employee's Warranties and Obligations.
   (a) Warranties. The Professional Employee warrants that the Professional Employee is not at this time under contract to work in any other school district during any period of the term of this Contract and that the said Employee is now, or will be prior to the first day of the school term, properly certified or licensed in accordance with the laws of the State of Kansas and/or the requirements of the State Board of Education of Kansas governing the position to which the Professional Employee is assigned and that such certification or license will be kept in full force and effect during the term of this Contract.
   (b) Obligations. Subject to the aforementioned Professional Negotiated Agreement, the Professional Employee shall:
      (i) Devote the Professional Employee's utmost skill and endeavor to his/her position;
      (ii) Accept any assignment for which the Professional Employee is qualified according to law and the rules and regulations of the Board of Education, and which is made under authority of any District administrative officer to whom the Professional Employee is responsible.
      (iii) Keep and maintain all records and prepare all reports by the District;
      (iv) Carry out to the best of the Professional Employee's ability the directives, rules, regulations and policies of the Board of Education or its administrative officers; the Professional Employee acknowledges that the Board of Education reserves the right, at any time, to issue new policies or amend existing policies, as provided by law, as long as the same are not inconsistent with the aforementioned Professional Negotiated Agreement; and
      (v) Report for initial duties to be performed during the school term on date July 31, 2025
6. Termination of Employment. This Contract may be terminated by the Board of Education of the District if:
   (a) The terms of this Contract or the Professional Negotiated Agreement are breached by the Professional Employee; or
   (b) The District is without adequate funds to make the monthly payments herein provided, or if to make such payments would be a violation of law, or
   (c) The school to which the Professional Employee is assigned is closed because of reasons beyond the control of the District.

   Except where terminated as hereinbefore provided, this Contract shall continue in full force and effect for the next succeeding school year unless written notice of intention not to renew this Contract is served by the District upon the Professional Employee on or before the date designated in K.S.A. 72-2251, or unless the Professional Employee gives written notice to the District on or before the date designated in K.S.A. 72-2251 that the Professional Employee does not desire to continue this contract. Resignations tendered after the date designated in K.S.A 72-2251 will be accepted subject to the resignation provision in the Professional Negotiated Agreement.
7. Applicability of Laws, Rules and Regulations. The provisions of this Contract and the Professional Negotiated Agreement hereinbefore referred to shall be specifically subject to all laws, rules, regulations and orders now or hereafter enacted, adopted, issued, altered or amended, by the United States of America and the State of Kansas.
8. Amendment. This Contract may be amended by mutual consent of both parties, which consent shall be evidenced in writing.

Accep redacted **ND RETURN ONE COPY TO PERSONNEL OFFICE**

Profes

04/16/25
Dated

SHAWNEE MISSION UNIFIED SCHOOL DISTRICT 512

By _____
Board of Education

Attended By _____
Clerk of the Board of Education

Kansas State Board of Education

900 SW Jackson Avenue, Topeka, Kansas 66612

Degrees	Earned
MA	22
BA	99

LICENSE

This license is granted to

redacted

In accordance with Kansas State Statutes and Regulations of the Kansas State Board of Education.

LICENSE NUMBER: redacted

PROFESSIONAL LICENSE

EFFECTIVE: 5/16/2023

EXPIRATION: 10/31/2028

HIGH-INCIDENCE SPECIAL EDUCATION K-6 EFFECTIVE: 08/05/2020

RENEWAL REQUIREMENTS

Within the term of the professional license, verification of one of the following:
Completion of 120 professional development points awarded by a Kansas local professional development council
OR
If retired and participating in an educational retirement system in Kansas or another state, completion of 60 professional development points awarded by a Kansas local professional development council
OR
If you are completing (or complete) a program to add a new teaching, school specialist or leadership endorsement during this license period, you may renew on 8 of the semester credit hours you complete as part of the program. (Program must be verified by the teacher education institution.)
OR
Three years of accredited experience
OR
Completion of all components of the national board for professional teaching standards assessment for national board certification
OR
To move to an accomplished license: verification of achieving national board certification.

License may be renewed up to six months before the expiration date.

DIRECTOR OF LICENSURE

COMMISSIONER OF EDUCATION

A KANSAS EDUCATOR CANNOT LEGALLY BE PAID UNLESS THE EDUCATOR HOLDS A LICENSE WHICH IS VALID IN THE STATE OF KANSAS FOR THE PARTICULAR KIND OF WORK TO BE PERFORMED.
(K.S.A. 72-1390)

Kansas Educator Code of Conduct

Professional educators shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state, and profession as evidenced by:

Responsibilities to Student:

- Refrain from disclosing confidential or damaging information that affects the student
- Make reasonable effort to protect the student from conditions detrimental to learning, health or safety.
- Maintain professional relationships with students both inside and outside the classroom
- Refrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual, or romantic relationship with students

Responsibilities to District:

- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property, and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

Responsibilities to Profession:

- Demonstrate conduct that follows generally recognized professional standards
- Fulfill all of the terms and obligations detailed in the contract
- Maintain appropriate licensure for professional practice and employment
- Provide accurate information to state department
- Abide by all federal, state, and local laws and employing school board policies

Communication Log with redacted

August 15, 2025
Jon Ferrell called Michelle Lord to let her know his resource teacher, redacted, was going to resign and that today was her last day.
Jon met with the teacher to review the resignation form and that it would be a suitable replacement due to the resignation being after the contract start date.
Michelle Lord asked Sherry Dumolien to send the SPED Instructional Coach and SPED Coordinator to go to the building to speak with redacted to see if they could support her and help to problem-solve.
Olivia Rodriguez went to Mill Creek to meet with Erin.

Email Sent to redacted
From: Michelle Lord <michellelord@smsd.org>
Sent: Friday, August 15, 2025 4:02 PM
To: redacted
Subject: Important-Resignation

redacted
Mr. Ferrell sent me your resignation form just now. I want to be clear that your resignation is not accepted nor approved by the board of education until there is a suitable replacement for your position. Since HR doesn't accept this resignation, and it isn't approved by the board of education, you are still under a binding contract with SMSD. Your last day will not be today, August 15, 2025, and you do not qualify to pay liquidated damages to release you from this contract as the contract year has already started.

The only item that will allow you to get out of your binding contract is to find a suitable replacement. We will post your position, but you need to understand that we haven't accepted nor released you until we find a replacement for Mill Creek, and you will be expected to report to work on Monday and each day up until a replacement is found for your current position at Mill Creek.

It is important that you report to work on Monday, August 18, 2025. Please contact our office ASAP to discuss the ramifications of intentionally breaching your contract with SMSD.

Sincerely,
Michelle Lord

Email Response from redacted

From: redacted
Date: Friday, August 15, 2025 at 4:28 PM
To: Michelle Lord <michellelord@smsd.org>
Subject: Re: Important-Resignation

Hello Michelle, Could you please outline the ramifications of breeching my contract? I know that the last date to sign was today- is it possible to retract my signature. I feel that there are details of the job that I was not aware of until this week. I am also working with students that are in a low incidence category and I am only licensed at the high incidence level. I do not feel comforatble at this time providing services for those students.

August 15, 2025 at 4:45 PM-Michelle Lord Tried Calling redacted-No Response

From: Michelle Lord <michellelord@smsd.org>
Sent: Friday, August 15, 2025 4:57 PM
To: redacted
Subject: Important-Resignation

redacted
Today was not the last day to sign the resignation form. The last day to complete a resignation form and pay liquidated damages was July 30th. This opportunity for liquidated damages is after your contract start date, which for you was July 31st. It is not possible for you to retract your signature as you signed a binding contract with us on April 17, 2025, and it was accepted and approved by the board for the 2025-2026 school year. If you choose not to report, you are breaching your contract, which would result in us filing a formal complaint against your license with the Kansas Department of Education. You are required to report to work and so if you decide not to, that will be determined as a no show and a complaint will be filed.

This will also affect the students, staff, and community greatly at Mill Creek.

You will not be released from your contract until a suitable replacement is secured and until the board approves of your resignation, which will be after a suitable replacement is found.

I recommend you reach out to a NEA rep to further understand your negotiated agreement with SMSD. This is a very important matter.

We are not accepting or approving your resignation at this time and will not release you until a suitable replacement is secured. Your position will be posted on Monday, August 18, 2025, but you will be required to report to work on Monday.

Please contact our office.

Sincerely,
Michelle Lord

Monday, August 18, 2025
redacted did not show for work.
redacted did leave a voicemail on Heather DeYoung's phone and indicated she would not be coming back and understands the consequences for breaching her contract.

From: Michelle Lord <michellelord@smsd.org>
Sent: Monday, August 18, 2025 4:46 PM
To: redacted
Subject: Important-Resignation
redacted
You did not show for work today at Mill Creek. I am communicating and clarifying again that we are not accepting your resignation due to the terms of your agreement. Since you are in breach of your contract and did not report to Mill Creek, we are going to proceed with termination, which will have resolution during the September 8th board meeting. In addition to termination, we will be filing a formal complaint to KSDE regarding this matter.

Sincerely,
Michelle Lord

AGREEMENT

between

BOARD OF EDUCATION
of
UNIFIED SCHOOL DISTRICT NO. 512
JOHNSON COUNTY,
STATE OF KANSAS

SHAWNEE MISSION
SCHOOL DISTRICT

and

NATIONAL EDUCATION ASSOCIATION
SHAWNEE MISSION

NEA Shawnee Mission

July 1, 2025 through June 30, 2026

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AGREEMENT

between the

Board of Education

of

Unified School District No. 512,
Johnson County, State of Kansas

and the

National Education Association Shawnee Mission

Articles of Agreement

PREAMBLE

This Agreement is made and entered into on the 9th day of June, 2025, by and between the Board of Education of Unified School District No. 512, Johnson County, State of Kansas and the National Education Association Shawnee Mission, 11015 West 75th Terrace, Shawnee Mission, Kansas 66214.

The items described and provided for in this Agreement shall be included by reference in the individual contracts issued by the Board for the 2025-26 school year to Professional Employees as defined in this Agreement, and shall have the same force and effect as though fully stated therein.

Professional Employees shall not be excused during their regularly-assigned schedule to do outside work. The Board shall not place limitations upon the type and amount of outside employment in which Professional Employees engage unless an adverse effect on classroom performance can be demonstrated.

G. Termination of Contract

1. A contract may always be modified, terminated, or non-renewed by mutual agreement between the Professional Employee and the District. Additionally, the Board reserves the right to demote, terminate, or non-renew for just cause.

2. Permanent status Professional Employees may appeal a Board of Education decision to non-renew or terminate in accordance with the provisions of K.S.A. 72-5436, *et seq.*, or amendments thereto. As an alternative to K.S.A. 72-5436, *et seq.*, or amendments thereto, a permanent status Professional Employee may elect to appeal the Board's decision under all of the terms and conditions of Article VII (Grievance Procedure) except that the grievance shall commence at Level Three.

3. The District reserves the right to terminate or non-renew Professional Employees because of a decrease in the number of pupils or for any other causes over which it has no control. In such a case, the selection of Professional Employees for termination or non-renewal shall be made in a non-arbitrary manner.

4. The Board may order a physical or mental examination for a permanent status Professional Employee prior to dismissal on the basis of physical or mental disability, the expense to be borne by the District. The Professional Employees may have their own examination; and in the event the medical examinations conflict, a third examination may be ordered at Board expense to be conducted by a mutually acceptable physician.

H. Resignations

1. All resignations of Professional Employees shall be made in writing to the Department of Human Resources and shall indicate an effective date.

2. The District will accept resignations for the succeeding school year without restriction if tendered on or before the date designated in K.S.A. 72-2251 (the 14th calendar day following the third Friday in May). All contracts shall be binding on the teacher until the teacher has been legally discharged from their teaching contract.

3. Late Resignation. Professional Employees who desire to resign late, after the date designated in K.S.A. 72-2251, may resign under one of the following 3 options:

a. Liquidated Damages. For any written resignations tendered after the date established by Kansas law and before a Professional Employee's first contract day, a Professional Employee will be released from their contract upon the payment of liquidated damages to the Board in the following amounts:

Statutory Date - June 30	$500
July 1 - July 31	$1,500
August 1 - Day Before First Contract Day	$2,000

Such sum must be submitted by a personal check on the date the written resignation notice is tendered.

b. Suitable Replacement. As of their first contract day for the current school year, a Professional Employee will not be released from their contract unless and until the District has secured a suitable replacement for the Professional Employee. If a Professional Employee submits a written resignation notice during the school year pursuant to this provision, their resignation will be irrevocable and may be accepted at any time by the Board after a suitable replacement is secured. In the event that the District is able to secure a suitable replacement for a Professional Employee before the Professional Employee's last contract day, then the Professional Employee will be released from their contract as of the end of the contract day before the suitable replacement's first contract day.

c. Proof of Qualifying Exception. The Professional Employee must provide notice as provided below and documented proof that they meet one of the following qualifying exceptions:

i. Move of a spouse for employment purposes to a residence more than 75 miles from the District's central office building. The Professional Employee must provide a minimum of 10 contract days' notice of resignation, counted from the first contract day after the written resignation notice is tendered.

ii. Job promotion to an administrative position with a pre-K-12 school or school district. The Professional Employee would only be released from their contract effective the first contract day of the Fall semester, or effective the first contract day of the Spring semester. The Professional Employee must provide a minimum of 21 calendar days' written notice of resignation, counted from the first day after the resignation notice is tendered.

iii. Mutual benefit of the District and the Professional Employee. The Assistant Superintendent of Human Resources may agree in writing to release a Professional Employee from their contract.

iv. Professional Employee is approved by the District to take leave under the Family and Medical Leave Act (FMLA) due to a serious health condition of the Professional Employee or of the Professional Employee's spouse, child, or parent, and the certification indicates that the Professional Employee needs a minimum of 12 weeks of continuous leave. If a

Professional Employee meets all eligibility requirements under the FMLA, their FMLA certification indicates a need for 12 continuous weeks of leave and such leave is approved by the District, and they have taken at least 4 continuous weeks of FML and determine they will be unable to work at the end of their FML, then the Professional Employee may provide a minimum of 21 calendar days' advance written notice of resignation before the expiration of their 12 weeks of FML and they will be released from their contract as of the last date of approved FMLA leave (the last day of the 12-week leave period). Professional Employees with qualifying disabilities may request reasonable job accommodations under the Americans with Disabilities Act (ADA) and engage with administration in the ADA interactive process. In the event that the District and a Professional Employee reach a mutual agreement that the Professional Employee cannot perform the essential functions of their job with or without reasonable job accommodations, and the Professional Employee is not eligible for or has no available leave under the FMLA, then the Professional Employee may resign pursuant to a mutually agreed separation agreement under the "mutual benefit" exemption in provision c(iii). The purpose and intent of this exception is to ensure that Professional Employees who experience a medical condition that impacts their ability to work are treated objectively and equitably with regard to late resignation.

4. Active Professional Employees who tender their resignations/retirement prior to February 1, will receive a $1,000.00 incentive payable at the conclusion of their current contract. Professional Employees must complete their contract year to be eligible for the payment.

I. Retirement

1. Retirement for Professional Employees may take place on the first day of July next following attainment of age sixty-five (65), or on the first day of July in any year thereafter. Earlier retirement may be taken in accordance with Kansas law as is in such cases made and provided.

2. Professional Employees shall be subject to the requirements of the Kansas Public Employees Retirement System, Social Security, and the laws relative thereto, and such employees are charged with the responsibility of becoming familiar with the laws, rules and regulations pertinent thereto.

J. Complaints

The parties agree that complaints are likely to arise from time to time with reference to Professional Employees and, in order to resolve such complaints, the following criteria shall apply:

1. After appropriate investigation, the administrator shall decide whether the complaint merits further attention.

RESOLUTION OF INTENT TO TERMINATE TEACHER'S CONTRACT

WHEREAS, redacted is currently employed as a teacher for Unified School District No. 512, Johnson County, Kansas; and

WHEREAS, the Board of Education of Unified School District No. 512, Johnson County, Kansas finds that the contract of redacted for the 2025-2026 school year should be terminated for the reasons set forth below;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 512, JOHNSON COUNTY, KANSAS:

SECTION 1. That it is hereby declared to be the intent of the Board of Education of Unified School District No. 512, Johnson County, Kansas to terminate the employment contract of redacted as a teacher for Unified School District No. 512, Johnson County, Kansas.

SECTION 2. That the Clerk of the Board of Education is hereby authorized and directed to give written notice promptly to redacted of the Board's intent to terminate said contract.

SECTION 3. That the notice contain the following reasons for the Board's intent to terminate the contract:

- Failure to report to work
- Failure to fulfill the contract
- Job abandonment

ADOPTED by the Board of Education of Unified School District No. 512, Johnson County, Kansas this 25th day of August, 2025.

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

Attest: _____
Clerk, Board of Education

SHAWNEE MISSION
SCHOOL DISTRICT

NOTICE OF INTENT TO TERMINATE
TEACHER'S CONTRACT OF EMPLOYMENT

August 26, 2025

redacted

You are hereby notified that the Board of Education of Unified School District No. 512, Johnson County, Kansas at its regular meeting held on the 25th day of August, 2025 adopted a resolution of intent to terminate your contract of employment. The reasons for the action of the Board are as follows: failure to report to work, failure to fulfill the contract, job abandonment.

You are further notified that you may appeal the Board's decision by filing a written request with the Clerk of the Board within 10 calendar days from the date of this Notice. If you do not file a written request to appeal within 10 calendar days, then the Board will vote to terminate your contract of employment at its regular meeting on September 8, 2025.

By order of the Board of Education of Unified School District No. 512, Johnson County, Kansas this 26th day of August, 2025.

CLERK, BOARD OF EDUCATION
UNIFIED SCHOOL DISTRICT NO 512,
JOHNSON COUNTY, KANSAS

RESOLUTION OF INTENT TO TERMINATE TEACHER'S CONTRACT

WHEREAS, redacted is currently employed as a teacher for Unified School District No. 512, Johnson County, Kansas; and

WHEREAS, the Board of Education of Unified School District No. 512, Johnson County, Kansas finds that the contract of redacted for the 2025-2026 school year should be terminated for the reasons set forth below;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 512, JOHNSON COUNTY, KANSAS:

SECTION 1. That it is hereby declared to be the intent of the Board of Education of Unified School District No. 512, Johnson County, Kansas to terminate the employment contract of redacted redacted as a teacher for Unified School District No. 512, Johnson County, Kansas.

SECTION 2. That the Clerk of the Board of Education is hereby authorized and directed to give written notice promptly to redacted of the Board's intent to terminate said contract.

SECTION 3. That the notice contain the following reasons for the Board's intent to terminate the contract:

- Failure to report to work
- Failure to fulfill the contract
- Job abandonment

ADOPTED by the Board of Education of Unified School District No. 512, Johnson County, Kansas this 25th day of August, 2025.

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

Attest: _____
Clerk, Board of Education

RESOLUTION TO TERMINATE TEACHER'S CONTRACT

WHEREAS, redacted is currently employed as a teacher for Unified School District No. 512, Johnson County, Kansas;

WHEREAS, the Board adopted a Resolution of intent to terminate redacted contract on August 25, 2025 and notice of the same was issued to redacted on August 26, 2025;

WHEREAS redacted did not file a request to appeal the Board's decision within 10 calendar days of the date of the notice; and

WHEREAS, the Board of Education of Unified School District No. 512, Johnson County, Kansas finds that the contract of redacted for the 2025-2026 school year should be terminated for the reasons set forth in its Resolution;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 512, JOHNSON COUNTY, KANSAS that the employment contract of redacted as a teacher for the Unified School District No. 512, Johnson County, Kansas is terminated.

BE IT FURTHER RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO 512, JOHNSON COUNTY, KANSAS that, in accordance with K.S.A. 72-2216, the Board approves the filing of a written complaint with the Kansas State Board of Education seeking suspension of redacted license. This Resolution, attached to such written complaint, will serve as the Board's signature to the complaint.

ADOPTED by the Board of Education of Unified School District No. 512, Johnson County, Kansas this 8th day of September, 2025.

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

BOARD MEMBER

Attest: _____
Clerk, Board of Education

Subject: FW: License Complaint by SMSD re Licensee redacted
Date: Wednesday, September 10, 2025 at 5:03:59 PM Central Daylight Time
From: Rachel England
To: redacted
Attachments: image001[26].png, redacted License Complaint by SMSD.zip, image001[38].png

redacted,

I am emailing you to notify you that the attached license complaint was filed with KSDE. You were also sent a hard copy of the complaint by certified mail.

Rachel England
General Counsel

Shawnee Mission School District
8200 W. 71st Street
Shawnee Mission, KS 66204
smsd.org | 913.993.6403

SHAWNEE MISSION
SCHOOL DISTRICT

From: Rachel England <rachelengland@smsd.org>
Date: Wednesday, September 10, 2025 at 5:02 PM
To: Scott Gordon <sgordon@ksde.org>
Subject: License Complaint by SMSD re Licensee REDACTED

Scott,

Please find attached a complaint regarding a teacher licensee that is being filed by Shawnee Mission School District. If you could direct this to the appropriate person at the PPC, I would appreciate it. Thank you.

I will have an additional exhibit (Ex. H) to add tomorrow, but wanted to get this filed today.

Rachel England
General Counsel

Shawnee Mission School District
8200 W. 71st Street
Shawnee Mission, KS 66204
smsd.org | 913.993.6403

SHAWNEE MISSION
SCHOOL DISTRICT

ELECTRONICALLY FILED 11/24/2025 11:05:38 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

IN THE MATTER OF THE LICENSE OF:
redacted

Case No.: 25-PPC-38
OAH No.: 26ED0006 ED

Amended Proposed Initial Order based upon
Stipulated Findings of Fact and
Conclusions of Law

The above-captioned case comes on for hearing before the Professional Practices Commission ("Commission") of the Kansas State Board of Education ("State Board") upon the Complaint filed by Dr. Jeremy Higgins, Associate Superintendent of Human Resources for the Shawnee Mission Unified School District No. 512, Shawnee Mission, Kansas ("SMSD") seeking suspension of the teaching license of redacted (" redacted or "Licensee") (collectively referred to as the "Parties").

Appearing for the Commission were Vice Chair - Dr. Christy Ziegler, and members Caroline Spaulding, Clint Shipley, Erica Shook, Kori Lopez, Anita White and Charrica Osborne.

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the matter.

A pre-hearing conference on this matter was held on November 10, 2025. The SMSD appeared by and through its attorney, Rachel England. redacted appeared with counsel Christopher Coleman. The Parties agreed to submit this Amended Proposed Initial Order to the Professional Practices Commission for consideration on November 14, 2025, without a hearing.

The Parties have conferred and have agreed to the request the PPC publicly censure Licensee based on the following stipulated facts and conclusions of law:

FINDINGS OF FACT

1. redacted was employed as a teacher in SMSD under a contract of employment for the 2025-2026 school year. redacted was a special education teacher at SMSD's Mill Creek Elementary School.

2. redacted was hired by the SMSD in the summer of 2025. Her first contract day was July 31, 2025. The first day of school was August 11, 2025.

3. On August 15, 2025, redacted provided a resignation to her principal, Jonathan Ferrell. Mr. Ferrell contacted Michelle Lord, SMSD Director of Elementary Human Resources, and informed Ms. Lord that redacted was going to resign.

4. That same day, on August 15, 2025, Ms. Lord communicated via email to redacted and provided information about the late resignation provision in the 2025-2026 Professional Negotiated Agreement between SMSD and NEA SM (the "PNA"). Ms. Lord explained to redacted that her position would be posted and that she could not resign until a suitable replacement for her position was secured. redacted asked about the consequences of not reporting for duty on Monday, August 18th. Ms. Lord explained to redacted that if she did not comply with the PNA's late resignation provision and breached her contract by leaving her position before a suitable replacement was secured, then the SMSD could not accept her resignation and would be forced to proceed with termination of her employment. It was also stated that a complaint against her license would be filed with KSDE.

5. On Monday, August 18, 2025, redacted left a voicemail with the SMSD's Human Resources Department stating that she would not be returning to work and was aware there would be consequences for breaching her contract.

6. As of August 18, 2025, redacted stopped reporting to work.

7. The PNA contains the following late resignation provision in Article V(H)(3):

    1. Late Resignation. Professional Employees who desire to resign late, after the date designated in K.S.A. 72-2251, may resign under one of the following 3 options:

        a. Liquidated Damages. For any written resignations tendered after the date established by Kansas law and before a Professional Employee's first contract day, a Professional Employee will be released from their contract upon the payment of liquidated damages to the Board in the following amounts:

Statutory Date - June 30	$500
July 1 - July 31	$1,500
August 1 - Day Before First Contract Day	$2,000

Such sum must be submitted by a personal check on the date the written resignation notice is tendered.

b. Suitable Replacement. As of their first contract day for the current school year, a Professional Employee will not be released from their contract unless and until the District has secured a suitable replacement for the Professional Employee. If a Professional Employee submits a written resignation notice during the school year pursuant to this provision, their resignation will be irrevocable and may be accepted at any time by the Board after a suitable replacement is secured. In the event that the District is able to secure a suitable replacement for a Professional Employee before the Professional Employee's last contract day, then the Professional Employee will be released from their contract as of the end of the contract day before the suitable replacement's first contract day.

c. Proof of Qualifying Exception. The Professional Employee must provide notice as provided below and documented proof that they meet one of the following qualifying exceptions ....

8. Under the late resignation provision in the PNA, teachers who submit notice of resignation after their first contract day will not be released from their contract until a suitable replacement is secured for their position, unless they provide proof of a qualifying exemption.

9. redacted failed to comply with the PNA's late resignation provision.

10. Because redacted left her position before a suitable replacement could be secured, and because she did not qualify for any exemption from the PNA's late resignation provision, she was not eligible to be released from her teaching contract.

11. redacted breached her employment contract with SMSD, which incorporates the PNA, by failing to wait for a suitable replacement to be secured before she stopped reporting to work.

12. The SMSD Board of Education did not accept redacted resignation because she did not comply with the late resignation provision in the PNA. Because redacted

did not comply with the late resignation provision, stopped reporting to work and breached her contract, the Board of Education proceeded with termination of redacted contract of employment.

13. At its August 25, 2025, meeting, the SMSD Board of Education adopted a resolution of intent to terminate redacted contract of employment due to job abandonment and failure to fulfill her contract.

14. At its September 8, 2025, meeting, the SMSD Board of Education adopted a Resolution to terminate redacted contract of employment due to job abandonment and failure to fulfill her contract. The Resolution approved the filing of a written complaint with the Kansas State Board of Education seeking suspension of redacted license.

15. On September 10, 2025, the SMSD filed a license complaint with KSDE seeking suspension of redacted license "or that the Professional Practices Commission take other appropriate disciplinary action against Ms. O'Neil Pye so that, should she apply for employment with a school district as a teacher in the future, that school district is able to make a decision on her employment application with the knowledge that disciplinary action previously was imposed against her by the PPC for abandoning a teaching position mid-school-year and failing to fulfill the terms of her teaching contract."

16. For purposes of these proceedings, both parties agree and stipulate that substantial, competent evidence exists which warrants discipline of the teaching license of redacted redacted

17. In order to resolve the license complaint, redacted consented to a public censure.

CONCLUSIONS OF LAW

18. The Kansas State Board of Education ("State Board") is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

19. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

20. Licensee holds a teaching license issued by the State Board.

21. Accordingly, K.A.R. 91-22-1b is the appropriate regulation to be applied to Licensee's conduct.

22. The Kansas State Board of Education may revoke or suspend the license of any teacher, or the teacher may be publicly censured, for professional misconduct or other just cause, including breach of an employment contract with an education agency by abandonment of the position. K.A.R. 91-22-1b(a)(9).

23. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

24. The Commission finds that substantial, competent evidence supports the public censure of the Licensee.

25. Licensee redacted acknowledges and understands the Commission can only make recommendations to the State Board.

26. The Parties agree to not present any additional evidence or information other than what has already been provided to the Professional Practices Commission and the stipulations contained herein, nor will either Party ask the Commission or the State Board for discipline other than that recommended in this Initial Order.

THEREFORE, the Professional Practices Commission recommends to the State Board, by vote of six (6) in favor and one (1) opposed, that redacted license be publicly censured.

This Initial Order is made and entered on November 14, 2025.

PROFESSIONAL PRACTICES COMMISSION

Christy Ziegler

Dr. ~~Cristy Ziegler~~, Vice Chair Christy Ziegler, Vice Chair
Order signed on November 21, 2025

AGREED TO AND APPROVED BY:

redacted

redacted Licensee

Christopher Coleman, Counsel for Licensee

Rachel England

Rachel England, Counsel for SMSD

Notice to Applicant

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On November 24, 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

redacted

Dr. Jeremy Higgins
SMSD Associate Superintendent of Human Resources
Shawnee Mission School District
8200 W 71st Street
Shawnee Mission, KS 66204

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

Christopher Coleman
KNEA Legal Services
715 SW 10th Ave
Topeka, KS 66612

Rachel England,
Legal Counsel for SMSD
Shawnee Mission School District
8200 W 71st Street
Shawnee Mission, KS 66204

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Tel: (785) 296-2433
Fax: (785) 296-4848

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:	Director:	Commissioner:	Meeting Date: 1/13/2026
Deborah Bremer	Brian Dempsey	Randy Watson	

Item Title:

Act on Guidance for Medical Applied Behavioral Analysis ABA Therapy in school settings

Scott Gordon and Brian Dempsey

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Guidance on Applied Behavioral Analysis, as presented.

Explanation of Situation Requiring Action:

This is the guidance that was presented in December to the Board.

To:
District Superintendents
District Special Education Directors

From: Dr. Randy Watson, Kansas Commissioner of Education

Date: November 24, 2025

Re: Case-by-Case Consideration of Applied Behavior Analysis (ABA) Therapy Access in Schools

Many Kansas families recount facing challenges accessing ABA therapy within schools. This challenge highlights the need for strong parent and educator partnerships. By working together, we can ensure that every student receives the opportunity to thrive and reach their full potential.

This memorandum seeks to provide districts clarity on the standard for reviewing requests for the provision of medically necessary ABA therapy for students with autism spectrum disorder (ASD) within school settings as prescribed by the student's qualified healthcare provider. As you are aware, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act place a legal requirement on public schools to accommodate the special needs of students with disabilities, which includes those diagnosed with ASD.

Accommodation requests under the ADA or Section 504 must be reviewed individually and on a

case-by-case basis. This includes requests for students with ASD to access medically necessary behavioral health treatment in school as prescribed by a qualified healthcare provider. A categorical denial of such a request for accommodation may put a district at risk of allegations of failing to comply with the ADA and Section 504 mandates.

ABA therapy is a recognized behavioral health treatment for students diagnosed with ASD, and for some students, receiving such treatment in the school environment may be necessary for the student's therapeutic plan. In Kansas, funding for these healthcare services in all medically necessary settings, including school, may be available through commercial insurance and Medicaid. Any denial of a request for an accommodation to allow for the delivery of ABA services in the school setting without a comprehensive, individualized review of the request may violate your obligations under federal law.

To uphold our commitment to an accessible educational environment, KSDE recommends the following actions:

1. **Review Current Policies**: Ensure that any existing district policies align with the requirement to review ABA therapy requests on a case-by-case basis.

2. **Engage in the Interactive Proce**ss: Work collaboratively with students, parents, guardians, and healthcare providers to determine appropriate accommodations requested under Section 504 or ADA. Consistent with the procedural and other requirements of the regulation implementing Section 504, at 34 C.F.R. §§ 104.34, 104.35, and 104.36:

a. For each student identified as eligible to receive special education and/or related services, the local educational agency (LEA) will assess whether available information indicates that the student's educational program meets the student's individual educational needs. If appropriate, the LEA will convene a group of persons knowledgeable about the student, making all reasonable efforts to include the parent/guardian, to determine if the student requires a change in placement or additional or different related services, including LEA-provided therapy services, to ensure the provision of a free appropriate public education (FAPE).

b. For each student not previously or currently identified as eligible to receive special education and/or related services, the LEA will assess whether available information indicates that the student may need special education and/or related services, including LEA-provided therapy services, due to a disability. If appropriate, the LEA will convene a group of persons knowledgeable about the student, making all reasonable efforts to include the parent/guardian, to evaluate the Student to determine eligibility and, if relevant, appropriate placement and related services for the student.

3. **Document Decisions**: Keep detailed records of the evaluation process for each request to ensure that decisions are made based on the student's individual needs and are well-documented.

In such circumstances, the school should continue working through the interactive process with the student's parents or guardians to determine if other accommodations or modifications are necessary for the student to safely and meaningfully access the school's programs, services, and

activities to the same extent as non-disabled students.

For further guidance or assistance, please contact:

Brian Dempsey

Assistant Director

Special Education and Title Services

brian.dempsey@ksde.gov

(785) 296-5522

Agenda Number: 1

Meeting Date: 1/14/2026

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

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

From: Natalie Clark

Career and Technical Student Organization (CTSO) Citizenship Day offers the Kansas State Board of Education an opportunity to meet the elected state leaders of the Career and Technical Student Organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the individual roles, such as members of the State Board, have in Kansas public education.

CTSO state leaders will represent each organization and will make brief remarks about their organizations and how their participation in their CTSO has impacted their secondary education experience and prepared them for their postsecondary experience.

Below is the list of CTSO presidents, vice presidents or designated officers speaking:

BPA President: Dayali Sanchez, Newton High School
BPA Vice President: Sanika Ghanekar, Blue Valley High School

DECA President: Mame Saye Drame, Olathe North High School
DECA Vice President: Ajitesh Srivastava, Wichita Collegiate High School

FBLA President: Chloe Johnson, Pleasant Ridge High School
FBLA Vice President: Elly Williams, Republic County High School

FCCLA President: Kendra Conrad, Wabaunsee High School
FCCLA Vice President: Madison Lawson, Jackson Heights High School

FFA Southeast District President: Riley Sturgis, Riverton High School
FFA Northwest District President: Lizzy Vajnar, Hays High School

HOSA President: Shivani Hebsur, Wichita Collegiate High School
HOSA Vice President: Amber Patel, University of Kansas

SkillsUSA President: Kayden Giang, Wichita East High School
SkillsUSA Vice President: MJ Ashen, Labette County High School

TSA President: Annabella Speer, Basehor-Linwood High School
TSA Vice President: Toby Black, Basehor-Linwood High School

Agenda Number: 2

Meeting Date: 1/14/2026

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: Special Education Advisory Committee (SEAC) Annual Report

From: Deborah Bremer

The Special Education Advisory Committee will present their Annual Report on its activities. Dr. Lena Kisner, Chair of SEAC, will present. Bert Moore will be present for any questions.

KANSAS SPECIAL EDUCATION ADVISORY COUNCIL



Annual Report

July 1, 2024 to June 30, 2025

Special Education & Title Services
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612
1-800-203-9462

KANSAS STATE DEPARTMENT OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

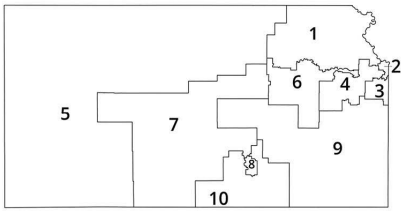
OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Kansas leads the world in the success of each student.

Jan. 25, 2024

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Secretary's Report

The Special Education Advisory Council (SEAC) works to ensure that the state of Kansas is engaging stakeholders on topics related to serving students with exceptionalities. Kansas uses the term students with exceptionalities to include students with disabilities as well as students with giftedness (Kansas requirement). It is the primary responsibility of SEAC to advise, consult and provide recommendations to the Kansas State Department of Education (KSDE) Special Education and Title Services team (SETS), and the Kansas State Board of Education (KSBE) regarding matters concerning serving students with exceptionalities in Kansas.

The primary motivation for individuals to be selected to serve on SEAC is a focus on quality improvement in the Kansas education system, particularly as it relates to outcomes for students with exceptionalities. SEAC has been productively engaged in fulfilling its legal commitments and mission on behalf of students with exceptionalities. The SEAC members discuss, and review issues related to meeting the needs of students with exceptionalities. SEAC advises the SETS team as well as the KSBE on matters regarding programs, outcomes, and services for students with exceptionalities.

Five SEAC meetings were held during the school year (virtual and on-site). SEAC advocates for EACH exceptional student to receive appropriate special education services in lieu of each child's circumstances. Areas reviewed by SEAC this year included: the Differentiated Monitoring System on-site review that occurred in September by the Office of Special Education Programs; the SPP/APR Indicator data submitted in January 2024, licensure alternatives, how students with disabilities are meeting academic requirements including graduation while attending virtual programs, Part C to Part B transition issues, a review of credible allegations of several student issues in two school districts, and SEAC voted to add a "state" position for a virtual representative. SEAC also held a meeting at the State School for the Blind/Visually Impaired which included a tour of the facility. SEAC also toured the State School for the Deaf/Hearing Impaired.

As the Secretary for SEAC, I feel privileged to work with SEAC. We continued to address key issues brought by the KSDE, KSBE, and SETS to keep the focus on the needs of students with exceptionalities including a focus on post-secondary outcomes. A list of accomplishments can be found in the Council Accomplishments section of this Annual Report. SEAC provides regular updates to the KSBE at regularly scheduled State Board meetings. This keeps the KSBE apprised of the issues SEAC has reviewed, as well as the ability to directly respond to issues or questions from Kansas State Board members.

Bert Moore, Secretary for the Kansas Special Education Advisory Council, State Director of Special Education and Title Services (SETS)

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Kansas Special Education Advisory Council

The major responsibilities of the SEAC are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning serving students with exceptionalities. The SEAC is composed of individuals in, or concerned with, the education of children with exceptionalities. The council performs such duties as specified by IDEA and as outlined in the Kansas SEAC Bylaws.

The primary role of the council is to advise and assist the KSDE to achieve excellence, equity, and lifelong learning opportunities for EACH student in Kansas. As such, it is committed to representing individuals with diverse and changing educational needs. This responsibility leads the SEAC to support the vision and mission of Kansas State Board of Education (KSBE), the Division of Learning Services (DLS), and the Special Education, and Title Services team (SETS).

SEAC advises the Kansas State Board of Education in six key areas as required by the regulations of the Individuals with Disabilities Education Act (IDEA), and Kansas statutes. These areas include:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;
- Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act;
- Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

The Kansas Special Education Advisory Council (SEAC) held five meetings during the 2024-2025 school year.

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Kansas State Board of Education

Vision

Kansas leads the world in the success of each student. Kansans Can!

Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

SEAC Goal

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for EACH student with an exceptionality in Kansas.

SEAC Beliefs

The Kansas Special Education Advisory Council is committed to lifelong learning. The Special Education Advisory Council believes that:

- Partnerships increase collaboration for better services.
- Visionary leadership is essential for appropriate services to meet the needs of EACH student.
- Innovation is essential to the process of lifelong learning.
- All child service systems must be provided in an integrated and collaborative manner.
- Education is an evolving process that requires innovation, continuous growth, and evaluation.
- The needs of EACH student must be met.

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Council Membership

The 2024-2025 SEAC membership included the twenty-one required members and four regularly attending non-voting ex-officio members, all of whom are concerned with the education of children and youth with exceptionalities. The majority of SEAC members include individuals with disabilities and/or parents of children with exceptionalities between birth and age 26. The 2024-2025 membership included:

Council Member	Appt. Expires (Term)	Representation	Fulfills Majority Require-ments	State Board Regions (Home / Work)	Voting Member	Contact information
*Marvin Miller **(Past Chair)**	6/30/2026 (2nd Term)	Parent of an exceptional child ages Birth through 26 years	Yes	10	Yes	10808 W Harvest Lane Wichita, KS 67212 mjmiller@abilityed.com
*Lindsey Graf **(Chair)**	6/30/2025 (1st Term)	Administrator of Program for Exceptional Children	Yes	9	Yes	200 S 6th St. Burlington, KS 66839 lgraf@usd244ks.org
*Lena Kisner **(Chair Elect)**	6/30/2024 (1st Term)	Administrator of Program for Exceptional Children	Yes	7	Yes	2500 E 30th Avenue Hutchinson, KS 67502 lkisner@rcec610.org
*Dr. Troy Pitsch	6/30/2025 (2nd Term)	Local Education Official who carries out activities under the Federal McKinney-Vento Homeless Education Act	Yes	1	Yes	tpitsch@usd329.com
*Jennifer Kucinski	6/30/2026 (2nd Term)	Representative of other State Agency involved in the Financing or	Yes	3	Yes	16100 W 141st St. Olathe, KS 66062 jkucinski@kssdb.org

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		delivery of related services to exceptional children				
*Jennifer Kurth	6/30/2026 (2nd Term)	Representative of Institution of Higher Education that prepares Special Education and Related Services Personnel	No	1	Yes	jkurth@ku.edu
*Brandon Gay	6/30/2026 (2nd Term)	Representative from the State Adult Corrections Agency	No	5	Yes	Brandon.gay@colbycc.edu
*Whitney George	6/30/2024 (1st Term)	Teacher (General Education)	Yes	6	Yes	3719 Peachtree Cir. Manhattan, KS 66503 whitneyg@usd383.org
*Rebecca Shultz	6/30/2024 (1st Term)	Individual with a Disability	Yes	2	Yes	2909 W 94th St. Leawood, KS 66206 beccaada21@smsd.org
*Jennifer King	6/30/2027 (1st Term)	Parent of a Gifted Child	Yes	10	Yes	1847 N Chautauqua Wichita, KS 67214 Jking7@usd259.net
*Brooke Moore	6/30/2025 (1st Term)	Representative of Institution of Higher Education that prepares Special Education and Related Services Personnel	Yes	5	Yes	Brooke.moore@fhsu.edu
Rebekah Helget	6/30/2027 (1st Term)	Representative of other State Agency	TBD	6	Yes	421 E 3rd Street Minneapolis, KS 67467 Rebekah.helget@greenbush.

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		involved in the financing or delivery of related services to exceptional children				org
Charity Porter	6/30/2026 (1st Term)	Representative of a Vocational, Community or Business Organization, concerned with the provision of transition services to children with disabilities	Yes	4	Yes	3449 SW Jardine Ter Topeka, KS 66611 cporter@dreamcatcherscm.com
Jennifer Florez	6/30/2027 (1st Term)	Teacher (Special Education)	Yes	3	Yes	70 Ashwood Lane Bonner Springs, KS 66012 jenniferflorez@smsd.org
Jessica Lopez	6/30/2027 (1st Term)	Representative of a Private School	No	8		1218 E Morris Wichita, KS 67211 Jdlopez1413@gmail.com
Roxanne Zillinger	6/30/2026 (1st Term)	State Education official, including at least one state or local official who carries out activities under the federal McKinney-Vento homeless education act	No	4	Yes	900 SW Jackson St Topeka, KS 66612 rzillinger@ksde.org
Bradley Miller	6/30/2027 (1st Term)	Representative from the State Juvenile		4	Yes	1619 SW Oakley Ave Topeka, KS 66604 bmillerdaisy@gmail.com

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		Corrections Agency				
Sydney Dringman	6/30/2027 (1st Term)	Representative from State Agency responsible for Foster Care of Children		2	Yes	1422 S Lindenwood Dr. Olathe, KS Sydney.dringman@ks.gov
Sean Smith	6/30/2027 (1st Term)	Parent of a child with a disability, ages birth through 26 years.	Yes	4	Yes	2729 Inverness Court Lawrence, KS 66047 785-312-4485 seanj@ku.edu
Autumn Biltz	6/30/2027 (1st Term)	Individuals with disabilities	Yes	5	Yes	1603 6th Ave. Dodge City, KS 67801 620-255-3718 abiltz@skacd.org autumnbiltz@gmail.com
*Ashley Enz	Ex-Officio	KASEA	N/A		No	asenz@bluevalleyk12.org
*Melanie Haas	Ex-Officio	State Board of Education	N/A		No	mhaas@ksde.org
*Jon Harding	Ex-Officio	State School for the Blind	N/A		No	1100 State Ave. Kansas City, KS 66102 jharding@kssdb.org
*Leslie Girard	Ex-Officio	Official Parent Training and Information Center for Kansas	N/A		No	5611 SW Barrington Ct. South, STE 120 Topeka, KS 66614 lesli@familiestogetherinc.org
*Luanne Barron	Ex-Officio	State School for the Deaf/Hard of Hearing	N/A		No	450 East Park St. Olathe, KS 66061 lbarron@kssdb.org
*Mike Burgess	Ex-Officio	Official Protection and Advocacy System for Kansas	N/A		No	214 SW 6th Ave. STE 100 Topeka, KS 66603 mike@drckansas.org
*Idalia Shuman	Ex-Officio	Kansas National Education Association	N/A		No	Idalia.Shuman@knea.org Sherri.schwanz@knea.org

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Secretary to SEAC: Bert Moore, Director of Special Education and Title Services, KSDE

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Council Leadership

The chair Lindsey Graf became the past chair, the chair-elect, Lena Kisner, became the chair, and Brooke Moore was voted the chair-elect at the April 2024 SEAC meeting.

Operational Standards

The SEAC's 2024-2025 meeting schedule was as follows:

Meeting Date	Location
July 24, 2024	LSOB, 900 SW Jackson, Room 509, Topeka, KS
September 24, 25, 2024	KSSB & KSSD in Olathe and K.C., KS
November 20, 2024	LSOB, 900 SW Jackson, Room 509, Topeka, KS
January 14 & 15, 2025	LSOB, 900 SW Jackson, Room 509, Topeka, KS
April 22, 2025	LSOB, 900 SW Jackson, Room 509, Topeka, KS

The SEAC held five meetings. Official minutes of the meetings were kept, reviewed, approved, and posted on the KSDE Special Education and Title Services team website at Special Education Advisory Council (SEAC). A public comment period was offered at each regular SEAC meeting.

Council Accomplishments

SEAC's 2024-2025 are detailed in the "Activity" list. Highlights include:

- Reviewed data on each of the State Performance Plan/Annual Performance Report (SPP/APR) 18 indicators for the 2023 submission to the Office of Special Education Programs;
- Collaborated with the KSDE Teacher Licensure team to explore solutions to the shortage of special education teachers, substitute teachers, related service providers, and administrators:
- Reviewed data on the number of students with disabilities participating in Virtual school programs including graduation data;
- Participated in the Differentiated Support Monitoring of Kansas completed by the Office of Special Education Programs in September of 2024;
- Participated in on-site visits to the Kansas State School for the Blind/Visually Impaired and the Kansas State School for the Deaf/Hearing Impaired;

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- Received information from Ex-officio members including Families Together, the Disability Rights Center, the Kansas State School Board of Education, the Kansas Association of Special Education Administrators, the Kansas National Education Association, the Kansas State School for the Blind/Visually Impaired, and the Kansas State School for the Deaf/Hard of Hearing;
- Provided feedback on two credible allegations including a Department of Justice agreement with USD#259;
- Added a "State" voting membership for a Virtual School Representative;
- Reviewed the graduation rates for students with disabilities compared to all other graduation sub-groups;
- Participated in discussions related to Part C to Part B transition planning for students moving from Infant-Toddler services to age 3 services including reports on any problems;
- Received information on the Kansas Integrated Accountability System (KIAS) "Stakeholder" group which consists of one representative from each of the 8 Kansas Association of Special Education Administrators regions in Kansas;
- Received information on the "new" State Assessment provided by Julie Ewing, Assistant Director on the Career Standards and Assessment team;
- Received information from KDHE on a grant that is designed to expand Medicaid; and
- Celebrated the State of Kansas receiving a "Meets Requirements" for the 2023 State Performance Plan/Annual Performance Report. Kansas has "met" federal requirements for the past fifteen years.
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Special Education Advisory Council Summary of Activities by Priority Area 2024-2025

The Kansas Special Education Advisory Council will advise the KSDE SETS team, so Kansas has an educational system that achieves excellence, equity, and lifelong learning for students with exceptionalities by:

Code	Area of Focus	Data Source	Action Completed
	PRIORITY AREA 1: Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;		
1.1	Increase awareness and understanding of provision of services from the public perspective		
1.1a	A Kansas State Board of Education (KSBE) update was provided with a review of the following topics: KESA 2.0, Emergency Safety Interventions, FAFSA and Graduation Requirements, and the creation of a "Screen Time Task Force".	Melanie Haas, State Board SEAC Ex-Officio Member	7/24/2024
1.1b	KSDE received a credible allegation that a student with a cognitive disability was being mistreated. KSDE will conduct an on-site monitor.	Bert Moore, KSDE Director of Special Education and Brian Dempsey, Assistant Director of Special Education	9/25/2024
1.1c	The Kansas State Board of Education (KSBE) created a "Screen Time Blue Ribbon Task Force".	Melanie Haas, State Board SEAC Ex-Officio Member	9/25/2024
1.1d	An Emergency Safety Intervention presentation was provided with year-to-year totals for restraints and seclusions.	Trish Backman, KSDE Coordinator	1/15/2025
1.2	Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations		

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1.2a	The Kansas Association of Special Education Administrators (KASEA) has created a professional development activity called "Connecting with KASEA" for its members. They also reported that K-State is working on a special education administrator evaluation document.	Ashley Enz, KASEA Ex-Officio SEAC Member	9/25/2024
1.2b	The Kansas State School for the Blind/Visually Impaired (KSSB) reported that the State School is licensed for children ages 6 weeks to 6 years. The Extended School Year session will move to two sessions, each lasting two weeks. The Vision Symposium had 165 participants. Braille Bean coffee can be purchased over the web. KSSB hosted a "Make 48" competition with other states.	Jon Harding, KSSB Superintendent Ex-Officio SEAC Member	11/20/2024
1.2c	The Kansas Association of Special Education Administrators (KASEA) has 200 members. KASEA is working with the United School Administrators on building leadership training that will provide training on the role and responsibilities of building administrators to implement special education programs and services.	Ashley Enz, KASEA Ex-Officio SEAC Member	11/20/2024
1.2d	A Medicaid update was provided by a Kansas Department of Health and Environment (KDHE) employee explaining a new grant to increase Medicaid access for added eligible services.	Heather Gould, Kansas Department of Health and Environment	1/14/2025
1.2e	The Kansas School for the Deaf/Hard of Hearing (KSSD) shared they currently have over 150 students at the state school between the ages of 3-21. KSSD provides early intervention for 184 infants/toddlers as well. Outreach has been provided to 62 counties cumulating 795 services.	Luanne Barron, KSSD Superintendent, Ex-Officio SEAC Member	1/14/2025
1.2f	The Kansas State School for the Blind/Visually Impaired (KSSB) shared information about their "Celebrate Access - Braille and Beyond" events occurring on January 30 at KSSB, and February 6 in Wichita. The KSSB Infant-Toddler program serves 200 children in partnership with Part C. KSSB has a mobile STEM unit and mobile "Blind Sports" unit.	Jon Harding, KSSB Superintendent Ex-Officio SEAC Member	1/14/2025
1.2g	A Fiscal Forum will be held on March 27 and 28 in Wichita, sponsored by KSDE-SETS. Updates to the Uniform Grant Guidance (UGG) and the Education Department of General Administrative Regulations (EDGAR) will be topics along with other relevant fiscal topics.	Dean Zajic, Assistant Director, KSDE-SETS	1/14/2025

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1.2h	The Kansas State School for the Blind/Visually Impaired (KSSB) shared information about the Mobile Stem program, "Differentiated Stations" and the various locations for these activities in Kansas. He also shared "Lessons Learned".	Jon Harding, KSSB Superintendent Ex-Officio SEAC Member	4/22/2025
1.3	Evaluate the working conditions of special education teachers. Study relevant issues including licensure and endorsements and assist with dissemination of related information		
1.3a	A SEAC member shared concerns about the "dual" BA/BS level license (general education and special education endorsements combined). Candidates are required to take both general education and special education licensure content, and it may require an extra year of classes. The teacher then graduates with a BS/BA degree, when he/she could have one year of completion toward a MA/MS degree. The teacher begins at the Base step on the Salary Schedule instead of a BA/BS plus extra college hours.	Marvin Miller, SEAC Past-Chair	7/24/2024
	PRIORITY AREA 2: Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;		
2.1	Study and provide comments on proposed federal and state laws and regulations and assist in implementation of changes		
2.1a	The Office of Special Education Programs (OSEP) developed the Differentiated Monitoring and Support (DMS) state monitoring plan, which was reviewed with SEAC. The Office of Special Education Programs (OSEP) will examine each of the 8 areas of performance during their state monitoring of Kansas that will take place in September of this year.	Brian Dempsey, Assistant Director, Lead for the OSEP Monitor	7/24/2024
2.1b	The Office of Special Education Programs held an Executive Session with active SEAC members in preparation for the on-site monitoring review that will take place in September.	SEAC Active Members	7/24/2024

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2.1c	OSEP conducted an on-site review of Special Education programs and services September 4 through September 6.	Selected Special Education IDEA Members and Technical Assistance Providers	9/4/2024 thru 9/6/2024
2.1d	The SETS Team will submit the State Performance Plan/Annual Performance Report (SPP/APR) by the deadline of February 1, 2025.	Brian Dempsey, Assistant Director, Co-Lead for the SPP/APR	11/20/2024
2.1e	A legislative update was provided reviewing current bills and proposals.	Bert Moore, SEAC Secretary and SETS Director	1/14/2025
	PRIORITY AREA 3: Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;		
3.1	Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children and youth with exceptionalities;		
3.1a	Wichita USD259 received corrective action from the Department of Justice (DOJ) as the result of a signed settlement agreement. Areas being addressed for corrective action include students placed in special purpose schools without a transition plan, the number of suspensions and expulsions, the role of school resource officers in discipline, rates of discipline for African American students, and the use of restraints.	Bert Moore, SETS Director	7/24/2024
3.1b	SEAC asked SETS about students identified as having Dyslexia under the legislation passed two years ago making Dyslexia a "State" category of disability. KSDE now identifies students as having a Learning Disability with a primary indicator of Dyslexia. Dyslexia is defined as a Learning Disability.	SEAC Membership	1/15/2025
3.1c	A "Virtual" SEAC membership position was voted on and added to SEAC as a "State" voting position. Dr. Robyn Kelso, KSDE CSAS Virtual Program Coordinator was selected to fill the position.	SEAC Membership	4/22/2025

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3.1d	A presentation was provided by the KSDE Deputy Commissioner that shared what legislation was passed during the legislative session this year. This included the formation of an Education Funding Task Force that will be asked to make a recommendation on how to fund education in Kansas beginning July 1, 2027, when the current funding model will expire.	Dr. Frank Harwood, Deputy Commissioner KSDE	4/22/2025
3.1e	The Technical Assistance System Network (TASN) projects are out for open bid as "initial" projects. KSDE anticipates that all projects will begin on July 1, 2025.	Bert Moore, SETS Director	4/22/2025
3.1f	SEAC received a report on Virtual Schools and students with IEPs.	Dr. Crista Grimwood and Brian Dempsey, SETS Team	4/22/2025
3.2	Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations		
3.2a	October is the month of National Disability Employment Awareness. The Disability Rights Center (DRC) also reported that guardian statutes are due for a major update as advocates are promoting less restrictive options than complete guardianship. In addition, the DRC shared that KDADS has an Employment First pilot.	Mike Burgess, Disability Rights Center, Ex-Officio Member	9/25/2024
3.2b	The Disabilities Rights Center (DRC) shared information about their work to increase slots for the IDD/DD waiver. Last year the legislature increased 500 slots. Also shared was information about a Conservatorship Advisory Council which is working to overhaul the Kansas "guardianship" laws.	Mike Burgess, Disability Rights Center, Ex-Officio Member	11/20/2024
3.2c	The Kansas State Board of Education will welcome three new board members in January. The Board's legislative priorities for the next session were shared. State Board meetings are recorded so SEAC members can go back and review meetings. The Commissioner recently visited the Pentagon to ask if Kansas could receive military enlistment numbers so the individuals may be added to the Kansas Post-Secondary success list. These individuals are currently not included in the post-secondary success list.	Melanie Haas, State Board Representative, Ex-Officio SEAC Member	11/20/2024

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3.2d	Kansas has received a Disability Innovation Fund Demonstration Grant through Rehabilitation Services. It is a 5-year project with specific outcomes to improve student transitions from high school to postsecondary engagements.	Dean Zajic and Stacie Martin, SETS Team	1/15/2025
3.2e	The Kansas Association of Special Education Administrators (KASEA) shared the KASEA vision and mission statements. KASEA will award a general education administrator award and is seeking nominations.	Ashley Enz, KASEA Ex-Officio SEAC Member	4/22/2025
3.2f	The Disability Rights Center (DRC) shared that the DRC is spending most of their time dealing with legislative issues. Waiver slots for the IDD/DD waiver were added this session. A Medicaid audit was completed in 2023 and the findings from the audit are being shared.	Mike Burgess, Disability Rights Center, Ex-Officio Member	4/22/2025
3.3	Analyze the data on the education progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement		
3.3a	The State Performance Plan/Annual Performance Indicators for 2022 were reviewed with SEAC.	Bert Moore, SEAC Secretary, Director of SETS	7/24/2024
3.3b	The file review process for students with disabilities attending virtual schools was reviewed. SEAC is concerned about students with disabilities enrolled in virtual schools not receiving the specially designed instruction they need.	Brian Dempsey, SETS Assistant Director	9/5/2024
3.3c	Kansas has received a Stronger Connections Grant to support 13 districts with high poverty and a high rate of exclusionary discipline. It is a 3-year grant, and the Southeast Kansas Education Service Center will support the evaluation of the project.	Roxanne Zillinger, Bonnie Houk, and Kristin Heurer, Stronger Connections Grant Leads	1/15/2025
3.3d	SEAC reviewed graduation rates for all populations. The highest group reporting not graduating within a 4-year cohort was those students enrolled in Virtual schools. The Virtual graduation rate was 68.3%.	Brian Dempsey, SETS Assistant Director	1/15/2025
3.4	As stakeholders, assist in the interpretation of Kansas data in reporting to the public and U.S. Department of Education (OSEP)		

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3.4a	The Special Education Advisory Council held a conference call with the Office of Special Education Programs. Since this occurred in Executive Session with no KSDE staff present, and no recording was made, the content of the interview remains confidential.	SEAC Members	7/24/2024
3.4b	The Special Education Advisory Council spends time at each of its scheduled meetings reviewing the State Performance Plan/Annual Performance report data that is submitted by February 1 each school year. This includes any clarifications requested by OSEP.	SEAC Members and KSDE SETS Team	7/24/2024 - 9/25/2024 - 11/20/2024 - 1/14/2025 - 4/22/2025
3.4c	The Special Education Advisory Council reviewed the OSEP Differentiated Monitoring System reports prepared by the KSDE SETS Team. SEAC made comments and asked questions.	SEAC Members and KSDE SETS Team	7/24/2024 - 9/25/2024 - 11/20/2024
	PRIORITY AREA 4: Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act;		
4.1a	The Special Education Advisory Council participated in the OSEP on-site monitoring and will work with SETS Leadership to ensure that corrective actions occur in a timely manner as recommended by OSEP. KSDE will develop a plan to address all monitoring findings. Kansas did not receive any substantive issues requiring immediate action.	SEAC Members and SETS Leadership	7/24/2024 - 9/25/2024 - 11/20/2024 - 1/14/2025 - 4/22/2025
	PRIORITY AREA 5: Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities;		
5.1	Enhance school-family-community partnerships by encouraging and developing coordinated programs and services		
5.1a	SPP/APR Indicator 8 - Parent Involvement was explored including how to get more engagement from diverse families. SEAC is interested in designing a survey that will provide useful information to district/building teams.	Bert Moore, SETS Director and SEAC Members	7/24/2024

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5.1b	The Kansas Association of Special Education Administrators has roughly 200 members. KASEA is working with the United School Administrators to develop a general education administrator training focused on special education.	Lena Kisner, KASEA Chair	7/24/2024
5.1c	The Disability Rights Center continues to focus on IDD and Behavior waivers as well as the Community Support waiver.	Mike Burgess, DRC Ex-Officio Member	7/24/2024
5.1d	The Special Education Advisory Council members shared that they want parents to feel supported. Members also want data that can be measured, and members will support adding questions to the survey.	SEAC Members	9/25/2024
5.1e	Families Together shared information about their "Chase Your Dreams" podcast. They received a grant from the Department of Commerce to focus on employment for people with disabilities. They are also expanding the CHASE (Community Honoring Adolescent Success in Education" program.	Lesli Girard, Families Together Ex-Officio Member	9/25/2024
5.1f	The response rate for Indicator 8 (Family Involvement) has been declining. The current survey has one question, "Did the school district invite you to take part in discussions for improving services and results for your child?"	Brian Dempsey, SETS Assistant Director	11/20/2024
5.1g	Families Together provided data on the number of consultations (2,355) that occurred between July and September 2024. Families Together collect ethnicity, age of child/youth, primary disability with family support being the number 1 consult provided. Education advocates that were appointed and cancelled were also included in the report.	Lesli Girard, Families Together Ex-Officio Member	11/20/2024
5.1h	Families Together provided 3,100 consultations between October and December 2024. An update on the CHASE Your Dreams podcast was provided. Education advocates that were appointed and cancelled were also included in the report.	Lesli Girard, Families Together Ex-Officio Member	1/14/2025
5.1i	The SETS Team will form a committee to review improvements and enhancements to the current Indicator 8 survey. Potential questions for Indicator 8 were shared. Areas to include in the survey included communication, collaboration and narrative feedback from parents.	Brian Dempsey, SETS Assistant Director	1/15/2025

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5.1j	Families Together provided 2,765 consultations between January and March 2025. Education advocates that were appointed and cancelled were also included in the report.	Lesli Girard, Families Together Ex-Officio Member	4/22/2025
5.1k	The current Kansas National Education Association Ex-Officio member, Idalia Shuman announced her retirement. Dr. David Fernkopf, the KNEA Executive Director, will serve in the position until a replacement is found for Idalia.	Idalia Shuman, KNEA Ex-Officio Member	4/22/2025
5.2	Improve communication and collaboration between SEAC and SICC Councils to enhance services to children and families in Kansas		
5.2a	SEAC received a report on the Part C to Part B requirements. The Part C program is required to provide a notice to the Part B program 90 days prior to a toddler's third birthday. Part B then has 90 days to schedule a transition meeting with the parents and Part C provider, complete an evaluation of the child to determine eligibility for Part B, and develop an IEP for eligible children by the child's third birthday,	Brian Dempsey, Assistant Director	11/20/2024
5.2b	SEAC received a report on SICC's (State Interagency Coordinating Council) Strategic Plan. The mission of the SICC is to ensure comprehensive service delivery to all at-risk children, with, or at risk of, developmental delays from birth through age 5.	Stacy Clarke, Coordinator EC Team	1/14/2025
5.2c	The Kansas Early Childhood Development Services (KECDS) also called Part C, served 11,160 infant-toddlers between July 1, 2023, and June 30, 2024. The Kansas Department of Health and Environment (KDHE) serves as the lead agency for KECDS and works with 29 networks across Kansas. KECDS is responsible for 12 Indicators which are annually reported to the Office of Special Education Programs (OSEP).	Stacy Clarke, Coordinator EC Team	1/14/2025
5.2d	SEAC received a State Performance Plan/Annual Performance Report update for Part B Indicators. Information was shared on how the department addressed "slippage" statements for any compliance indicators that require /0/ percent or /100/ percent.	Brian Dempsey, Assistant Director	1/14/2025
5.3e	Information was shared on the SICC Early Childhood Integrated Data System (ESIDS) which was developed with the assistance of a grant.	Stacy Clarke, Coordinator EC Team	1/14/2025

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5.4f	An update on Part C to Part B transitions between KDHE and school districts is leading to effective transitions from Part C to Part B. KSDE-SETS meets regularly with Families Together and KDHE to address areas of concern or systems of concern. KSDE-SETS has reached out to individual districts/Part B providers to address areas of concern.	Brian Dempsey, Assistant Director	1/14/2025
5.3	Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Education)		
5.3a	A report was provided by the Kansas State School for the Blind/Visually Impaired. Updates included the State School is serving 214 infants/toddlers with low vision or who are legally blind. Their "field" based services now serve 200/286 school districts in Kansas. The campus at the State School houses 63 students that reside through the week and return home for weekends and holidays.	Jon Harding, Superintendent KSSB	9/25/2024
5.3b	The SETS Leadership Team is working with a group of Directors of Special Education through a "stakeholders" group that represents all 8 KASEA regions in Kansas. Items discussed at their recent meeting included: Indicator 18 being added to the SPP/APR, a statewide IEP, district levels of determination for meeting state and federal requirements, state monitoring of compliance requirements, transition requirements for students ages 14 through school completion, and available professional development.	Brian Dempsey, Assistant Director	11/20/2024
5.3c	The SETS Team is required to examine school districts for "risk" related to a variety of requirements. SETS calls this process of risk calculation Youth Outcomes Data Accountability (YODA). SETS will rank order districts based on risk and provide technical assistance to systems indicating the most risk using 16 data points of risk.	Brian Dempsey, Assistant Director	4/22/2025
5.4	Enhance the Kansas Assessment System		

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5.4a	The Assistant Director who works with Assessments in CSAS provided a report on the latest State Assessments. Information included: the window for assessing students using the Kansas State Assessments for ELA, Math and Science, the grades assessed, and the current "level of performance" descriptors.	Julie Ewing, CSAC Assistant Director	11/20/2024
6.1	Enhance education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons		
6.1a	Monitoring of students with disabilities convicted of adult offenses and incarcerated in adult prisons takes place as part of the SETS Team 3-year cohort monitoring process.	Addressed as part of the File Review monitoring conducted by SETS using a cohort method.	Annually

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Acronyms

ADA: Americans with Disabilities Act

APR: Annual Performance Report

CADRE: Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)

CEIS: Coordinated Early Intervening Services

CWDs: Children with Disabilities

DGB: Data Governance Board

DHH: Deaf/Hard of Hearing

DLM: Dynamic Learning Maps

ECLRE: Early Childhood Least Restrictive Environment

ECO: Early Childhood Outcomes Center

ECSETS: Early Childhood, Special Education and Title Services

ED or USDE: U.S. Department of Education

EDEN: Education Data Exchange Network

EDGAR: Education Department General Administrative Regulations

EPC: Education Program Consultants

ESEA: Elementary & Secondary Education Act of 1964

ESI:	Emergency Safety Interventions
ESSA:	Every Student Succeeds Act
FAPE:	Free & Appropriate Public Education
FERPA	Family Educational Rights & Privacy Act
GAO:	Government Accountability Office or U.S. General Accounting Office
ICC:	Interagency Coordinating Council
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program
IHE:	Institution of Higher Education
IPS:	Individual Plan of Study
JJA:	Juvenile Justice Authority
KASEA:	Kansas Association of Special Education Administrators
KCCR:	Kansas College and Career Readiness
KDHE:	Kansas Department of Health and Environment
KEEB:	Kansas Education Employment Board (TASN Project)
KESA	Kansas Education Systems Accreditation
KIAS:	Kansas Integrated Accountability System
KIDS:	Kansas Individual Data on Students
KIRC:	Kansas Instructional Resource Center (TASN Project)
KLFA:	Kansas Learning First Alliance
KLN:	Kansas Learning Network
KPIRC:	Kansas Parent Information Resource Center (TASN Project)
KSD:	Kansas School for the Deaf
KSBE:	Kansas State Board of Education
KSDE:	Kansas State Department of Education
LEA:	Local Education Agency
LETRS:	Language Essentials for Teachers of Reading and Spelling
LOD:	Levels of Determination
LRE:	Least Restrictive Environment
MOA:	Memorandum of Agreement
MOE:	Maintenance of Effort
MOU:	Memorandum of Understanding

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MTSS:	Multi-Tier System of Supports
NASDSE:	National Association of State Directors of Special Education
NAESPA	National Association of ESEA State Program Administrators
OCR:	Office of Civil Rights
OGC:	Office of General Counsel
OMB:	Office of Management and Budget
OSEP:	U.S. Department of Education's Office of Special Education Programs
OSERS:	U.S. Department of Education's Office of Special Education & Rehabilitative Services
OWS:	Outcomes Web System
PBIS:	Positive Behavior Intervention Supports
PII:	Personally Identifiable Information
PTI:	Parent Training Information Center (Families Together)
RDA:	Results Driven Accountability
RFP:	Request for Proposal
SEA:	State Education Agency
SEAC:	Special Education Advisory Council
SICC:	State Interagency Advisory Council
SPDG:	State Personnel Development Grant
SPP:	State Performance Plan
SSIP:	State Systemic Improvement Plan
TASN:	IDEA Title VI-B: Kansas Technical Assistance System Network administered by KSDE
TIP:	Targeted Improvement Plan
TLA:	Teacher Licensure and Accreditation
UGG:	Uniform Grant Guidance
	Link to Additional Acronyms - Click Here

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Agenda Number: 3

Meeting Date: 1/14/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Update on Citizenship Kickoff events for America's 250th Anniversary

From: Deborah Bremer

Nathan McAlister, Humanities Program Manager, will give a brief overview of the upcoming kickoff events that are planned to educate students on America's 250th anniversary.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** 1/13/2026
Payton Lynn	Renee Nugent	Randy Watson	

Item Title:

Act on Review of K.A.R. 91-1-216 Procedures for professional development

Recommended Motion:

It is moved that the Kansas State Board of Education approves eliminating the requirement for districts to submit a separate professional development plan to reduce unnecessary administrative obligations and allow districts to focus resources on the locally driven professional learning activities embedded in their school improvement work.

Explanation of Situation Requiring Action:

Review of K.A.R. 91-1-216 Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs. As part of the State Board of Education's ongoing review of education regulations, KSDE evaluated K.A.R. 91-1-216 using the Board-approved criteria to determine whether regulations:

Present a significant administrative burden,

Are disconnected from student learning, or

Place undue strain on district resources.

Overview of Current Regulation

K.A.R. 91-1-216 requires each educational agency to design, submit, and maintain a formal professional development plan for approval by the State Board. The regulation outlines the establishment of a professional development council, needs assessments, goal development, activity design, and evaluation criteria. Districts must submit plans annually by August 1, and the State Board must approve, approve with modifications, or disapprove each plan.

Findings from the Review

The annual submission, approval, and revision process of professional development plans requires substantial administrative time from both districts and KSDE. However, districts develop goals grounded in system needs, student data, and local priorities through the School Improvement process. Within this process, professional learning is integrated with the Kansas School Improvement Model and the Four Fundamentals that directly support a district's identified goals.

Because professional development is embedded within district school improvement plans, it functions as part of a continuous improvement cycle rather than a separate compliance requirement. By maintaining a separate state-submitted plan, the current regulation creates a disconnected process that is less aligned with School Improvement priorities. Removing the requirement to submit a professional development plan for approval allows districts to maintain a single, integrated improvement process in which professional learning is planned, implemented, and evaluated alongside the strategies aimed at improving student learning.

Recommendation
KSDE recommends eliminating the requirement for districts to submit a separate professional development plan to reduce unnecessary administrative obligations and allow districts to focus resources on the locally driven professional learning activities embedded in their school improvement work.

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

You may view the full regulation here: Kansas Secretary of State | Publications | Kansas Administrative Regulations

Agenda Number: 5

Meeting Date: 1/14/2026

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Item Title: Part Two: High-Quality Instructional Materials: Policy Levers and Opportunities for Kansas

From: Payton Lynn

Dr. Nugent will continue her presentation of high-level findings from this year's Instructional Materials Data Collection which includes information from districts and private accredited schools. She will highlight how KSDE can use this information to strengthen the implementation of High-Quality Instructional Materials (HQIM) in service of improving standards-aligned instruction across Kansas. This presentation will also introduce policy levers highlighting ways State Education Agencies (SEAs) signal the quality of instructional materials, how SEAs incentivize districts to select HQIMs, and how SEAs work to strengthen the implementation of those materials.

Dr. Nugent will outline considerations for Kansas—including data visualization, alignment with the KSDE Vision for Quality Instruction, and recommendations for strengthening both HQIM selection and implementation statewide.