Kansas State Board of Education
Tuesday, October 13, 2026

Call to Order

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

Roll Call

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

APPROVAL OF SEPTEMBER 8, 9, 24 AND 29, 2026 MINUTES

There were several changes to the minutes, including a correction to a PPC case number and some grammatical changes to the special meetings minutes.

Mr. Porter moved to approve the minutes for the September 8 and 9, 2026, Kansas State Board of Education meeting. Mrs. Arnold seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

Mrs. Dombrosky moved to approve the minutes for September 24 and 29, 2026, Special/Emergency meetings with the Kansas School for the Deaf. Mrs. Haas seconded the motion. Motion carried 10-0.

APPROVAL OF THE OCTOBER AGENDA

Chair Hopkins noted that at the end of Tuesday, the Board will go into a closed session to discuss agenda item 14 (Act on PPC Case 25-PPC-27), come back into open session to vote and then go into executive session (Attorney/Client privilege).

Mr. Hershberger moved to approve the agenda for October 13 and 14, 2026. Mrs. Haas seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

CONSENT AGENDA

Mrs. Hopkins noted that item c on the consent agenda has been removed.
Mrs. Potter asked to pull consent item d for discussion and separate vote.
The Chair noted that consent item d would move to Wednesday with time for Board discussion.

Mrs. Haas moved that the remaining consent agenda items be approved. Mr. Porter seconded the motion. Motion carried 8-1-1 with Vice Chair Zeck voting no and Mrs. Dombrosky present not voting.

Consent items that were approved:

a. Receive monthly personnel report and appointments to unclassified positions.
b. Act on licensure waivers.
c. (removed)
d. (pulled for discussion and separate vote)
e. Act to approve ESEA Section 1003(a) funds which are mandatory state-level, set aside funds reserved by each State Education Agency (SEA) from its total federal Title 1, Part A allocation.
f. Notification of the intention of two participating qualified schools and one scholarship granting organization to participate in the Tax Credit for Low Income Students Scholarship Program.

ITEM d REMOVED FROM CONSENT AGENDA FOR A VOTE (this voting occurred Wednesday)
Mr. Porter moved that the Kansas State Board of Education act to approve the Commissioner of Education to enter into an RFP process for a nationally recognized career readiness exam or a series of assessments for grade 11 students. Mrs. Arnold seconded the motion. Motion carried 7-1-1 with Vice Chair Zeck voting no and Mrs. Dombrosky present not voting. Mrs. O'Brien was not present.

COMMISSIONER'S REPORT

Commissioner Steel provided an overview of the Kansas State Department of Education's work in support of the Kansas State Board of Education's goals of quality school improvement, leadership development and policy alignment.

He shared his past month's engagement with school districts, educational organizations, service centers, legislators, and state institutions across Kansas. His activities included school visits, meetings with educators and superintendents, participation in conferences, and collaboration with partners focused on improving outcomes for students.

The KSDE annual report (in draft form) was presented to the Board. It shares major accomplishments from the past year, including agency reorganization to better align services and support, federal approval for Kansas to participate in an innovative assessment pilot and

continued work on educational technology guidance and policy development. Dr. Steel emphasized efforts to strengthen coordination among agency divisions and support implementation of the Kansas School Improvement Model.

Teacher recruitment, retention, and professional learning remained major priorities. Educator vacancies continued to decline, while literacy initiatives expanded through LETRS training and the development of literacy leadership networks. Additional professional learning opportunities, instructional resources and implementation supports were provided to help districts strengthen classroom instruction and improve student achievement.

The report also outlined progress in developing Kansas' balanced assessment system. Through implementation of the Through-Year Curriculum-Directed Assessment pilot, the state continued working toward an assessment approach that provides more timely and useful information for educators while meeting federal and state accountability requirements.

Accountability and support systems were another key area of focus. The agency established an advisory committee to review accountability measures and accreditation systems while continuing development of a differentiated support framework designed to provide varying levels of assistance based on district needs.

Dr. Steel noted that these efforts are intended to better align support with district needs and improve student outcomes. Statewide data showed encouraging trends. Student demographics remained relatively stable, chronic absenteeism continued to decline from post-pandemic highs, and assessment performance showed signs of improvement. Graduation rates and postsecondary success indicators also continued to trend positively based on the most recent available data.

He concluded with a preview of his plans for the months to come, which include attending conferences, advisory meetings, school visits, literacy initiatives, and other statewide activities planned to support Kansas schools and advance the Board's vision of leading the world in the success of each student.

CITIZEN'S OPEN FORUM

Katie Longhauser, Screen Guardians, Overland Park, spoke on digital health and safety. She recommended that the Board add education on digital health and safety to the Tech Policy that is presently being developed.

Michelle Olson, private citizen, Overland Park, spoke about the need to teach students about consent. She shared statistics about sexual assault incidents reported to law enforcement in Kansas from 2017 – 2024. She would like to see the Kansas Health Standards include consent education.

PRESENTATION: REPORT ON 2025-2026 STATE ASSESSMENT RESULTS

Deputy Commissioner Zach Conrad, Accountability and Technology

Deputy Commissioner Zach Conrad presented an overview of the 2026 Kansas State Assessment results and discussed how the data are being used to evaluate student achievement, identify trends and guide future improvement efforts. He explained that the Kansas Assessment Program measures student performance in English language arts, mathematics and science, and serves as an important tool for understanding how well students are mastering the Kansas Academic Standards.

A central theme of the presentation was that assessment results should be viewed as more than a simple comparison of higher or lower scores. Dr. Conrad emphasized the importance of examining what changes occurred, what supports were provided and how those supports may have influenced student outcomes. He also highlighted Kansas' participation in the federal Innovative Assessment Demonstration Authority pilot, which allows participating districts to implement the Kansas Through-Year Curriculum-Directed Assessment. This approach provides multiple assessments throughout the school year that are aligned with classroom instruction rather than relying exclusively on a single end-of-year assessment.

The presentation reviewed Kansas' four assessment performance levels: advanced, proficient, basic, and limited. KSDE continues to focus on increasing the percentage of students performing at the proficient and advanced levels while reducing the number of students performing at the limited achievement level.

Statewide results showed positive trends across both English language arts and mathematics. In English language arts, proficiency increased in most grade levels, with only third grade experiencing a slight decline. Particularly notable gains were observed in grades five through ten. At the same time, the percentage of students performing at the lowest Level 1 decreased in nearly every grade level.

Mathematics results demonstrated even stronger overall improvement. Every tested grade level showed increases in proficiency from 2025 to 2026, with some of the largest gains occurring in grades five, seven, and ten. The percentage of students performing at the lowest level of Level 1 declined across all grade levels.

The report also recognized districts demonstrating exceptional growth. In English language arts, outstanding improvement was observed in Grinnell Public Schools USD 291, Hodgeman County USD 227 and Lyndon USD 421. These districts significantly increased proficiency rates while substantially reducing the percentage of students performing at the lowest achievement level. In mathematics, Rolla USD 217, Goessel USD 411 and South Haven USD 509 were highlighted for achieving some of the largest improvements in student performance and reductions in Level 1 achievement.

Deputy Commissioner Conrad also reviewed the federal school identification system used to determine schools requiring additional supports and intervention. The presentation explained the various classifications, including Comprehensive Support and Improvement (CSI), Comprehensive Support and Improvement- Low Graduation Rates (CSI-GR), More Rigorous Interventions (MRI), Targeted Support and Improvement (TSI) and Additional Targeted Support

and Improvement (ATSI). These identifications help direct resources and support to schools and student groups demonstrating the greatest need.

Data from schools previously identified for support showed evidence of progress. Many buildings that had been identified in prior years were no longer identified in 2026, while others transitioned to lower levels of support. Schools designated as CSI and MRI generally continue to face significant challenges, particularly in English language arts and mathematics proficiency; however, results suggested that intervention efforts and targeted supports may be contributing to improvement for some schools.

Dr. Conrad concluded with a focus on future work. KSDE intends to continue monitoring statewide proficiency rates, reducing the percentage of students performing at Level 1, evaluating the impact of supports provided to identified schools and studying the effectiveness of through-year assessments compared with the traditional state assessment system. Overall, the assessment results indicated encouraging statewide progress while reinforcing the need for continued attention to student achievement, school improvement and targeted support for the schools and student populations facing the greatest challenges.

ACT ON VOTING FOR THREE POSITIONS ON THE PROFESSIONAL PRACTICES COMMISSION

Joe Midgley, Teacher Licensure

The Board considered nominations to fill three vacancies on the Professional Practices Commission: a Public Middle School Teacher position, a Public High School Principal position and a Public Elementary School Principal position.

For the Public Middle School Teacher vacancy, several qualified nominees were presented. The Professional Standards Board recommended Amanda Voth, a middle school technology and business teacher from Baldwin USD 348, for consideration by the State Board.

For the Public High School Principal vacancy, nominees included Justin Coffey, Tyler Alexander, and Amy Welch. The Professional Standards Board recommended Justin Coffey, principal of Ulysses USD 214, for consideration.

For the Public Elementary School Principal vacancy, nominees included Stacey Sperry and Stefanie Lane. The Professional Standards Board recommended Stefanie Lane, principal of USD 379 Clay County, for consideration.

The State Board was asked to vote on appointments to fill each of the three Professional Practices Commission positions. Appointments were to become effective upon appointment and continue through June 30, 2029.

Mrs. Arnold moved that the Kansas State Board of Education act to appoint Amanda Voth to the Professional Practices Commission to represent a public middle school teacher position, effective upon appointment through June 30, 2029. Mrs. Haas seconded the motion. **Motion carried 8-1-1 with Mrs. O'Brien voting no and Mrs. Potter present not voting.**

Mrs. Arnold moved that the Kansas State Board of Education act to appoint Justin Coffey to the Professional Practices Commission to represent the public middle school teacher position, effective upon appointment through June 30, 2029. Mr. Porter seconded the motion. Motion carried 8-1-1 with Mrs. Dombrosky voting no and Mrs. Potter present not voting.

Mrs. Arnold moved that the Kansas State Board of Education act to appoint Stefanie Lane to the Professional Practices Commission to represent an elementary principal position, effective upon appointment through June 30, 2029. Dr. New seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

Appointments become effective upon board approval and continue through June 30, 2029.

REPORT: SCHOOL RECESS SURVEY

Deputy Commissioner Frank Harwood, Fiscal and Administrative Services

Deputy Commissioner Harwood reported on the results of a statewide survey conducted to better understand the amount of recess time currently provided to elementary students in Kansas. KSDE developed the survey in response to legislative interest in elementary recess requirements and the State Board's recommendation that elementary students receive at least 30 minutes of recess each school day.

KSDE distributed the survey to elementary principals across the state and received 405 responses representing 194 school districts, eight accredited nonpublic schools, and the Kansas School for the Deaf. Responses represented 404 unduplicated elementary school buildings, accounting for approximately 47 percent of Kansas elementary schools.

Survey results indicated that, on average, students in kindergarten through grade 6 received more than 30 minutes of recess per day. Average recess time ranged from 32.8 to 33.8 minutes across grades. Staff noted that some submitted data appeared to contain reporting errors, making it difficult to calculate accurate ranges, and acknowledged that some schools may provide less than 30 minutes of recess.

Dr. Harwood reviewed several policy considerations the State Board could explore in the future, including making the current recess recommendation a requirement, adjusting the amount of recess time that may be counted toward the required school term, providing greater flexibility in scheduling recess time and engaging in broader discussions regarding the recommended school day and required school term. No action was requested at this time.

QUALITY INSTRUCTION: THEATER PERFORMANCE FROM WAMEGO HIGH SCHOOL

Joyce Huser, education program consultant for Fine Arts
Director and Actors from Wamego High School in the cast of *Guys and Dolls*

Comprehensive Summary of the Presentation by Joyce Huser

Joyce Huser, education program consultant for Fine Arts, presented on the importance of

high-quality instruction and learning in theater education and its role in supporting the success and overall development of students.

The presentation emphasized that theater education is an essential part of a well-rounded education and contributes significantly to academic achievement, personal growth, communication skills and lifelong success. The Kansas Theatre Standards were designed to guide educators in providing meaningful, standards-based learning experiences that foster artistic literacy. Huser described artistic literacy as the knowledge, skills and understanding that enable students to create, perform, respond to and connect with the arts throughout their lives.

A central theme of the presentation was the belief that theater serves as a powerful vehicle for communication, connection, understanding and personal development. Through theater experiences, students learn to express themselves creatively, explore different perspectives, and develop a deeper understanding of themselves and others. Huser presented theater as a means of cultivating self-awareness, empathy, and meaningful human connections.

The presentation highlighted how participation in theatrical productions provides students with valuable opportunities to develop adaptability, problem-solving abilities, collaboration skills and emotional intelligence. Students learn to work effectively as part of a team, respond to challenges, manage responsibilities and contribute to a collective goal. These experiences help prepare students for future educational, career and life opportunities.

Huser also emphasized the academic benefits of theater education. Students engaged in theater strengthen memory, concentration, reading comprehension, verbal reasoning and critical-thinking skills. Learning scripts, music and stage movements reinforces retention and focus, while analyzing texts and developing characters deepens literacy skills. Theater experiences support learning across multiple content areas and contribute to overall academic success.

Another important focus of the presentation was the role theater plays in building empathy and perspective. As students portray characters with backgrounds and experiences that may differ from their own, they gain a broader understanding of others and develop greater emotional awareness. These experiences help students strengthen interpersonal skills, leadership abilities and cultural understanding.

The presentation also noted that students involved in theater often demonstrate stronger engagement in school, improved attendance and increased persistence in learning. Participation in the arts encourages students to take ownership of their learning, remain actively engaged and develop confidence in their abilities.

Huser also demonstrated how connections are made between theater education and Kansas' framework for quality instruction.

Five key elements of quality instruction:

- Maintaining high expectations for all students.
- Fostering meaningful student engagement.
- Using standards-aligned tasks and materials.
- Providing intentional and cohesive instruction.
- Utilizing data to guide decision-making.

Theater programs support these principles by creating challenging and engaging learning environments where students can demonstrate understanding through multiple forms of performance and assessment.

The presentation concluded by reinforcing the enduring understandings embedded within the Kansas Theatre Standards. Theater artists communicate meaning, explore relationships between themselves and others and develop skills that support performance and artistic expression. Through the interconnected processes of communicating, connecting and understanding, students develop artistic literacy while gaining the knowledge and skills needed for success in school, careers, and life.

Overall, Huser emphasized that theater education extends far beyond performance. It serves as a comprehensive educational experience that promotes creativity, collaboration, communication, empathy, critical thinking and academic achievement while supporting the development of well-rounded, engaged, and successful students.

FARM TO PLATE AND CERTIFICATES IN CHILD NUTRITION

Kelly Chanay, director of Child Nutrition and Wellness
Eryn Davis, assistant director of Child Nutrition and Wellness
Darren Schroeder, superintendent, Marysville
Danielle Bargman, food service director, Marysville

Certificate in Child Nutrition Management Recipients

During the presentation, Director Kelly Chanay recognized the following individuals for earning the Certificate in Child Nutrition Management:

- McKyla Powers, USD 312 Haven Schools
- Tara Stewart, USD 258 Humboldt
- Whitney Fish, USD 367 Osawatomie
- Kayla Crabtree, USD 367 Osawatomie
- Tammy Logan, USD 305 Salina
- Wendi Baldwin, USD 346 Jayhawk Linn
- Haley Tinsley, St. Joseph Catholic Elementary

Kelly Chanay, Child Nutrition and Wellness Consultant with KSDE, recognized seven school nutrition professionals who successfully completed the Certificate in Child Nutrition Management program. The recognition highlighted their commitment to professional growth and excellence in child nutrition services.

The presentation also included an overview of the Farm to Plate Strategic Plan. Eryn Davis,

assistant director of Child Nutrition and Wellness (CNW) discussed ongoing efforts to strengthen local food procurement and agricultural education throughout Kansas schools. Davis explained the initiative is designed to help schools increase the use of locally sourced foods while expanding opportunities for students to engage in agricultural learning experiences.

KSDE developed a strategic plan in response to changing conditions affecting Farm to Plate programs, including rising food costs, distribution challenges and increased barriers to local food access. Stakeholder engagement across Kansas helped identify priorities and establish goals for the next three to five years.

The plan focuses on four key strategies: building stronger statewide partnerships and support networks, expanding early childhood and workforce development opportunities, strengthening procurement infrastructure and creating policies and funding approaches that encourage local food procurement. Through these efforts, KSDE aims to increase participation in Farm to Plate activities, strengthen connections between schools and local producers and support agricultural education opportunities for students.

The presentation concluded by highlighting the Farm to Plate work taking place in USD 364 Marysville and recognizing the leadership supporting those efforts, including Darren Schroeder, superintendent, and Danielle Bargman, food service director.

QUALITY INSTRUCTION: READING CORNER with Kansas Foundation for Ag in the Classroom
Dr. Laurie Curtis, Assistant Director, Teaching and Learning
Nancy Zenger-Beneda, Director of Ag in the Classroom
Kelsy Sproul, reading specialist, Kansas State University

Kelsy Sproul, reading specialist, Kansas State University and Nancy Zenger-Beneda, executive director of the Kansas Foundation for Agriculture in the Classroom (KFAC), presented on the organization's mission to connect classrooms with Kansas agriculture and support agricultural literacy across the state. The presenters explained that KFAC is a self-funded nonprofit organization that provides educators with standards-aligned instructional resources, professional learning opportunities, and classroom support designed to help students make meaningful connections between their learning and Kansas agriculture.

The presentation highlighted a variety of free teaching resources, including lesson plans, virtual learning tools, agricultural literacy materials and specialized programming that integrates agriculture into classroom instruction. The presenters emphasized that agriculture provides a relevant, real-world context for learning and can be incorporated across multiple subjects and grade levels.

A major focus of the presentation was the *Growing Readers Microcurriculum,* developed by Kelsy Sproul. The curriculum uses agriculture-themed content to strengthen literacy skills and increase student engagement in reading. The presenters explained that students become more motivated to learn when they can make personal connections to the content they are

studying. By connecting literacy instruction to meaningful, real-world experiences, students are better able to develop reading comprehension, vocabulary, phonemic awareness, fluency and writing skills.

Examples from Kansas classrooms demonstrated how the curriculum is being used with elementary students to provide authentic learning experiences while reinforcing foundational literacy skills. The presenters showed how agriculture-based activities create opportunities for inquiry, problem-solving and hands-on learning while helping students understand the relevance of what they are learning.

The presentation concluded by emphasizing the benefits of agricultural literacy for both students and teachers. Students gain stronger engagement, increased understanding of real-world issues and opportunities for cross-curricular learning. Teachers benefit from ready-to-use resources, project-based learning opportunities, and instructional materials that support student achievement across multiple content areas.

Overall, the presenters demonstrated how integrating agriculture into literacy instruction helps create meaningful educational experiences while strengthening academic outcomes for Kansas students.

RECEIVE POLICY REGARDING THE EFFECTIVE USE OF INSTRUCTIONAL TECHNOLOGY IN KANSAS SCHOOLS

Commissioner Steel

Dr. Steel led the Board through a draft of the Policy Regarding the Effective Use of Instructional Technology in Kansas Schools. The State Board will vote on the policy next month, but for purposes of refining the draft, there were "soft" votes taken on many of the policy points. The conversation with the Board continued the second day of the meeting and resulted in a refined draft that will be presented to the Board 10 days prior to next month's meeting. The Board will vote on the policy in November. A summary of the draft policy is presented here.

Summary

The draft policy establishes expectations for the safe, purposeful and effective use of instructional technology in Kansas schools. It emphasizes that technology should enhance teaching and learning, support student achievement and prepare students for a technology-driven society while protecting students' academic, social, emotional and physical well-being.

The policy encourages schools to use technology only when it provides meaningful educational value beyond non-digital alternatives and to maintain human-centered learning experiences that promote hands-on learning, physical activity, creative problem-solving and interpersonal relationships. Schools are expected to engage families and other stakeholders in developing technology-use policies and plans and to communicate clearly about the technologies available to students.

All public school districts and accredited nonpublic schools would be required to adopt and annually review both an instructional technology policy and an implementation plan. These plans must address the purpose of technology use, student access to devices, expectations for use, take-home device procedures, digital citizenship, student well-being, artificial intelligence, privacy and security and procedures for handling misuse of technology.

The policy also recognizes that technology use may need to differ for students with disabilities, English learners, assessment requirements and other educational or medical needs. In such cases, individualized student needs and legal requirements take precedence.

The draft includes provisions requiring districts to make their technology-use policies and plans publicly accessible, submit adopted plans to KSDE, communicate substantive revisions to families and staff and obtain parental acknowledgment of the technology-use plan before students receive school-issued devices. The document also identifies policy areas for board consideration, including the definition of digital citizenship, privacy and security requirements, plan submission procedures, implementation timelines, and parental consent options.

UPDATE ON IMPLEMENTATION PLAN TO SUPPORT QUALITY INSTRUCTION AT SCALE

Commissioner Steel

KSDE has applied for a planning grant that would provide assistance in developing a clear implementation strategy, including the identification of key actions, responsibilities and support needed to develop a comprehensive implementation plan to support high-quality instruction across Kansas classrooms. Dr. Steel emphasized that every student deserves access to high-quality instruction and noted that meaningful school improvement occurs when educators understand what needs to improve and have the capacity and focus necessary to meet student needs.

Commissioner Steel reported that KSDE is developing a three- to five-year plan designed to strengthen instructional quality statewide. The plan will align the agency's support and accountability efforts around a common goal of ensuring educators have the tools, resources and support necessary to provide effective instruction every day.

Commissioner Steel explained that the implementation framework will focus on moving from establishing priorities to taking action. The work will begin with a clear vision for student success and a focused set of priorities. It will then identify the roles and responsibilities of educators, school leaders, district leaders and state leaders in advancing those priorities. The plan also will seek to align state policies, funding, guidance and support systems to reinforce shared goals. KSDE will continuously monitor progress and adjust strategies to ensure the work remains focused on improving outcomes for students.

Dr. Steel will report back to the Board on the progress of the grant.

ACT ON PPC CASE 25-PPC-27

Ashley Stites-Hubbard, General Counsel KSDE

Prior to the PPC presentation, Chair Hopkins addressed the importance of creating structures and acknowledging that structures need to be questioned, updated and changed over time. She emphasized the importance of understanding the structure, the framework and the purpose of why the policy or procedure was created.

Reflecting on the last meeting with the PPC cases, Chair Hopkins acknowledged that she should have pulled all the PPC cases off the agenda as there was no Board counsel present. However, the PPC cases come to the Board through a structure, with people who work through an approved process. Questions versus accusations allow for the ability to have real discussion of the process, create conditions for an honest, quality and transparent evaluation of that process or structure. She stated that she does not believe anyone was gatekeeping information. When the Board sits as a quasi-judicial body, they receive documentation at the same time to consider and deliberate on that case, and it is done as a collective body. The individual board member should not take action or independently investigate a case.

General Counsel Stites-Hubbard began the presentation with an overview of the Professional Practices Commission (PPC) and the Board's role in reviewing disciplinary cases involving educator licensure.

She explained that the Professional Practices Commission was established by statute in 1969 to carry out disciplinary and advisory functions involving the issuance, suspension, revocation and reinstatement of educator licenses. The Commission hears cases concerning educator conduct and licensure, while the Kansas State Board of Education reviews the Commission's initial orders and issues the final decision in accordance with the Kansas Administrative Procedure Act.

General Counsel Stites-Hubbard provided an overview of the PPC disciplinary process, beginning with the receipt and investigation of complaints and continuing through filing of formal charges, prehearing conferences, hearings before the Commission, deliberations and recommendations for action. Once the Commission reaches an initial decision, the matter comes before the State Board for review and final adjudication.

The presentation outlined the range of actions available in PPC cases. Depending on the facts and circumstances, outcomes may include no discipline, denial of licensure, suspension of a license, revocation of a license, public censure or dismissal in certain breach-of-contract matters. These options allow the Board to determine an appropriate response based on the nature and severity of the conduct.

The briefing then focused on PPC Case 25-PPC-27. A notice of prehearing conference was sent to the licensee on April 28, 2026. The notice informed the licensee that failure to appear could result in a default determination. A prehearing conference was subsequently held on May 26, 2026. The licensee did not participate, and after waiting thirty minutes, the Hearing Officer determined that the licensee was in default under the Kansas Administrative

Procedure Act. Stites-Hubbard noted that the individual had held a professional teaching license since 1999.

The case originated from a March 2025 diversion agreement in which the licensee stipulated possession of marijuana and drug paraphernalia. Based on the circumstances of the case, KSDE sought revocation of the educator's license. KSDE filed a formal complaint on August 26, 2025, and sent notification to the licensee by certified mail on the same date. The licensee later exercised the right to request a hearing and submitted a notarized hearing request on September 8, 2025.

Stites-Hubbard reviewed the procedural history that followed the default determination. KSDE sent a proposed default order to the licensee on June 2, 2026. Under applicable procedures, the licensee had seven days after service to request that the default order be vacated. No request to vacate the default order was submitted. However, KSDE received a letter from the licensee on September 1, 2026, and that correspondence was provided to the Kansas State Board of Education as part of its review.

The presentation concluded with a discussion of the options available to the Board. As explained by the General Counsel, the Board could remand the matter to the Professional Practices Commission for a hearing, schedule a hearing before the Kansas State Board of Education or approve the proposed default order and complete adjudication without participation by the defaulting party. Each option represented a lawful avenue for resolving the case and issuing a final determination regarding the educator's license.

Vice Chair Zeck moved that the Board recess its open meeting pursuant to K.S.A 75-4318(g)(1) to deliberate in closed session as a quasi-judicial body on the initial order of the Professional Practices Commission in Case No 25-PPC-27 which the Board is reviewing under the Kansas Administrative Practices Act [K.S.A. 72-2313 and K.S.A 77-527]. The Closed Session will last no longer than 20 minutes and no action will be taken during this closed session. The following persons are invited to join this closed session: Commissioner Steel and Board Attorney Mark Ferguson. Mr. Porter seconded the motion. Motion carried 10-0.

The Board then went into closed session.

Upon return, Mrs. Haas moved that the Kansas State Board of Education remand case 25-PPC-27 back to the Professional Practices Commission. She explained that the Board is not excusing anyone for missing deadlines, nor are they placing blame on anyone for missing the deadlines, but the Board is not satisfied at this time, lacking evidence that the certified letters that were sent to 25-PPC-27 were received Mr. Porter seconded the motion. Motion carried 10-0.

Board Attorney Ferguson further explained that the case is being remanded for a full hearing with the Professional Practices Commission, not with directions to reach any conclusion. The licensee will be given new notice and that will trigger the process to start over.

Vice Chair Zeck made a motion that the Board go into executive session, for the following purpose: (*note – he started reading the wrong purpose and then stopped and read the right purpose) to consult with an attorney which would be deemed privileged in the Attorney-Client relationships, in order to protect the privilege and the Board's communications with its attorney on legal matters. The executive session will last no longer than 30 minutes and no action will be taken during this executive session. The following persons are invited to join this executive session: Dr. Steel, Deputy Commissioners Harwood, Nugent and Conrad, General Counsel Ashley Stites-Hubbard, and Board Attorney Mark Ferguson. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

The Board took a short break and then went into a 30-minute executive session. After the executive session, the Board returned and the Chair recessed until the following morning.

Kansas State Board of Education
Wednesday, October 14, 2026

The Chair called the meeting to order. All Board members were present with Mrs. Dombrosky joining virtually. Continued discussion on the Policy Regarding the Effective Use of Instructional Technology in Kansas Schools will be added to today's agenda as well as Consent item d.

PRESENTATION ON QUALITY INSTRUCTION IN THE CLASSROOM
Lawrence Public Schools USD 497
Dr. Jeanice Kerr Swift, superintendent
Dr. Cole Amaya, assistant superintendent of Teaching and Learning
Dr. Jaci Roberson, principal of Woodlawn Elementary School
Christine Caffey, principal of Woodlawn Elementary School
Summer Moeckel, instructional coach

Superintendent Swift opened the presentation with a description of Lawrence Public Schools' efforts to ensure high-quality instruction for every student through a districtwide focus on teacher effectiveness, instructional coherence, consistency and the implementation of high-quality instructional materials. The presenters emphasized that effective teaching is the most important school-based factor influencing student engagement, learning and achievement and described how the district is intentionally designing systems that support teachers while improving outcomes for students.

Swift outlined a vision for quality instruction centered on deep learning, meaningful student engagement and rigorous academic expectations. Members of her team explained that instructional decisions are guided by a commitment to student learning and understanding and that the district's instructional framework places students at the center of all educational efforts. This framework emphasizes high expectations, strong engagement, standards-aligned instruction and the use of data to inform teaching and learning.

A major theme of the presentation was instructional coherence. District leaders described efforts to align curriculum, assessments, interventions and instructional supports into a unified system so that all students receive consistent learning experiences. By focusing on clear expectations and coordinated practices across schools and classrooms, Lawrence Public Schools seeks to reduce variability in instruction and ensure equitable access to high-quality learning opportunities.

The presenters also discussed the district's focus on instructional consistency. They noted that inconsistent curriculum use, isolated planning and varying instructional practices can lead to

unequal experiences for students. To address these challenges, the district is strengthening collaborative planning, establishing common expectations, providing focused feedback to educators and ensuring that all students engage with rigorous grade-level content while receiving appropriate supports.

Another key focus of the presentation was the adoption and implementation of high-quality instructional materials. The presenters explained that these materials are aligned to academic standards, support evidence-based instructional practices and help teachers deliver coherent and rigorous instruction. The materials are designed to build knowledge and skills over time while providing assessments and supports that meet the needs of diverse learners.

QUALITY INSTRUCTION: AGRICULTURE CORNER

Natalie Clark, assistant director, KSDE Career and Technical Education
Anthony Meals, education program consultant, agriculture, KSDE
Trenton Smedley, Ag educator, Prairie View USD 362

Trenton Smedley, agricultural education instructor at Prairie View USD 362, presented an overview of quality instruction in agricultural education and described how classroom instruction, Supervised Agricultural Experiences (SAE), and FFA participation work together to prepare students for college, careers and leadership opportunities. He explained that the program is grounded in high expectations, student engagement, standards-aligned learning, intentional instruction and data-driven practices.

Mr. Smedley outlined the growth of agricultural education in Kansas and provided an overview of the Prairie View program, including student enrollment, career and technical education pathways, facilities and instructional opportunities. He discussed how coursework is aligned with industry standards and designed to provide students with meaningful, hands-on learning experiences.

The Prairie View educator highlighted the importance of SAE, explaining how students apply classroom knowledge through entrepreneurship and work-based learning projects. Program data demonstrated strong student participation, extensive documented work hours and significant earnings through SAE experiences. Student reflections illustrated the value of goal setting, skill development and real-world application of learning.

Discussing FFA, Mr. Smedley emphasized the organization's role in leadership development, student engagement and career preparation. He described how competitive events, leadership opportunities and degree programs reinforce classroom instruction while helping students build technical and interpersonal skills. Student testimonials reflected the positive influence of FFA involvement on future educational and career opportunities.

To conclude, Smedley reviewed significant program accomplishments achieved between 2022 and 2026, including state and national FFA degree attainment, SAE proficiency awards, district star awards and recognition as the Kansas Association of Agricultural Educators Outstanding Middle/Secondary Program. He noted that the program's continued success is driven by a

comprehensive approach that integrates instruction, experiential learning and leadership development to support student achievement.

PRESENTATION: IKEDUCATION, SHARING INFORMATION ABOUT THE PROGRAM AND THE EISENHOWER LETTERS ON EDUCATION

Mitzi Bankes Gose, director of IKEducation

Director Bankes Gose shared the work of the Eisenhower Foundation, which is in Abilene. Board member Dennis Hershberger previously shared with the Board some of Dwight Eisenhower's letters to students and parents (from Reader's Digest from the early 1940s) and he created a large, framed collage with the letter to students and some memorabilia to be placed in the Boardroom.

Mrs. Gose provided historical context for the letters, noting that Eisenhower was serving as president of Columbia University when he wrote them.

She shared the work of IKEducation, which is an online, onsite and outreach program developed by the Eisenhower Foundation – noting that many classrooms have visited the Abilene campus of the Eisenhower Presidential Library and there are extensive programs to teach children of all ages.

CONSENT ITEM D.

Dr Harwood explained the background of item d.

Background/History: Summary of Kansas HB 2482

HB 2482 changes Kansas law so that the State Board of Education is no longer required to use ACT specifically for state-funded college entrance and career readiness testing. Instead, the board may use any nationally recognized provider that meets the law's requirements.

Key Changes

1. Removes ACT as the Required Testing Provider

Current law specifically requires the state to provide:

- The ACT college entrance exam
- Pre-ACT
- ACT WorkKeys assessments

HB 2482 replaces those references with more flexible language requiring:

- A nationally recognized college entrance exam for students in grade 11.
- An aligned pre-college entrance exam for grade 9 students.
- A career readiness assessment (or series of assessments) leading to a nationally recognized credential for grades 11 and 12 students.

This means Kansas could choose providers other than ACT in the future.

2. Testing Remains Free

The Kansas Legislature continues to appropriate funds for a statewide contract to provide free college and career ready assessments to students enrolled in accredited Kansas Schools.

3. State Board Can Negotiate Contracts

The State Board may enter into contracts with testing companies to achieve statewide cost savings and administer the assessments.

HB 2482 is primarily a testing flexibility bill. Rather than requiring Kansas schools to use ACT products, it allows the State Board of Education to select any nationally recognized college entrance and career readiness assessments, while keeping exams free and publicly accountable through annual reporting.

Mr. Porter moved that the Kansas State Board of Education approve consent item d. Mrs. Arnold seconded the motion. **Motion carried 7-1-1 with Mrs. Potter voting no and Mrs. Dombrosky present not voting.** Mrs. O'Brien was not present for this vote.

TRAVEL REQUESTS

Mrs. Arnold moved that the travel requests be approved. Mr. Porter seconded the motion. **Motion carried 8-0.** Mrs. O'Brien and Mrs. Dombrosky were not present for this vote.

There were a few board comments and requests for future agenda items. The Chair adjourned the meeting until November 9 and 10. (Noting that the November meeting is on Monday and Tuesday, due to Veterans Day on Wednesday, November 11.)

_____ _____

Cathy Hopkins, Chair Deborah Bremer, Board Secretary

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Topeka, Kansas 66612-1212
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Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Connie O'Brien District 4
Cathy Hopkins District 5
Dr. Beryl A New District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

Agenda Monday, November 9, 2026

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	10 min	Chair Hopkins
(AI)	1. Approval of October 2026 meeting minutes		Chair Hopkins
(AI)	2. Approval of November 9 and 10 Agenda		Chair Hopkins
10:10 a.m. (AI)	3. Approval of Consent Agenda	5 min	
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Licensure Waivers		Shane Carter, Director, Teacher Licensure
	c. Act on Licensure Review Committee Recommendations		Shane Carter, Director, Teacher Licensure
	d. Act to initiate Request for Proposal for the State Advisor of Kansas DECA Contract		Natalie Clark, Asst. Director, Career Tech Education
	e. Act to initiate a Task Order for the development of a High School Career Pathway Resource and a Secondary Program of Study Template for Kansas Career Pathways		Natalie Clark, Asst. Director, Career Tech Education
	f. Act to approve Interlocal Agreement (Northeast Kansas Education Service Center d/b/a/ Keystone Learning Services)		Ashley Stites-Hubbard, General Counsel
	g. Act to approve a new member on the Special Education Advisory Counsel		Lindsey Graf, Director, Special Education
	h. Act to approve increase for current contracts for the investigation of special education complaints		Brian Dempsey, Assistant Director, Special Education

Kansas Leads the world in the success of each student.

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

TIME	ITEM	DURATION	PRESENTER
	i. **Act** to approve the Food Procurement agreement for the Kansas State School for the Blind		Jon Harding, Superintendent KSSB
	j. **Act** to approve the Food Procurement agreement for the Kansas School for the Deaf		Joelle Allen Joan Macy Interim Superintendents at KSD
10:15 a.m. (IO)	4. **Commissioner's Report**	15 min	Commissioner Steel
10:30 a.m. (IO)	5. **Citizens' Open Forum**	15 min	
10:45 a.m. (RI)	6. **Receive** Options on Guidance regarding Elementary Recess Policy	20 min	Deputy Commissioner Frank Harwood
11:05 a.m.	Break	10 min	
11:15 a.m. (RI)	7. **Receive** Agreement for Transfer of Territory between USD 112 and USD 299	20 min	Ashley Stites-Hubbard, General Counsel Dr. Frank Harwood Deputy Commissioner
11:35 a.m. (RI)	8. **Receive** Evaluation Review Committee Higher Ed Recommendations	20 min	Catherine Chmidling Teacher Licensure
12:00 – 1:30 p.m.	LUNCH	1.5 hours	
1:30 p.m. (IO)	9. **Quality Instruction:** Musical Performance From Holton High School	20 min	
1:50 p.m. (IO)	10. **Quality Instruction:** Kansas Music Educators Association (KMEA) State of Music Education in Kansas	30 min	Damien Johnson, President KMEA And others
2:20 p.m.	Break	10 min	
2:30 p.m. (IO)	11. **Quality Instruction:** Reading Corner Public Library Partnership for Building Early Literacy Skills	25 min	Laurie Curtis, Early Literacy/Dyslexia Tammie Benham, Southeast Kansas Library System
2:55 p.m. (AI)	12. **Act** on PPC Cases 24-PPC-31 and 25-PPC-41	15 min	Ashley Stites-Hubbard Hannah Miller KSDE Office of the General Counsel
3:10 p.m.	Break	10 min	

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

TIME	ITEM	DURATION	PRESENTER
3:20 p.m. (RI)	13. Teacher Licensure items: a. Receive Teacher and School Leader Incentive Grant and Contract b. Receive Special Education Registered Teacher Apprenticeship Grant and Contract c. Receive Principal Apprenticeship Standards d. Building Leadership and District Leadership Standards	1 hour and 15 min Take break when needed	Shane Carter, Director, Teacher Licensure
4:35 p.m.	Break	10 min	
4:45 p.m. (AI)	14. Act on Policy Regarding the Effective Use of Instructional Technology in Kansas Schools	Until done	Commissioner Steel
When done	Recess until Tuesday morning at 9 a.m.		

Agenda Tuesday, November 10, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (RI)	1. **Receive** Legislative Priorities for the 2027 session	30 min	Frank Harwood, Deputy Commissioner
9:30 a.m. (IO)	2. **Report:** Kansas State High School Activities Association (KSHSAA)	30 min	Bill Faflick, Executive Director of KSHSAA
10:00 a.m.	Break	10 min	
10:10 a.m. (IO)	3. **Presentation:** Kansas Open Meetings Act	45 min	Matt Bingesser, Office of the Attorney General
10:55 a.m.	Break	10 min	
11:05 a.m. (IO)	4. **Highlights:** Kansas School for the Deaf	30 min	Interim Superintendents Joelle Allen and Joan Macy
11:35 a.m.	5. **Receive** Board Policy recommendations	45 min Break as needed	Melanie Haas, Chair, State Board Policy Committee
12:20 p.m.	Chair Report (Executive session on Evaluation Results for Commissioner/Attorney/Secretary) Committee Reports		
(AI)	Act on Travel Requests		
	Future Board Requests		
	Adjourn until next meeting on December 8th and 9th, 2026		

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

Agenda Number: **3 a.**

Meeting Date: **11/9/2026**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: HR Board Materials

From: Grace Keating

Please see the attached document for personnel report.

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: Grace Keating, Wendy Fritz

Personnel Report:

Total employees 259 as of pay period ending 10/10/2026. 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	3	4	1	1								
Unclassified	3	2	1	1								
Unclassified Regular (leadership)	0	2	0	0								
Total Separations	6	6	6	2								
Classified	0	0	0	0								
Unclassified	5	4	6	1								
Unclassified Regular (leadership)	1	2	0	1								
Recruiting (data on 1st day of month)	2	0	7	1								
Unclassified	2	0	5	1								
Unclassified Regular (leadership)	0	0	2	0								

Tiana Smith to the position of Communications Specialist on the Communication and Recognition Programs team, effective October 5, 2026, at an annual salary of $61,692.80. This position is funded by State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 b.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/9/2026**
Shane Carter	Shane Carter	Jake Steel		

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	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0202	Turner-Kansas City	Laura	Smith	Low Incidence Special Education	Approved**	ELEMENTARY EDUCATION UNIFIED (K-6)
D0203	Piper-Kansas City	James	Thompson	Gifted	Approved	ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (K-6); ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0204	Bonner Springs	Jesse	Smallwood	High Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0229	Blue Valley	Sydney	Arps	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Megan	Holsapple	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0229	Blue Valley	Erin	Fletcher	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Erin	Fletcher	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Megan	Thompson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Jonathan	Ockerhausen	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Kelli	McCauley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0229	Blue Valley	Orlando	McGibboney	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Arthur	Newby	High Incidence Special Education	Approved	TECHNOLOGY AND ENGINEERING EDUCATION (6-12)
D0230	Spring Hill	Kandi	Haney	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0233	Olathe	Trey	McClelland	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0233	Olathe	Emma	Reaser	Deaf or Hard of Hearing	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Brett	Gearhart	High Incidence Special Education	Approved*	BIOLOGY (6-12); BUILDING LEADERSHIP (PRK-12); GIFTED (6-12); GIFTED (K-6); PHYSICAL EDUCATION (PRK-12)
D0234	Fort Scott	Christina	Ellis	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Danea	Esslinger	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Lewis	Dunkeson	High Incidence Special Education	Approved**	PHYSICAL EDUCATION (PRK-12)
D0234	Fort Scott	Brian	Pommier	High Incidence Special Education - extension on number of days under an esub.	Approved**	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0234	Fort Scott	Andrew	Doherty	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Tabitha	Hardesty	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0234	Fort Scott	Lucretia	Ruggero	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0237	Smith Center	Lexie	Hawkins	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Stephen	Cummins	English as a Second Language	Approved	MATHEMATICS (6-12)
D0259	Wichita	Brianna	Welch	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Ketura	Earl	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Bradford	Means	English as a Second Language	Approved*	MATHEMATICS (6-12)
D0259	Wichita	Vanessa	Calkin	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Samantha	Bedore	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Elizabeth	Ivy	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Madeline	Crawford	English as a Second Language	Approved*	MUSIC (PRK-12)
D0259	Wichita	Corie	Park	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Casey	Sutton	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Isabella	Klim	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Bailey	Gruver	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Sydney	Sherman	Library Media Specialist	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Alayna	Nelson	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Courtney	Rorabaugh	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0259	Wichita	Robert	Schmeidler	English as a Second Language	Approved	CHEMISTRY (6-12)
D0259	Wichita	Katie	Hudson	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Kiara	Barcenas	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)

D0259	Wichita	Jennifer	Morgan	English as a Second Language	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0259	Wichita	Veronica	McNabb	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Jason	Smith	English as a Second Language	Approved	AMERICAN HISTORY (7-12); MATHEMATICS (5-9); SOCIAL STUDIES,COMP (5-9); WORLD HISTORY (7-12)
D0259	Wichita	Angela	Dexter	English as a Second Language	Approved	ELEMENTARY (K-9); SPANISH (7-12)
D0259	Wichita	Jerrod	Pearcy	English as a Second Language	Approved	CHEMISTRY (6-12); PHYSICS (6-12)
D0259	Wichita	Adrean	Foulk	English as a Second Language	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12)
D0259	Wichita	Alice	Reals	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Nydia	Vazquez-Romo	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Abigail	Bowker	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	James	Sherwood	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Rachel	Wullschleger	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Gabriella	Lampe	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Alexys	Aldaba	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Crystal	Heusted	English as a Second Language	Approved	ADVANCED MATHEMATICS (6-12); ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Ashlyn	Simmons	Library Media Specialist	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Kaelyn	Mzee	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Courtney	Shipman	English as a Second Language	Approved**	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Miranda	Ring	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Erika	Heidebrecht	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Toyanna	Ariyaratne	English as a Second Language	Approved	BUILDING LEADERSHIP (PRK-12); ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Anna	Parr	English as a Second Language	Approved	BUSINESS (6-12)

D0259	Wichita	Taylor	Darr	English as a Second Language	Approved	MATHEMATICS (6-12)
D0259	Wichita	Kylie	Brown	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Erin	Prichard	English as a Second Language	Approved	MATHEMATICS (6-12)
D0259	Wichita	Angela	Quintana Oropeza	English as a Second Language	Approved	SPANISH (PRK-12)
D0259	Wichita	Jenny	Follin	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Michala	Goff	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Mercedes	Smith	English as a Second Language	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Nicole	Larson	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Brian	Oliveras	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Robin	Tisdale	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Michaela	Battley	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Makayla	Dunagan	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Forest	Kirkpatrick	English as a Second Language	Approved	BIOLOGY (6-12); CHEMISTRY (6-12); ENGLISH LANGUAGE ARTS (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); MATHEMATICS (5-8); MATHEMATICS (6-12)
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	LaKeshia	Brooks	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); MATHEMATICS (5-8)
D0259	Wichita	Hailey	Sinko	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Ashley	Burris	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Darrien	Davis	English as a Second Language	Approved	BUILDING LEADERSHIP (PRK-12); ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Ashley	Osborne	English as a Second Language	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)

D0259	Wichita	Jocynda	Bolster	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Christina	Schultz	English as a Second Language	Approved	ELEMENTARY (K-9); ENGLISH (5-9)
D0259	Wichita	Trinity	Higgins	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (5-8)
D0259	Wichita	Bianca	Phillips	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Brandon	Bench	English as a Second Language	Approved	ELEMENTARY (K-9)
D0259	Wichita	Lauana	Yarbrough	English as a Second Language	Approved	BEHAVIOR DISORDERS (K-9); ELEMENTARY (K-9); INTELLECTUAL DISABILITY - ADAPTIVE (K-9); LEARNING DISABILITIES (K-9)
D0259	Wichita	Kara	Knudson	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Laura	Winters	English as a Second Language	Approved	ART (PRK-12)
D0259	Wichita	Jennifer	Downey	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Audrey	Allen	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Allison	McDowell	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Adriana	Miranda	English as a Second Language	Approved	ART (PRK-12)
D0259	Wichita	Gladys	Watler Antonio	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Brynn	Lyman	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Audrey	Garvey	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12); VOCAL MUSIC (PRK-12)
D0259	Wichita	Kelly	Bonnell	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Brenna	Hayse	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0261	Haysville	Jaclyn	Nowak-Pierce	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); HEALTH (PRK-12)
D0261	Haysville	Kallie	Lawson	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0261	Haysville	Payton	Schoenfeld	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0261	Haysville	Natasha	Phillips	Low Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0266	Maize	Abigail	Urban	High Incidence Special Education	Approved	BIOLOGY (6-12)
D0266	Maize	Sam	Cohlmia	Social Studies - Middle Level - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Angellina	King	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0266	Maize	Rhiley	Wall-Farney	High Incidence Special Education	Approved*	ENGLISH LANGUAGE ARTS (6-12)
D0266	Maize	Shauna	LaPish	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Hillary	Raple	High Incidence Special Education	Approved*	ELEMENTARY (K-9); GIFTED (PRK-12)
D0290	Ottawa	Darius	Johnson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Sabrina	Bourbon	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); READING SPECIALIST (PRK-12)
D0305	Salina	Kel	Stroud	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0305	Salina	Mackenzie	Alexander	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0305	Salina	Casi	Scriven	Early Childhood Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0321	Kaw Valley	Rebecca	Anderson	High Incidence Special Education	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0333	Concordia	Amber	Farha	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0342	McLouth	Janette	Hall	Math - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Emily	Hinostroza	Physics - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Cade	Watson	Science - Middle Level - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0353	Wellington	Matthew	Pryce	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Mariah	Clyatt	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Alivia	Bacon	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Cassity	Brungardt	Physical Science - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Heather	Probasco	English as a Second Language	Approved	ENGLISH (7-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0373	Newton	Jesus	Martinez-Mata	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Noah	Miller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0405	Lyons	Erin	Aroum	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0405	Lyons	Stephanie	Gomez	Early Childhood/Pre-School - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Katrin	Holden	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Nicholas	Black	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Jessica	Waters	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Heather	Roberts	Early Childhood Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0469	Lansing	Shari	Caddell	High Incidence Special Education - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER PRK-12
D0475	Geary County Schools	Amber	Stevens	Gifted	Approved*	ADAPTIVE SPECIAL EDUCATION (K-12); ELEMENTARY (K-9); SPED ENGLISH LANGUAGE ARTS (PRK-12); SPED HISTORY AND GOVERNMENT (PRK-12)
D0475	Geary County Schools	Sylvia	Martin	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0475	Geary County Schools	Jennifer	Brown	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION 0-8 (EC-3); ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12); LIBRARY MEDIA (PRK-12)
D0475	Geary County Schools	Amber	Jones	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)

D0489	Hays	Dezerae	Kinderknecht	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0491	Eudora	Kelsey	Hartley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0504	Oswego	Amy	Reynolds	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Amanda	Prim	Early Childhood Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0605	South Central KS Spec Ed Coop	Jorge	Calleros	High Incidence Special Education	Approved**	PHYSICAL EDUCATION (PRK-12)
D0605	South Central KS Spec Ed Coop	Kaitelyn	Welch	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Katie	Basgall	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Erika	Aggson	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0605	South Central KS Spec Ed Coop	Jamie	Zibell	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Aakash	Ravichandran	Visual Impaired	Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0605	South Central KS Spec Ed Coop	Avery	Grieve	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Mindy	Sluss	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0605	South Central KS Spec Ed Coop	Dakota	Oller	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Jacob	Eisenhauer	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Garrett	Higgins	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Trinity	McDonald	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Kaylee	Ring	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Blake	Hightower	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Heidemarie	Fortner	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Timothy	Munday	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Laura	Stone	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Kelly	Noland	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)

D0607	Tri County Special Education Coop	Dailyn	Morris	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	Sharla	Warren	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0610	Reno County Education Cooperative	Susan	Hill	High Incidence Special Education	Approved**	ELEMENTARY (K-9)
D0610	Reno County Education Cooperative	Kelsie	Beaudoin	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	Shelbi	Proffer	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0613	Southwest Kansas Area Cooperative	Tamra	Rich	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jessica	Singhisen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Michelle	Davis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Daisy	Struzik	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Luz	Carlson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Banny	Pornobi	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Jennifer	Estevane	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jeanette	Quezada	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Evelyn	Mejia	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Claudia	Torres	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Brandon	Brown	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Ashley	Asebedo	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jane	Hokanson	Deaf or Hard of Hearing	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0613	Southwest Kansas Area Cooperative	Oscar	Carmona Ortiz	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Megan	Ross	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Emily	Gerard	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Nicole	Nuss	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Misty	Hands	High Incidence Special Education - extension on number of days under an esub.	Approved	(); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Edward	Chamberlin	High Incidence Special Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Rhonda	Rolo	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Lori	Veeder	Early Childhood Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0613	Southwest Kansas Area Cooperative	Sheena	Holden	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Karina	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0615	Brown Co KS Special Ed Coop	Leah	Watkins McPeak	High Incidence Special Education	Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0615	Brown Co KS Special Ed Coop	Catherine	Robert	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0615	Brown Co KS Special Ed Coop	Noah	Krause	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0615	Brown Co KS Special Ed Coop	Travis	Hampl	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); ENGLISH LANGUAGE ARTS (6-12); PSYCHOLOGY (6-12); SOCIAL STUDIES,COMP (7-12)
D0619	Sumner Co Educational Services	Kristen	Radcliff	Early Childhood/Pre-School - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	Darrence	Taylor	High Incidence Special Education	Approved	BUSINESS (6-12)
D0637	Southeast Kansas Special Education Interlocal	Kaitlyn	Olsen	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Jenifer	Cooper	Gifted	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Samantha	Murphy	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Kayla	Snider	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Torrie	Singmaster	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Laci	Harding	High Incidence Special Education	Approved	ELEMENTARY EDUCATION UNIFIED (K-6); MATHEMATICS (5-8)
D0637	Southeast Kansas Special Education Interlocal	Amanda	West	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Joseph	Royer	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); PHYSICAL EDUCATION (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Amanda	Blythe	Gifted	Approved	ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0637	Southeast Kansas Special Education Interlocal	Kaylee	Denton	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)

D0637	Southeast Kansas Special Education Interlocal	Trelanie	Schenck	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Leigh	Phillips	High Incidence Special Education	Approved*	BIOLOGY (6-12)
D0637	Southeast Kansas Special Education Interlocal	Tysie	Smith	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0637	Southeast Kansas Special Education Interlocal	Marissa	Jentzsch	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Leslie	Reid	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)
D0720	East Central KS Sp. Ed. Coop.	Hannah	White	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Erika	Hoag	High Incidence Special Education	Approved**	PHYSICAL EDUCATION (PRK-12)
D0707	Barton Co Coop. Program of Special Services	McKenzy	Lang	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: MON 3 c

Staff Initiating:	Director:	Commissioner:	Meeting Date:
Shane Carter	Shane Carter	Jake Steel	11/9/2026

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Content Test Appeal Cases

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

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

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

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

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

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

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

Case # 9110

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Schechter and approved unanimously with one abstention.

Case # 9111

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Harrison and approved unanimously.

Case # 9112

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Wrigley and approved unanimously.

Case # 9113

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Gallaway, seconded by Ralston and approved unanimously.

Case # 9114

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Wrigley, seconded by Schechter and approved unanimously.

Case # 9115

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 Gallaway, seconded by Harrison and approved 4-2.

Case # 9116

Applicant requests initial Kansas licensure in Health (PRK-12). Applicant is appealing the content test requirement.

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

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

Licensure Review Committee

Board Materials

November 2026

Content Test Appeal Cases

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

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

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

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

Case # 9110

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Schechter and approved unanimously with one abstention.

Case # 9111

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Harrison and approved unanimously.

Case # 9112

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Ralston, seconded by Wrigley and approved unanimously.

Case # 9113

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Gallaway, seconded by Ralston and approved unanimously.

Case # 9114

Applicant requests initial Kansas licensure in Elementary Education (PreK-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 Wrigley, seconded by Schechter and approved unanimously.

Case # 9115

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 Gallaway, seconded by Harrison and approved 4-2.

Case # 9116

Applicant requests initial Kansas licensure in Health (PRK-12). Applicant is appealing the content test requirement.

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: MON 3. d

Staff Initiating:	Director:	Commissioner:	Meeting Date:
Natalie Clark		Jake Steel	11/09/2026

Item Title:

Act to initiate a Request for Proposal for the State Advisor of Kansas DECA contract.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to act to initiate a Request for Proposal (RFP) for the State Advisor of Kansas DECA for a total of $125,000.00 for a contract from July 1, 2027, to June 30, 2032 ($25,000 per year).

Explanation of Situation Requiring Action:

History, August 11, 2026 State Board of Education Board Meeting:

August 11, 2026 Item Title: Act to approve DECA vendor change from KState to KU

August 11, 2026 Motion: I move that the Kansas State Board of Education approve the request to change the vendor to serve as the state advisor for DECA through June 30, 2029, from Kansas State University to the University of Kansas.

August 11, 2026 Explanation of Situation Requiring Action: In December 2024, the Kansas State Board of Education approved KSDE to contract with Kansas State University to serve as the state advisor for DECA from July 1, 2025, through June 30, 2029, in an amount not to exceed $100,000 ($25,000 per year). Earlier this year, Kansas State University informed KSDE that it can no longer serve as the state advisor and the contract was terminated effective July 31, 2026. The University of Kansas had agreed to serve as the state advisor for DECA through June 30, 2029, for the same amount per year. Because the Kansas State Board of Education approved KSDE to contract with a specific vendor, KSDE requested approval to change the vendor.

However, The University of Kansas notified KSDE August 25, 2026 that at this time, the University of Kansas would not be moving forward with signing a contract for the State Advisor of Kansas DECA. Discussions with multiple Kansas colleges have been held; however, at this time the request is to move forward to act to initiate a Request for Proposal (RFP) for the State Advisor of Kansas DECA at a total of $125,000.00 for a contract from July 1, 2027, to June 30, 2032 ($25,000 per year).

KSDE is currently in conversations to find an Interim Kansas DECA Advisor to provide interim operational oversight to complete planning and delivery of the 2027 Kansas DECA State Career Development Conference (SCDC) and support the transition to 2027 International Career Development Conference (ICDC) registration. The term of the Interim Advisor would be from the time an agreement is made until June 30, 2027.

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

The State Adviser role includes leading, maintaining, and coordinating all aspects of Kansas DECA by:

Coordinating and managing the State DECA Conference events to be held XXXXXXXXXXXXXXXXX for the term of the contract.
Coordinating and managing all Regional DECA events.
Attending national DECA meetings as needed should Kansas students qualify.
Training of State Officers.

Guiding and supporting local Chapter Advisors (Communications and Advisor Trainings).
Develop, grow, and lead the Kansas DECA Board of Directors.
In conjunction with the Kansas DECA Board of Directors, provide financial oversight of Kansas DECA funds, including but not limited to, regular financial reports, tax filings and audits.
Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national DECA events, financial reports, etc.
Maintain a Kansas DECA website, complete with events calendar and resources for student members and chapter advisors.

Funding Sources:

W01135	50%	Career and Technical Student Organizations (CTSOs) State General Fund
W01136	50%	CTSOs (Federal)

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

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

Business Professionals of America (BPA)

DECA

Future Business Leaders of America (FBLA)

Family, Career and Community Leaders of America (FCCLA)

FFA

HOSA-Future Health Professionals (HOSA)

SkillsUSA

Technology Student Association

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION 20 U.S.C. § 2344: State leadership activities

§2344. State leadership activities

(a) General authority

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

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

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

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

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

leadership development programs; and

(D) technical assistance for eligible recipients; and

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

(b) Permissible uses of funds

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

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

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

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

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

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

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

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

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

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

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;

(21) making all forms of instructional content widely available, which may include use of open educational resources;

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and

(25) other State leadership activities that improve career and technical education.

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION 20 U.S.C. § 2302: Definitions

SEC. [20 U.S.C. 2302] DEFINITIONS.

(6) Career and technical student organization

(A) In general

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

(B) State and national units

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

Guiding and supporting local Chapter Advisors (Communications and Advisor Trainings).
Develop, grow, and lead the Kansas DECA Board of Directors.
In conjunction with the Kansas DECA Board of Directors, provide financial oversight of Kansas DECA funds, including but not limited to, regular financial reports, tax filings and audits.
Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national DECA events, financial reports, etc.
Maintain a Kansas DECA website, complete with events calendar and resources for student members and chapter advisors.

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20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION 20 U.S.C. § 2344: State leadership activities

§2344. State leadership activities

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

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

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

leadership development programs; and

(D) technical assistance for eligible recipients; and

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

(b) Permissible uses of funds

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

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

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

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

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

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

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

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

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

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

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;

(21) making all forms of instructional content widely available, which may include use of open educational resources;

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and

(25) other State leadership activities that improve career and technical education.

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(B) State and national units

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	3 e.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/9/2026**
Natalie Clark		Jake Steel		

Item Title:

Act to initiate a Task Order for the development of a High School Career Pathway Resource and a Secondary Program of Study Template for Kansas Career Pathways.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to act to initiate a Task Order for the development of a High School Career Pathway Resource and a Secondary Program of Study Template for Kansas Career Pathways at a total amount not to exceed $50,000 from the date the contract is signed to September 30, 2027.

Explanation of Situation Requiring Action:

Development of a High School Career Pathway Resource for school districts and instructors to use with students to expand knowledge of the Kansas Career Pathways, Kansas Career Cluster Guidance Handbook 2027-2028.

With an emphasis on high-quality instruction, the development of a Secondary Kansas Career Pathways Program of Study Template for school districts and instructors to use with students as a career development planning tool would expand access and improved outcomes for learners. The Secondary Kansas Career Pathways Program of Study Template would also incorporate the ACTE High Quality CTE Program of Study Framework.

Advance CTE completed comprehensive recommendations for Kansas that included adopting a formalized programs of study approach that intentionally designs educational pathways that prepare learners for validated occupational and postsecondary outcomes.

What is a Task Order?

Some master contracts negotiated by the Office of Procurement and Contracts, such as contracts for consulting services or graphic design services, include multiple vendors and require state agencies to issue a Task Order. A Task Order is a method for state agencies to solicit competitive bids from the vendors listed on a state master contract. Bids are then reviewed by agency staff and a vendor is chosen based on the criteria included in the Task Order.

Perkins V Program of study 20 U.S.C. § 2302: Definitions Chapter 41:

The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that?—

(A) incorporates challenging State academic standards, including those adopted by a State under section 6311(b)(1) of this title;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

What is the ACTE High-Quality CTE Program of Study Framework?

The ACTE High-Quality CTE Program of Study Framework is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study. High-quality CTE Tools - ACTE Online

Who is Advance CTE?

Advance CTE is the national association of State CTE Directors and related professionals, equipping those leaders with knowledge and inspiration to move education forward-

Funding Sources:

W01140	Non-Traditional	Up to $20,000
W01141	Statewide Leadership	Up to $30,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: MON 3. f

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/09/2026
Deborah Bremer	Ashley Stites-Hubbard	Jake Steel		

Item Title:

Consent Agenda: Act to approve Interlocal Agreement

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the Interlocal Agreement (Northeast Kansas Education Service Center d/b/a Keystone Learning Service).

Explanation of Situation Requiring Action:

The Amended Interlocal Agreement is before the State Board for approval.

The Interlocal Agreement has been in effect since July 1, 2008. The amendment must comply with K.S.A. 72-13,100 and K.S.A. 12-2901, et seq. There were no changes to the membership of the agreement.

The Agreement addresses the provision of Special Education services.

All other educational services are addressed by a separate Interlocal Agreement. The Amended Interlocal Agreement shall not be in effect until it is approved by the Attorney General, approved by the State Board, and filed with the register of deeds in the county in which the Northeast Kansas Education Service Center is located.

AMENDED INTERLOCAL AGREEMENT

This Amended Interlocal Agreement is made pursuant to the provisions of K.S.A. 12-2901, *et seq.* and K.S.A. 72- 13, 100. It is made with the sincere desire of all cooperating Unified School District to work together for the mutual benefit of all children we serve and we, the undersigned, hereby and herein formally join together in an atmosphere of trust and confidence to modify and amend the Interlocal Agreement, which was effective July 1, 2008, which created a separate legal entity known as Northeast Kansas Education Service Center d/b/a Keystone Learning Services (hereinafter referred to as the "Center").

The following Unified School District, by and through their respective Boards of Education, have each adopted a resolution authorizing the Unified School District to enter into this Interlocal Agreement (hereinafter referred to as "Agreement"):

Unified School District No. 338
Unified School District No. 339
Unified School District No. 340
Unified School District No. 341
Unified School District No. 342
Unified School District No. 343
Unified School District No. 377
Unified School District No. 449

PURPOSE

The purpose of the Center shall be to cooperatively provide educational services in the area of Special Education. All other educational services provided by the Center are addressed by a separate Interlocal Agreement.

1. BOARD OF DIRECTORS AND OFFICERS

1.1 The Center shall be governed by a Board of Directors consisting of at least one member from the board of education at each Unified School District entering into the Agreement. Each Board of Education shall appoint its representative to the Board of Directors on an annual basis. The term of office of the members of the Board of Directors shall expire concurrently with their term of office as Board of Education members.

1.2 Vacancies in the membership of the Board of Directors shall be filled within thirty (30) days from the date of the vacancy by appointment of the member by the appropriate Board of Education.

1.3 In addition to the board member appointed to serve as a member of the Board of Directors for the Center, each Unified School District may designate an alternate board member to represent their district on the Board of Directors in the absence of the appointed member. Any replacement so designated shall have the power or authority to act on behalf of the appointing board, provided the Executive Director of the Center has been informed of the name of the designated alternate.

1.4 The Board of Directors shall meet at such times and places as may be decided by said board. The board shall elect from its members a president and vice-president who shall serve in the absence or incapacity of the president. The board shall also designate three individuals, one to act as Executive Director of the Center, one as Clerk of the Center, and one as Treasurer of the Center. The Executive Director, Clerk, and Treasurer shall receive compensation and shall perform such duties as prescribed by the board.

1.5 The Board of Directors shall adopt policies, rules, and regulations to implement this Agreement including, but not necessarily limited to, procedures for financing the operation of the Center, acquisition of property, employment of personnel, personnel policies and procedures, student policies and procedures, budget preparation and administration, establishment of curriculum, and such other polices, rules, and regulations normally adopted by a Board of Education of a Unified School District.

2. METHOD OF FINANCING

2.1 Each School District, which is a party to this agreement, agrees to finance the operation of Keystone in the manner herein specified. Assessments for the current school year are based on:

2.2 An average of the prior three years total full-time equivalence (FTE, non-weighted). The FTE will be based on the September 20 enrollment as certified by the Kansas State Department of Education. The FTE includes all qualified students who are enrolled in a member district and attending a virtual program hosted by the member district or contracted through an outside agency. The FTE excludes 4-year-old at risk pre-school students (unless they are serving as model students for Special Education preschool classrooms) and adult education students 22 years of age or older.

2.3 An average of the prior three years full-time equivalence of Special Education students as certified based on the Federal VI-B report of December 1st of each year. The exception to this formula will be Easton USD 449. In the 2014-15 school year, their December 1, 2013 FTE for Special Education students will be used. In 2015-16, their December 1, 2013 and 2014 FTE for Special Education students will be averaged. In 2016-17 and thereafter, the three-year average formula will be used.

2.4 All mandated Special Education programs operated by Keystone shall be financed cooperatively by all member School Districts by assessments. Fifty percent of the assessment will be divided among the member districts based on the same percentage that the member's total FTE is of the total FTE enrollment of all member districts. The other fifty percent of the assessment will be divided among the member districts based on the same percentage that the member's special education FTE is to the total special education FTE of all member districts.

2.5 The projected Special Education Assessments shall be presented to the Board of Directors

on or before the April meeting of each year and updated monthly as new information becomes available. A final budget shall be adopted annually by the Keystone Board of Directors no later than the July board meeting, unless the Legislature does not provide timely financial guidance. The budget shall specify the cost of all special education programs and a computation of the member district's proportionate assessment.

2.6 The budget shall be approved by a majority of the Keystone Board of Directors. Upon approval of the budget by the Keystone Board, each member district agrees to pay its proportionate share of the total budget as the Keystone board may direct.

2.7 Keystone agrees to be primarily responsible to assist member districts in complying with all federal and state special education laws and regulations for member districts according to the policies of Keystone. To assist in providing such assistance, each member School District agrees to purchase and maintain in effect during the term of the agreement, a board liability insurance policy in an amount determined by the local School District. Keystone shall purchase and maintain in effect during the term of this agreement, a board liability insurance policy in an amount determined by the Keystone Board. However, pursuant to K.S.A 72-8201a 1146, the Board of Directors of Keystone shall only be responsible for the actions of Keystone, or its failure to act under this contract.

2.8 In the event there is a due process hearing or placement hearing as a result of services or special education programs maintained by the Service Center, the cost shall be paid by the Service Center. The cost shall be reduced by the amounts paid or furnished by the local district or Service Center board liability insurance carrier. Cost shall be defined to include the cost of the due process or placement hearing, any appeal therefrom and any attorney fees and court costs of the due process or placement hearing, any appeal therefrom and any attorney fees and court costs incurred by or assessed to Keystone or a local School District.

2.9 Each participating Unified School District may purchase Keystone Regional Service Center services beyond the mandated special education services, to be shared on a proportionate basis; the actual cost of such additional services will be borne entirely by the district(s) receiving them. All programs and services involving Keystone shall be approved by the Keystone Board of Directors.

3. ACQUISITION AND DISPOSITION OF PROPERTY

3.1 All property, both real and personal, acquired by the Center shall be taken in the name of the Center and shall be the property of the Center and not the property of a participating Unified School District. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of the Center and may be expended in any lawful manner as directed by the Board of Directors of said Center.

3.2 Upon complete termination of this Agreement, the Board of Directors shall have the authority to distribute said property as herein provided, to member Unified School District that have entered into this Agreement. If the distribution of said property cannot be agreed upon by at least

two-thirds of the members of the Board of Directors, the Board of Directors shall sell such property, at either private or public sale, and the proceeds of said sale shall be paid into the treasury of the Center. All monies in the treasury of the Center at the time of complete termination shall be distributed in equal shares to each member Unified School District which has entered into the Agreement and which is a member of the Center at the time of such termination.

3.3 This and 3.4 pertain to the property at 202 Walnut St., Oskaloosa KS. 66066 commissioned by the Center board in November 2024. It does not include contents or any unsecured property located therein. In the event of complete termination of the Northeast Kansas Education Services Center as per Kansas State Law, the building shall be disposed of by the Keystone Board as noted in 3.2 above. However, if a unanimous agreement on the use of said property is not reached by the Keystone board, then the building shall be sold and the proceeds from such sale shall be divided among and between the member districts that were members on the date that property was acquired, in the same proportion as each member contributed at the time the property was originally constructed as set forth herein. *In the event of future member district consolidation, the two or more member districts forming a new educational entity would be entitled to the combined percentage of the original contribution made by each member individually. If a member district consolidates with a district that is not an original contributing member district and the new organization becomes a member of the Center, then the new organization would only be entitled to the amount consistent with the original member district(s) contribution(s).*

USD #338 Valley Falls	8.30%
USD #339 Jefferson County North…	11.31%
USD #340 Jefferson County West	18.68%
USD $341 Oskaloosa	14.13%
USD #342 McLouth…	11.01%
USD #343 Perry-Lecompton…	15.32%
USD #377 Atchison Co Community Schools	10.40%
USD #449 Pleasant Ridge	10.86%

3.4 In the event of partial termination of the Center as per Kansas State Law, any real property acquired by the Center shall be retained by and vested in the Center for the benefit of the remaining member school districts and/or service center. *All rights to real property are forfeited resulting from a voluntary departure from or through consolidation with the resulting entity being a non-member district. The proportion attributed to the departing entity will be equally divided by the remaining members.* In the event the Keystone Board sells the property prior to dissolution, any and all proceeds will remain with the Interlocal and the member districts at the time of sale. If a new district joins the Interlocal after the purchase of the building the new district would not be included in the proceeds from such sale of the building unless otherwise negotiated at the time the district joins.

4. TERMINATION OF AGREEMENT

4.1 A member school district may withdraw from this Agreement by following the provisions set forth in K.S.A. 72-8230 13,100. Any school district that withdraws from this agreement prior to complete termination shall not be entitled to any property of the Service Center or any cash refund.

5. INDEMNIFICATION

5.1 Pursuant to K.S.A. 72-8201a 1146, each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this Agreement.

6. MANDATORY PROVISIONS

6.1 This Agreement shall be governed by and interpreted in accordance with the laws of the state of Kansas, as required by K.S.A. 72-8201b 1147. In accordance with K.S.A. 72-8201c 1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

7. TERM

7.1 Upon approval by the Attorney General and the State Board of Education and filing of this Agreement with register of deeds in the county in which the Center is located and with the Secretary of State, this Agreement shall be effective. The term of this Agreement shall be perpetual pursuant to K.S.A. 72-8230 13,100.

7.2 This Agreement is subject to change or termination by the Legislature.

8.3 This Agreement may be changed by affirmative vote of not less than two-thirds of the contracting school districts.

7.4 This Agreement shall not be effective unless and until approved by the Attorney General of the State of Kansas, in the manner provided in K.S.A. 12-2904(g), approved by the State Board of Education, and filed with the register of deeds in the county in which the Center is located and with the Secretary of State.

EXECUTED by the Presidents and Clerks of the following Unified School District as set forth on the attached Resolutions:

State of Kansas
Department of Administration
DA-146a (Rev. 06-12)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 06-12), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof. Said contract being the _____ day of _____, 20_____.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability**: No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

Contractor agrees to comply with all applicable state and federal anti-discrimination laws.
The provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting State agency cumulatively total $5,000 or less during the fiscal year of such agency.
6. **Acceptance Of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties**: Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority To Contract**: By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility For Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information**: **No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.**
12. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

APPROVED BY:

Kansas State Board of Education

By_____ Date_____
Authorized Representative

APPROVED BY:

Kansas Attorney General's Office

By_____ Date_____
Authorized Representative

RESOLUTION

Upon the 13th day of April, 2026, at a duly convened meeting of the Board of Education, Unified School District 338 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 338 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 338 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 338

President of the Board

Print President Name

DAYNA LLOYD
Attest by Clerk of the Board

RESOLUTION

Upon the 13th day of April 2026, at a duly convened meeting of the Board of Education, Unified School District 339 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 339 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 339 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 339

President of the Board

JUSTIN FINLEY

Print President Name

TERI COPPINGER

Attest by Clerk of the Board

RESOLUTION

Upon the _____ day of _____, 2015, at a duly convened meeting of the Board of Education, Unified School District 340 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 340 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 340 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 340

Matt Watson

President of the Board

Matthew Williams

Print President Name

Erin Watson

ERIN WATSON

Attest by Clerk of the Board

RESOLUTION

Upon the 13th day of April, 2026, at a duly convened meeting of the Board of Education, Unified School District 342 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 342 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 342 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 342

Heather Coit

President of the Board

Heather Coit

Print President Name

Lorie Patterson

LORIE PATTERSON

Attest by Clerk of the Board

RESOLUTION

Upon the 13th day of April, 2026, at a duly convened meeting of the Board of Education, Unified School District 343 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 343 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 343 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 343

President of the Board

Nick Fergus

Print President Name

JENNY HERSCHELL

Attest by Clerk of the Board

RESOLUTION

Upon the 8th day of April, 2026, at a duly convened meeting of the Board of Education, Unified School District 377 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 377 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 377 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 377

Lori Lanter
President of the Board

Lori Lanter
Print President Name

JOY BROWN
Attest by Clerk of the Board

RESOLUTION 14-2026

Upon the 8th day of April 2026, at a duly convened meeting of the Board of Education, Unified School District 449 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 449 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 449 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 449

Eugene Heim

President of the Board

Eugene Heim

Print President Name

Rose Welch 04/08/2026

ROSE WELCH

Attest by Clerk of the Board

RESOLUTION

Upon the 20th day of May , 2026, at a duly convened meeting of the Board of Education, Unified School District 608 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 608 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 608 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 608

President of the Board

JUSTIN FINLEY

Print President Name

MELODY MALONE

Attest by Clerk of the Board

RESOLUTION

Upon the 11 day of May, 2026, at a duly convened meeting of the Board of Education, Unified School District 341 with a Quorum of the Board present at voting, to adopt the following and;

Be it Resolved that the Board of Education of USD 341 shall enter into the Interlocal Agreement as amended with the Northeast Kansas Education Service Center, d/b/a Keystone Learning Services, and

It is further Resolved that the President of the Board of Education of USD 341 is authorized to sign any and all necessary documents to enter into such agreement.

Unified School District 341

President of the Board

DAKOTA DAVIS

Print President Name

KIM HESTON

Attest by Clerk of the Board

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 g.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/9/2026**
Lindsey Graf	Lindsey Graf	Jake Steel		

Item Title:

Act to approve one Special Education Advisory Council (SEAC) members

Recommended Motion:

It is moved that the Kansas State Board of Education approve the appointment of Dr. Dawn Gresham(Administrator of Program for Exceptional Children) to the Special Education Advisory Council (SEAC).

Explanation of Situation Requiring Action:

To: Kansas State Board of Education

From: Lindsey Graf, Special Education Advisory Council Secretary

RE: Nominee to Serve on SEAC

The SEAC Membership committee consisting of Dr. Brooke Moore, Chairperson; Rebecca Schultz, Chair-Elect, and Dr. Lena Kisner, Past-Chair are recommending Dr. Dawn Gresham for the open SEAC position.

Dr. Dawn Gresham serves as the Director of Special Services in Derby, Kansas. She has spent nearly 3 decades in a career dedicated to special education. Dr. Gresham works in State Board Region 8.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 h.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/9/2026
Deborah Bremer		Jake Steel		

Item Title:

Act to supplement current contract for investigation of special education formal complaints

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to increase the not-to-exceed value of the current contracts for the investigation of special education complaints, EVT0010622, from $650,000 to an amount not-to-exceed $1,000,000 out of IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) competitively procured contracts with vendors: ACERI Partners, LLC, Heidi Kleinman, Jacqueline Kelleher, JQ Investigations Consulting, LLC, and Noto Consulting LLC, for the period of July 1, 2026 through June 30, 2029 to meet KSDE's obligation to conduct special education formal complaint investigations so as to comply with both federal and state special education requirements.

Pursuant to both Federal (at 34 C.F.R. 300.151) and State (at K.A.R. 91-40-51) special education regulations, the Kansas State Department of Education (KSDE) is required to monitor the statewide implementation of the Individuals with Disabilities Education Act (IDEA) and the Special Education for Exceptional Children Act. These statutes and their implementing regulations obligate KSDE on behalf of the state of Kansas to see that each and every exceptional child attending a Kansas school is provided with a Free Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Further, KSDE has a duty to ensure that parents and guardians of exceptional Kansas children are empowered to assert the rights afforded to their child by the Acts and implementing regulations. Under both state and federal regulations, it is the right of a parent, guardian, or any person or organization to file a formal complaint with the State Department of Education alleging that an educational agency, such as the State Department of Education or a local school district, has violated a State or Federal special education statute or regulation. Whenever such a complaint is filed, it is the responsibility of Kansas and thereby KSDE to timely investigate and resolve the allegation through its Dispute Resolution process.

This request is made to enable KSDE to continue to meet the state of Kansas's obligation to implement procedures to investigate and prepare written reports in response to formal complaints alleging a violation of special education statutes or regulations. A special education complaint investigator must (a) have a thorough knowledge base of both federal and Kansas state special education statutes and regulations; (b) be able to apply these statutes and regulations to specific controversies; and (c) possess and demonstrate superior writing skills. In addition, by state regulation, complaint investigations must be completed within 30 days of the day they are received by KSDE (K.A.R. 91-40-51(c)(3). Therefore, special education complaint investigators must have both the time and the flexibility requisite to conduct investigations that are compliant with state and federal timetables. The requested contract term is for five years from the date the contract is initiated.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 i.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/9/2026
Jon Harding		Jake Steel		

Item Title:

Act to approve the Food Procurement Agreement for the Kansas State School for the Blind

Recommended Motion:

I move that the State Board of Education approve the Memorandum of Understanding between the Greenbush Food Purchasing Consortium and KSSB for participation for the 2026-2027 school year

Explanation of Situation Requiring Action:

FINANCIAL IMPACT

Funding for this contract is included in KSSB's operating budget for Child Nutrition Programs. Total expenditure will be based on firm-fixed delivered unit pricing provided by EVCO Wholesale Food Corporation and actual student meal participation during the program year.

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

Greenbush Food Purchasing Consortium Participation 2026-2027

WHEREAS, Southeast Kansas Education Service Center (Greenbush) and the school district of USD S604 agree to enter into a collaborative partnership to competitively bid and procure commercially produced food and food supplies through the Greenbush Food Purchasing Consortium.

WHEREAS, the collaborative partners herein desire to enter into a Memorandum of Understanding setting forth the responsibilities of each partner.

WHEREAS, the responsibilities under this Memorandum of Understanding will be in effect July 1, 2026 through June 30, 2027.

RESPONSIBILITIES OUTLINED

School District of USD S604 School for the Blind will:

- [X] Purchase a minimum of 70% of their total food buy from the awarded Greenbush Food Purchasing Consortium Vendor(s). This excludes:
  - Milk
  - Bread
  - Fresh Produce
  - Fresh Meat
  - Any item(s) that have been competitively bid and awarded and in which the Vendor is unable to fill and for which the school district must purchase from another vendor.
    - The school district agrees to maintain accurate purchasing records and provide sufficient documentation to Greenbush for all items purchased off contract due to insufficient stock of the awarded vendor, this includes but is not limited to:
      - Documentation of original order placed
      - Written communication regarding order and inability to fill as requested or with an item of equal or higher quality at bid pricing
      - Receiving documents noting delivery shortage
      - Documentation of order from another vendor to obtain specified item
      - A representative of the Food Bid Advisory Committee may assist on analysis of purchasing in this regard.
- [X] Cooperate with Greenbush in the auditing of food purchase amounts as requested.
- [X] Provide ongoing communication to Greenbush regarding vendor performance under the awarded contract.

Greenbush Responsibilities:

- [ ] Facilitate the bidding process for food products in compliance with USDA & KSDE requirements.
- [ ] Facilitate the bidding process for food products to ensure that members of the Greenbush Food Purchasing Consortium receive quality food products and value pricing through cooperative purchasing.
- [ ] Host training opportunities that support the food service operation of the district, with topics and intervals as guided by the Food Bid Advisory Committee.
- [ ] Ensure vendor compliance with contract terms/conditions of the Greenbush Food Purchasing Consortium.
- [ ] Support participating school districts through assistance with audit activities to ensure compliance with the Consortium's 70% minimum purchasing requirement.
- [ ] Develop an action plan through consultation of member district, along with Food Bid Advisory Committee representation, to remedy any projected deficiency in meeting the required 70% minimum food purchase through the awarded Greenbush Food Purchasing Consortium Vendor(s).

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

School District USD Number and Name:	S604 School for Blind
Superintendent (name printed):	Jon Harding
Date:	10.27.26
Signature:	

Food Service Director (name printed):	Cindy Rawie
Date:	10.27.26
Signature:	Cindy Rawie

Southeast Kansas Education Service Center (Greenbush)
Tina Smith, Director of Business Relations/Procurement & Contract Services
Date:
Signature:

Kansas State School for the Blind

1100 State Ave.
Kansas City, KS 66102
913-305-3015
www.kansasblind.gov

October 27, 2026

Item Title:

Act to approve the Food Procurement Agreement for the Kansas State School for the Blind (KSSB)

Recommended Motion:

I move that the State Board of Education approve the Memorandum of Understanding between the Greenbush Food Purchasing Consortium and KSSB for participation for the 2026-2027 school year.

Sincerely,

Jon Harding, Superintendent

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 j.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/9/2026**
Deborah Bremer	Frank Harwood	Jake Steel		

Item Title:

Act to approve Food Supply Procurement Agreement for Kansas School for the Deaf

Recommended Motion:

I move that the State Board of Education approve the Memorandum of Understanding between the Greenbush Food Purchasing Consortium and Kansas School for the Deaf for participation for the 2026-2027 school year.

Explanation of Situation Requiring Action:

Agreement expenditures will be covered under KSD's established Child Nutrition Program budget. Final costs will be determined by locked fixed-unit prices provided by EVCO Wholesale Food Corporation and overall student meal counts across the academic term.

Kansas School for the Deaf

TO ENSURE THAT EACH STUDENT WE SERVE REACHES THEIR FULL POTENTIAL IN AN ACCESSIBLE, LANGUAGE-RICH SETTING, EMPOWERING THEM TO ACHIEVE PERSONAL SUCCESS AND BECOME RESPONSIBLE, PRODUCTIVE CITIZENS.

October 27, 2026

Item Title:
Act to approve the Food Procurement Agreement for the Kansas State School for the Deaf (KSSD)

Recommended Motion:
I move that the State Board of Education approve the **Memorandum of Understanding between the Greenbush Food Purchasing Consortium and KSSD for participation for the 2026-2027 school year.**

Sincerely,

Joan Macy

Joan Macy, Interim Superintendent

Joelle Allen, Interim Superintendent

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

Greenbush Food Purchasing Consortium Participation 2026-2027

WHEREAS, Southeast Kansas Education Service Center (Greenbush) and the school district of USD S610 agree to enter into a collaborative partnership to competitively bid and procure commercially produced food and food supplies through the Greenbush Food Purchasing Consortium.

WHEREAS, the collaborative partners herein desire to enter into a Memorandum of Understanding setting forth the responsibilities of each partner.

WHEREAS, the responsibilities under this Memorandum of Understanding will be in effect July 1, 2026 through June 30, 2027.

RESPONSIBILITIES OUTLINED

School District of USD S610 School f/t Deaf **will:**

- ☒ Purchase a minimum of 70% of their total food buy from the awarded Greenbush Food Purchasing Consortium Vendor(s). This excludes:
  - Milk
  - Bread
  - Fresh Produce
  - Fresh Meat
  - Any item(s) that have been competitively bid and awarded and in which the Vendor is unable to fill and for which the school district must purchase from another vendor.
    - The school district agrees to maintain accurate purchasing records and provide sufficient documentation to Greenbush for all items purchased off contract due to insufficient stock of the awarded vendor, this includes but is not limited to:
      - Documentation of original order placed
      - Written communication regarding order and inability to fill as requested or with an item of equal or higher quality at bid pricing
      - Receiving documents noting delivery shortage
      - Documentation of order from another vendor to obtain specified item
      - A representative of the Food Bid Advisory Committee may assist on analysis of purchasing in this regard.
- ☒ Cooperate with Greenbush in the auditing of food purchase amounts as requested.
- ☒ Provide ongoing communication to Greenbush regarding vendor performance under the awarded contract.

Greenbush Responsibilities:

- ☐ Facilitate the bidding process for food products in compliance with USDA & KSDE requirements.
- ☐ Facilitate the bidding process for food products to ensure that members of the Greenbush Food Purchasing Consortium receive quality food products and value pricing through cooperative purchasing.
- ☐ Host training opportunities that support the food service operation of the district, with topics and intervals as guided by the Food Bid Advisory Committee.
- ☐ Ensure vendor compliance with contract terms/conditions of the Greenbush Food Purchasing Consortium.
- ☐ Support participating school districts through assistance with audit activities to ensure compliance with the Consortium's 70% minimum purchasing requirement.
- ☐ Develop an action plan through consultation of member district, along with Food Bid Advisory Committee representation, to remedy any projected deficiency in meeting the required 70% minimum food purchase through the awarded Greenbush Food Purchasing Consortium Vendor(s).

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

School District USD Number and Name: S610 School for the Deaf	
Superintendent (name printed): Joan Macy and/or ~~Joel Allen~~ Joelle Allen	
Date: 10/27/2026	
Signature: Joelle Allen Joan Macy	

Food Service Director (name printed): Cindy Rawie	
Date: 10/27/2026	
Signature: Cindy Rawie	

Southeast Kansas Education Service Center (Greenbush)	
Tina Smith, Director of Business Relations/Procurement & Contract Services	
Date:	
Signature:	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** 11/9/2026
Jen Ashley	Frank Harwood	Jake Steel	

Item Title:

Recess Minutes Policy Guidance

Recommended Motion:

It is moved that the Kansas State Board of Education

Explanation of Situation Requiring Action:

Following up on the presentation about the elementary recess survey results during the October board meeting, Board members will receive options to decide on guidance regarding elementary recess policy.

- Change the recess time recommendation to a requirement.
- Adjust the amount of recess time that is counted toward the school term.
- Allow more flexibility for when the recess time counted for the school term is scheduled.

Have a more in-depth discussion about the recommended school day and required school term.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: MON 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/09/2026
Deborah Bremer	Ashley Stites-Hubbard	Jake Steel		

Item Title:

Receive Agreement for Transfer of Territory between USD 112 and USD 299 (to be voted on in December)

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the Agreement for Transfer of Territory between Unified School District No. 112, Ellsworth County, Kansas (transferring district), and Unified School District No. 299, Lincoln County, Kansas (receiving district).

Explanation of Situation Requiring Action:

The Boards of Education of Unified School District No. 112 and Unified School District 299 have entered into the Agreement to transfer roughly 125 sq. miles from the transferring district to the receiving district.

Since the local boards of education agreed upon the terms, there is no requirement for a public hearing.

The Agreement appears to be complete and in compliance with K.S.A. 72-532. Included in the transfer is the closed attendance building known as Wilson Elementary School. All buildings on transferred ground will be included in the transfer. All furnishing, technology, and materials in the buildings on transferred ground as of July 1, 2027 will be included in the transfer.

The taxes in process for September and October 2027 for the transferred land will be distributed proportionally from USD 112 to USD 299. The Boards of Education of USD 112 and USD 299 believe that the transfer of the territory is in the best interests of their school districts and the State of Kansas. The State Board has 90 days after receiving the agreement to issue its order either approving or disapproving the transfer agreement.

The Department received the Agreement on September 21, 2026. The deadline for Board action is December 20, 2026.

GUIDELINE V.
LAND TRANSFERS

I. Governing Law

K.S.A. 72-532 provides that a transfer of land from one school district to another can be made only under the following conditions:

1) Upon the written agreement of any two local boards of education and approval by the State Board; or

2) Upon order of the State Board after a petition to transfer territory has been filed by a local board and a public hearing on the petition has been held by the State Board.

The Kansas Supreme Court has determined that any land transfer must be consistent with, and not in derogation of, the purposes and provisions of the school unification acts. In addition, K.S.A. 72-532 contains factors that must be considered by the State Board when reviewing land transfer requests.

II. Requests for Land Transfers Considerations

The following considerations assist the State Board in determining whether to grant a land transfer request.

1) The ultimate consideration must be the long-term effect a transfer would have on students living in: (1) the petitioned area, (2) the receiving district, and (3) the giving district. It also must include whether the transfer would add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the affected communities.

2) To justify taking land, by petition, from one school district and giving it to another, a material change in circumstances of a substantial and weighty nature must exist so that a reasonable person would recognize that the educational interests of all affected children (inside and outside of the transfer area) could be better served by adjusting district boundaries, without any serious detrimental effect upon students or upon the district from which the land will be transferred.

3) The type of change in circumstances that justifies a transfer of land by petition is difficult to describe in the abstract.

However, examples of a material change in circumstances that may justify a transfer of land include, but are not limited to:

a) a recent school closing which makes it more practical for students to attend school in an adjoining district;
b) the establishment of a new and more distant attendance center; or
c) changes in natural barriers, such as lakes and rivers or construction of highways, which substantially increases the time a student must spend in traveling to and from school.

4) Examples of changes which do not constitute a material change in circumstances for purposes of transferring land from one district to another include, but are not limited to:

a) a change in a local board of education's transportation policy to prohibit buses from adjoining school districts from entering the district to transport students;
b) a change in school district property taxes; or
c) a land transfer request which is primarily to gain a financial advantage for individuals, such as, assisting in suburban land development.

5) The State Board's consideration of a petition to transfer land is not limited to how persons in the petitioned area will be affected. The State Board also must consider how persons outside the petitioned area and the school districts (locally and statewide) may be affected.

6) A transfer of land by agreement from one school district to another, generally, should be approved by the State Board absent noncompliance with state law or other compelling reasons.

Petitions to transfer land should be submitted to the Kansas State Department of Education by no later than February 15 if the transfer is to become effective the following July 1.

Adopted: May 10, 1977
Amended: February 12, 1986; March 10, 1998; November 14, 2001; September 9, 2003; April 17, 2018; March 11, 2020

AGREEMENT FOR TRANSFER OF TERRITORY BETWEEN UNIFIED SCHOOL DISTRICTS

The Board of Education of Unified School District No. 112, Ellsworth County, State of Kansas, herein called the transferring district, and the Board of Education of Unified School District No. 299, Lincoln County, State of Kansas, herein called the receiving district, do hereby agree that territory be transferred between the unified districts in accordance with this agreement. This agreement is made in accordance with authority conferred by K.S.A. 72-532.

1.) It is understood that this agreement is not effective until approved by the State Board of Education.

2.) This agreement shall be effective on a date specified by the State Board of Education.

3.) The following described territory is agreed to be transferred from the transferring district to the receiving district: *(Here insert description of the territory or attach a description to this form marked "Exhibit A" and make a reference thereto.)*

a.) THE FOLLOWING TRACT OF LAND IS TO BE TRANSFERRED FROM USD 112 TO USD 299:

BEGINNING AT THE NW CORNER OF SECTION 6, T13S, R11W OF THE SIXTH PRINCIPAL MERIDIAN, RUSSELL COUNTY, KANSAS;

THENCE EAST 6 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 1, T13S, R11W;

THENCE SOUTH 6 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T13S, R11W;

THENCE EAST 5 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 35, T13S, R10W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF THE SE¼ OF SECTION 35, T13S, R10W;

THENCE EAST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SE ¼ OF SECTION 36, T13S, R10W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 25, T13S, R10W;

THENCE EAST 3 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 28, T13S, R9W;

THENCE SOUTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 33, T13S, R9W;

THENCE WEST 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 32, T13S, R9W;

THENCE SOUTH, 5 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF THE NE ¼ OF SECTION 31, T14S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON ¼ SECTION LINE TO THE SW CORNER OF THE NW ¼ OF SECTION 31, T14S, R9W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T14S, R10W;

THENCE WEST 3 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 4, T15S, R10W;

THENCE SOUTH 6 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 33, T15S, R10W;

THENCE WEST 2 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 31, T15S, R10W;

THENCE NORTH 8 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 19, T14S, R10W;

THENCE WEST 6 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 19, T14S, R11W;

THENCE NORTH 10 MILES, MORE OR LESS, ON SECTION LINE TO THE POINT OF BEGINNING.

THE ABOVE-DESCRIBED DESCRIPTION WAS PREPARED BY TYSON L. LESAGE, PLS
1790, ON 7-23-2026.

i.) Please find "Exhibit A" attached to this agreement that maps out the transferred territory.

b.) Included in the transfer is the closed attendance building known as Wilson Elementary School. All buildings that are constructed on transferred ground will be included in this transfer.

c.) All furnishing, technology, and materials that are in these buildings as of July 1st, 2027 will be included in this transfer.

d.) Taxes in process for September of 2027 and October 2027 for the transferred land area will be distributed proportionally from USD 112 Central Plains to USD 299 Sylvan Lucas. No other district funds will be bound with this agreement.

4.) If applicable, the following described territory is agreed to be transferred from the receiving district to the transferring district: *(Here insert description of the territory or attach a description to this form marked "Exhibit B" and make a reference thereto.)*

a.) This is not applicable in this situation. The receiving district (USD 299 Sylvan Lucas) is not transferring any territory to the transferring district (USD 112 Central Plains).

5.) The estimated assessed valuation of the territory in Paragraph 3 is **$20,734,418.**

6.) If this transfer is approved, the boundary descriptions of the unified school districts entering into this agreement will be as follows: (Here provide the amended boundary descriptions of the districts after the transfer is made, or attach a description of each district to this form).

a.) THE FOLLOWING TRACT OF LAND IS THE UPDATED DESCRIPTION FOR USD 112 (after land transfer is approved):

BEGINNING AT THE NW CORNER OF SECTION 30, T14S, R11W OF THE SIXTH PRINCIPAL MERIDIAN, RUSSELL COUNTY, KANSAS;

THENCE EAST 6 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 25, T14S, R11W;

THENCE SOUTH 8 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T15S, R11W;

THENCE EAST 9 ¼ MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 4, T16S, R9W;

THENCE SOUTH 3 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 21, T16S, R9W;

THENCE EAST 4 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 19, T16S, R8W;

THENCE SOUTH 3 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 31, T16S, R8W;

THENCE EAST 4 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 2, T17S, R8W;

THENCE SOUTH 6 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 35, T17S, R8W;

THENCE WEST 5 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 1, T18S, R9W;

THENCE SOUTH 5 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 25, T18S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 25, T18S, R9W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 35, T18S, R9W;

THENCE WEST 3 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 33, T18S, R9W;

THENCE NORTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 33, T18S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 31, T18S, R9W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 31, T18S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 1, T19S, R10W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 1, T19S, R10W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 1, T19S, R10W;

THENCE SOUTH 1 / 16 MILE ON THE EAST LINE OF THE NW ¼ OF SECTION 12, T19S,R10W;

THENCE WEST ½ MILE TO THE WEST LINE OF SECTION 12, T19S, R10W;

THENCE NORTH 1 / 16 MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 12, T19S, R10W;

THENCE WEST 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 3, T19S, R10W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 10, T19S, R10W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 10, T19S, R10W;

THENCE NORTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 10, T19S, R10W;

THENCE WEST 3 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 6, T19S, R10W;

THENCE NORTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 6, T19S, R10W;

THENCE WEST 8 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 35, T18S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 35, T18S, R12W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 27, T18S, R12W;

THENCE NORTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 22, T18S, R12W;

THENCE EAST 2 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 23, T18S, R12W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF THE NE ¼ OF SECTION 11, T18S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NE ¼ OF SECTION 11, T18S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE NW ¼ OF SECTION 2, T18S, R12W;

THENCE WEST 1 ½ MILES, MORE OR LESS ON QUARTER SECTION LINE TO THE SW CORNER OF THE NW ¼ OF SECTION 3, T18S, R12W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 4, T18S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 4, T18S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 4, T18S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 33, T17S, R12W;
THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 28, T17S, R12W;

THENCE EAST 1 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 27, T17S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 27, T17S, R12W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 21, T17S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 21, T17S, R12W;

THENCE EAST ¼ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF THE SE ¼ OF SECTION 16, T17S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE NW CORNER OF THE NE ¼ SE ¼ OF SECTION 16, T17S, R12W;

THENCE WEST ¾ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NW ¼ OF SECTION 16, T17S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 16, T17S, R12W;

THENCE EAST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 16 , T17S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 10, T17S, R12W;

THENCE EAST ¾ MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF THE NW ¼ OF THE SE ¼ OF SECTION 10, T17S, R12W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE SE CORNER OF THE SW ¼ SE ¼ SECTION 10, T17S, R12W;

THENCE EAST ¾ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 11, T17S, R12W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SE ¼ OF SECTION 2, T17S, R12W;

THENCE WEST ¼ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE NW ¼ SW ¼ OF SECTION 2, T17S, R12W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE SE CORNER OF THE SW ¼ SW ¼ OF SECTION 2, T17S, R12W;

THENCE WEST ¼ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 2, T17S, R12W;

THENCE NORTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 34, T16S, R12W;

THENCE WEST ¼ MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF THE NW ¼ NE ¼ OF SECTION 34, T16S, R12W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE SE CORNER OF THE SW ¼ NE ¼ OF SECTION 34, T16S, R12W;

THENCE WEST ¼ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NE ¼ OF SECTION 34, T16S, R12W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE NW ¼ OF SECTION 3, T17S, R12W;

THENCE WEST 1MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 4, T17S, R12W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 4, T17S, R12W;

THENCE WEST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 5, T17S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 5, T17S, R12W;

THENCE WEST ¼ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ SW ¼ OF SECTION 32, T16S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE NW CORNER OF THE NE ¼ SW ¼ OF SECTION 32, T16S, R12W;

THENCE EAST ¼ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 32, T16S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 32, T16S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 29, T16S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 29, T16S, R12W;

THENCE EAST ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 29, T16S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 29, T16S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 20, T16S, R12W;

THENCE NORTH ¾ MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ NW ¼ OF SECTION 20, T16S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE SW CORNER NW ¼ NE ¼ OF SECTION 19, T16S, R12W;

THENCE NORTH ¼ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF NE ¼ OF SECTION 19, T16W, R12W;

THENCE EAST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 17, T16S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE SE ¼ OF SECTION 17, T16S, R12W;

THENCE WEST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NE ¼ OF SECTION 18, T16S, R12W;

THENCE NORTH 2 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 6, T16S, R12W;

THENCE EAST 5 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 31, T15S, R11W;

THENCE NORTH 8 MILES, MORE OR LESS, ON SECTION LINE TO THE POINT OF BEGINNING.

THE ABOVE-DESCRIBED DESCRIPTION WAS PREPARED BY TYSON L. LESAGE, PLS 1790, ON JULY 23, 2026.

i.) **Please find "Exhibit B" attached to this agreement that maps out the USD 112 Central Plains School District after transfer is complete.**

b.) THE FOLLOWING TRACT OF LAND IS THE UPDATED DESCRIPTION FOR USD 299 (after land transfer is approved):

BEGINNING A THE NW CORNER OF SECTION 19, T9S, R10W OF THE SIXTH PRINCIPAL MERIDIAN, MITCHELL COUNTY KANSAS;

THENCE EAST 3 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 16, T9S, R10W;

THENCE NORTH 3 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 3, T9S, R10W;

THENCE EAST 7 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 3, T9S, R9W;

THENCE SOUTH 3 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 15, T9S, R9W;

THENCE EAST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 23, T9S, R9W;

THENCE SOUTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 26, T9S, R9W;

THENCE EAST 2 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 31, T9S, R8W;

THENCE SOUTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 6, T10S, R8W;

THENCE WEST 2 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE1/4 OF SECTION 2, T10S, R9W;

THENCE SOUTH 1 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE NW ¼ OF SECTION 14, T10S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NE ¼ OF SECTION 15, T10S, R9W;

THENCE SOUTH 3 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 34, T10S, R9W;

THENCE EAST ON SECTION LINE TO THE NE CORNER OF THE NW ¼ OF SECTION 3, T11S, R9W;

THENCE SOUTH 1 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE NW ¼ OF SECTION 10, T11S, R9W;

THENCE EAST 2 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 12, T11S, R9W;

THENCE SOUTH 3 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE NW ¼ OF SECTION 25, T11S, R9W;

THENCE EAST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 30, T11S, R8W;

THENCE SOUTH 6 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 30, T12S, R8W;

THENCE EAST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 29, T12S, R8W;

THENCE SOUTH 2 ½ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 5, T13S, R8W;

THENCE WEST 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 6, T13S, R8W;

THENCE SOUTH 5 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T13S, R9W;

THENCE WEST 5 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 6, T14S, R9W;

THENCE SOUTH 5 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF THE NE ¼ OF SECTION 31, T14S, R9W;

THENCE WEST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE SW CORNER OF THE NW ¼ OF SECTION 31, T14S, R9W;

THENCE SOUTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T14S, R10W;

THENCE WEST 3 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF THE NW ¼ OF SECTION 4, T15S, R10W;

THENCE SOUTH 6 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE SE CORNER OF THE SW ¼ OF SECTION 33, T15S, R10W;

THENCE WEST 2 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 31, T15S, R10W;

THENCE NORTH 8 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 30, T14S, R10W;

THENCE WEST 6 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 19,T14S, R11W;

THENCE NORTH 10 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 36, T12S, R12W;

THENCE WEST 6 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 31, T12S, R12W;

THENCE NORTH 3 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 19, T12S, R12W;

THENCE EAST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 18, T12S, R12W;

THENCE NORTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 18, T12S, R12W;

THENCE WEST 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 12, T12S, R13W;

THENCE NORTH 2 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 1, T12S, R13W;

THENCE WEST 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 34, T11S, R13W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 34, T11S, R13W;

THENCE EAST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 26, T11S, R13W;

THENCE NORTH 5 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 2, T11S, R13W;

THENCE EAST ON SECTION LINE TO THE SW CORNER OF THE SE ¼ OF SECTION 35, T10S, R13W;

THENCE NORTH 2 MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 26, T10S, R13W;

THENCE WEST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 23, T10S, R13W;

THENCE NORTH 5 MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 35, T9S, R13W;

THENCE EAST 4 MILES, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 32, T9S, R12W;

THENCE SOUTH 4 MILES, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 16, T10S, R12W;

THENCE EAST 3 MILES MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 14, T10S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 13, T10S, R12W;

THENCE EAST ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 13, T10S, R12W;

THENCE NORTH ¼ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE SW ¼ NE ¼ OF SECTION 13, T10S, R12W;

THENCE EAST ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE NE CORNER OF THE SE ¼ NE ¼ OF SECTION 13, T10S, R12W;

THENCE NORTH ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF THE NE ¼ SE ¼ OF SECTION 12, T10S, R12W;

THENCE WEST ½ MILE, MORE OR LESS, ON SIXTEENTH SECTION LINE TO THE SW CORNER OF THE NW ¼ SE ¼ OF SECTION 12, T10S, R12W;

THENCE NORTH 1 ¾ MILES, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE NE ¼ OF SECTION 1, T10S, R12W;

THENCE EAST ½ MILE, MORE OR LESS, ON SECTION LINE TO THE SW CORNER OF SECTION 31, T9S,R11W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 30, T9S, R11W;

THENCE EAST 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SE ¼ OF SECTION 30, T9S, R11W;

THENCE SOUTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF SECTION 5, T10S, R11W;

THENCE EAST 1 MILE, MORE OR LESS, ON SECTION LINE TO THE NE CORNER OF SECTION 5, T10S, R11W;

THENCE SOUTH 1 MILE, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 5, T10S, R11W;

THENCE EAST 2 MILES, MORE OR LESS, ON SECTION LINE TO THE SE CORNER OF SECTION 3, T10S, R11W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 35, T9S, R11W;

THENCE EAST ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NE CORNER OF THE SW ¼ OF SECTION 35, T9S, R11W;

THENCE NORTH 1 MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE SE ¼ OF SECTION 26, T9S, R11W;

THENCE EAST 1 ½ MILE, MORE OR LESS, ON QUARTER SECTION LINE TO THE NW CORNER OF THE SW ¼ OF SECTION 30, T9S, R10W;

THENCE NORTH 1 ½ MILES, MORE OR LESS, ON SECTION LINE TO THE POINT OF BEGINNING.

THE ABOVE-DESCRIBED DESCRIPTION WAS PREPARED BY TYSON L. LESAGE, PLS 1790, ON 7-23-2026.

i.) **Please find "Exhibit C" attached to this agreement that maps out the USD 299 Sylvan-Lucas School District after transfer is complete.**

7.) The Board of the transferring district and the Board of the receiving district do hereby declare that they believe the transfer of the territory herein agreed to is in the best interests of their school districts and the State of Kansas.

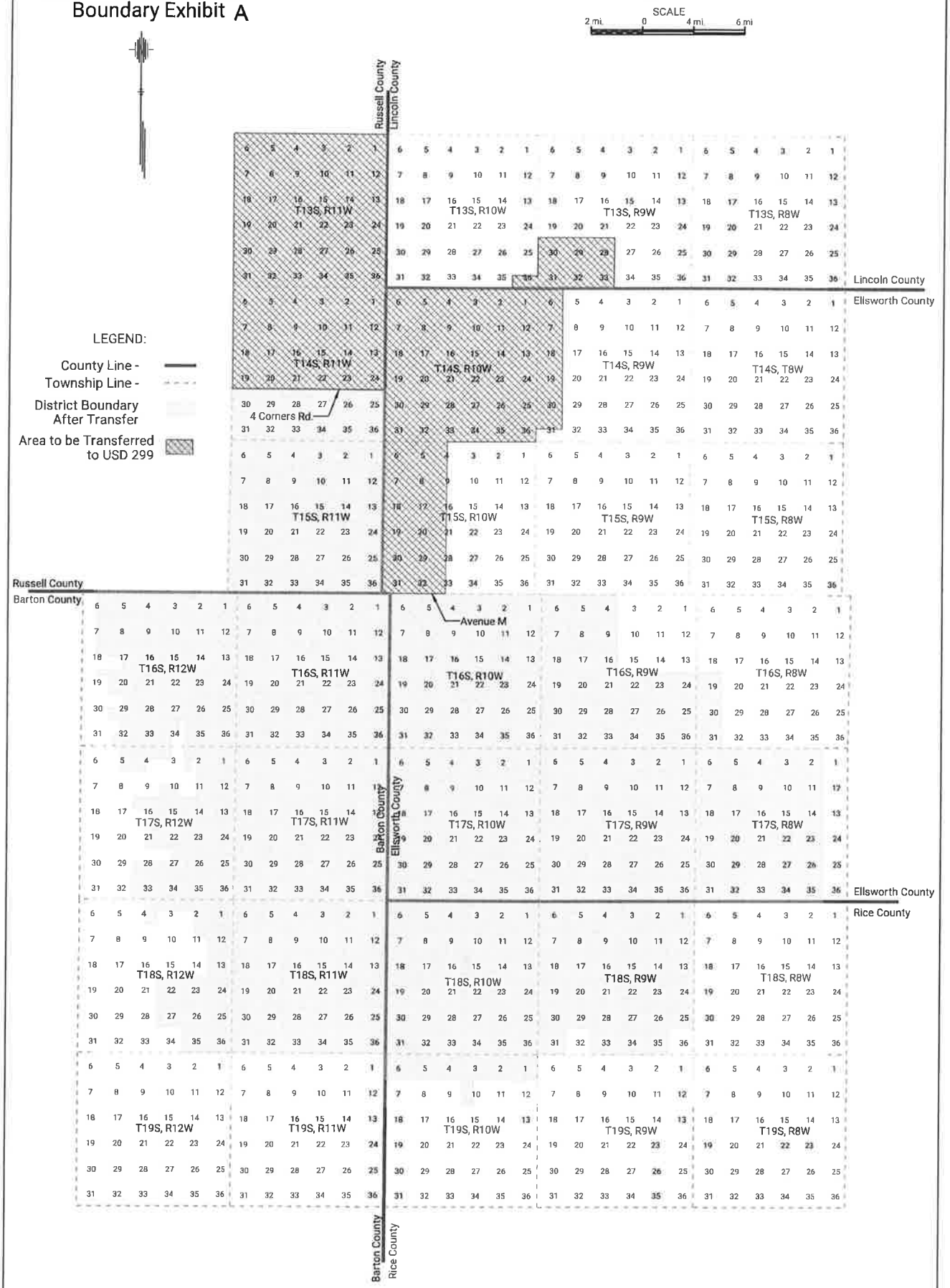
8.) The Board of the transferring district has authorized its president to sign this agreement by its resolution adopted on August (Month) 4 (Day), 2026 (Year).
The Board of the receiving district has authorized its president to sign this agreement by its resolution adopted on August (Month) 10th (Day), 2026 (Year).

President, Board of Education of
Unified School District No. 112,
Ellsworth County State of Kansas

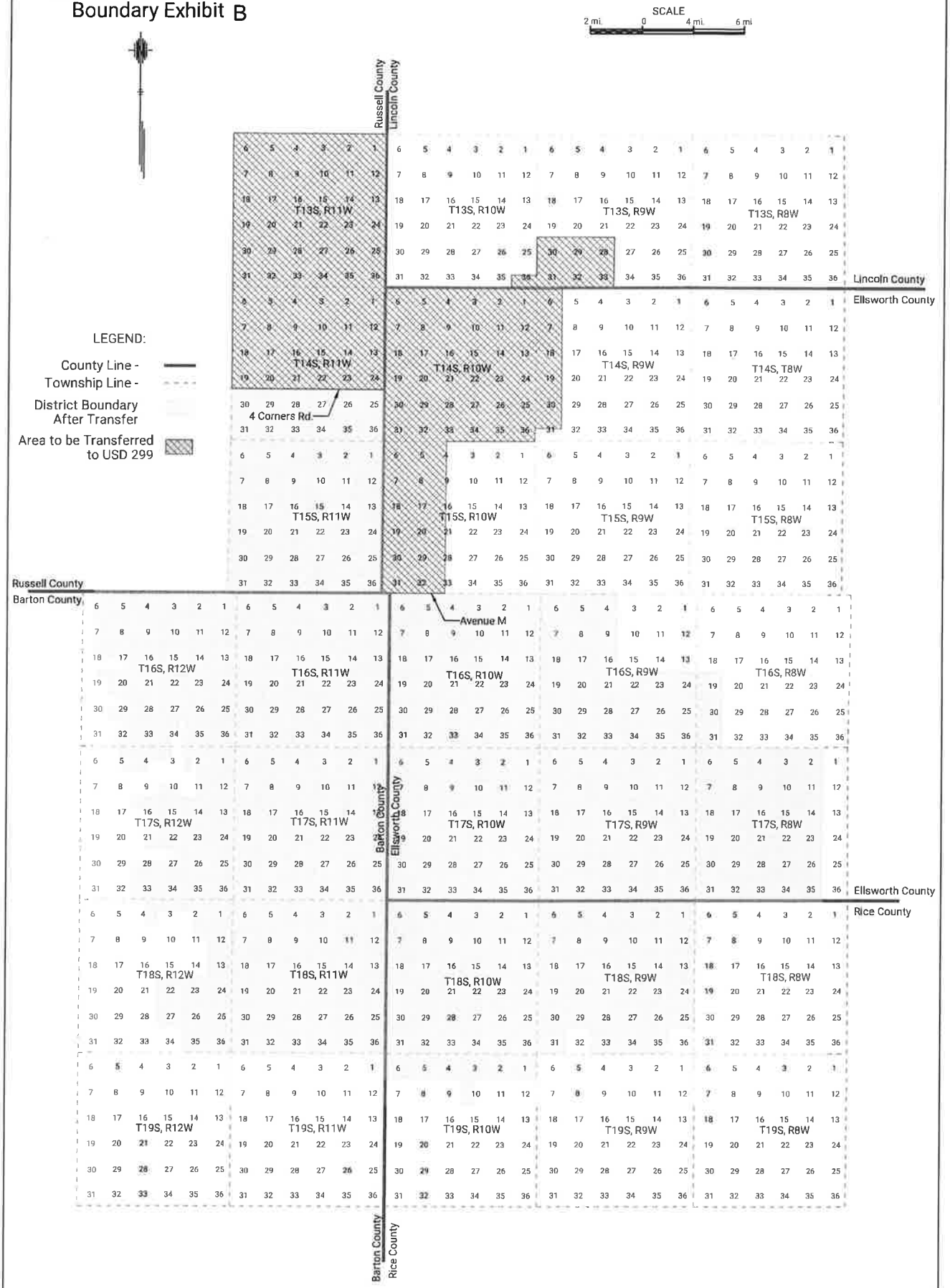
President, Board of Education of
Unified School District No. 299,
Lincoln County State of Kansas

Note: This Agreement should be prepared with an original and two copies. The original should be sent to the Office of General Counsel, State Department of Education, Landon Sate Office Building, 900 SW Jackson Street, Suite 102, Topeka, Kansas 66612 and retain one copy in the file of each unified school district involved in the requested transfer. Upon approval of the agreement by the State Board of Education, an Order of the approval will be sent to each of the boards involved in the agreement. Such order of approval will specify effective dates of any transfer.

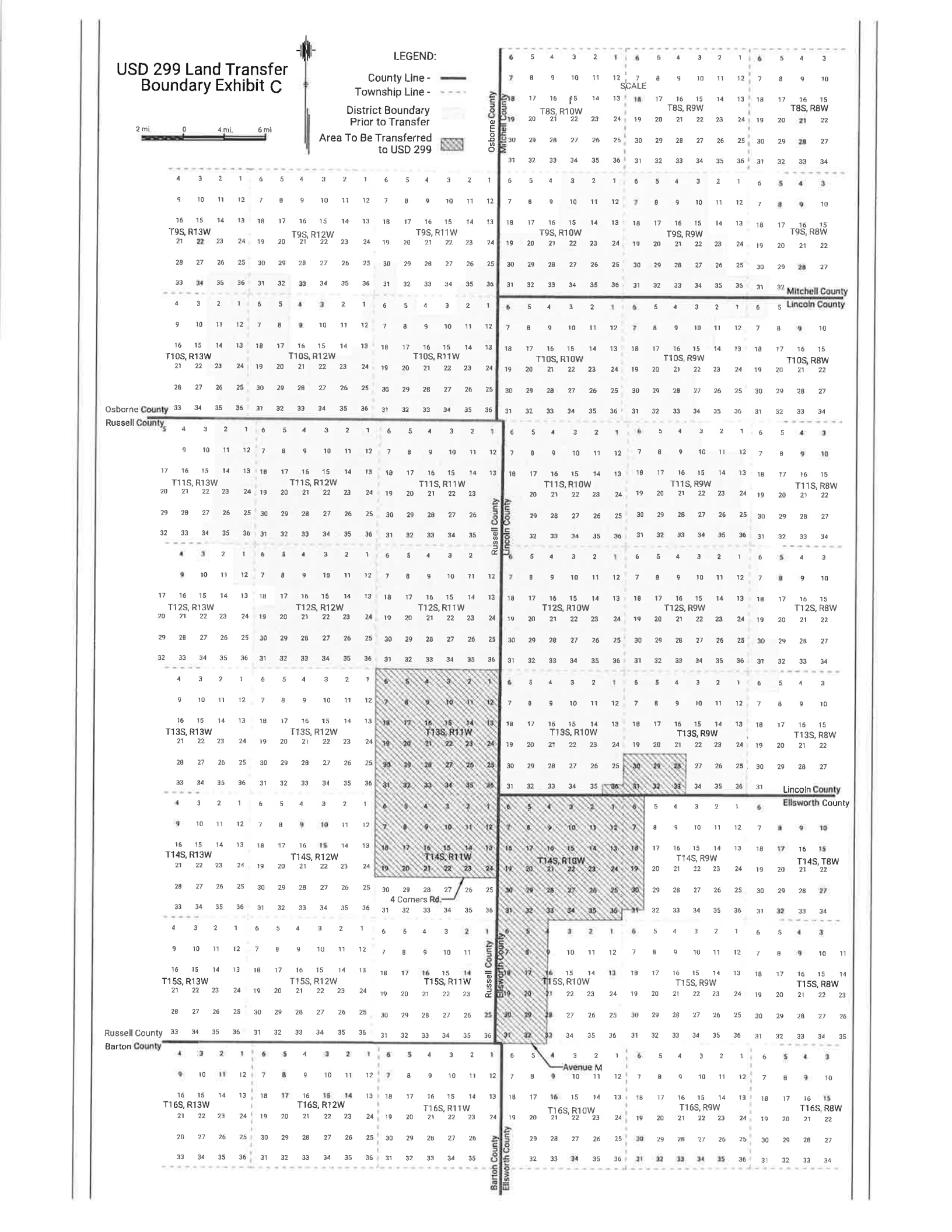
USD 112 Land Transfer Boundary Exhibit A



USD 112 Land Transfer Boundary Exhibit B



USD 299 Land Transfer Boundary Exhibit C



Comparison of Districts
(Before Transfer)

		USD No. **112**	USD No. **299**
Area (Sq Miles):		583 Sq Miles	623 Sq Miles
Enrollment:		354 (K-12th)	274 (K-12)
Assessed Valuation:		$126,075,185	$37,825,377
Tax Levy:		38.041 (Total Mills)	47.279 (Total Mills)
Teachers (FTE):		33 (K-12)	26 (K-12)
Enrollment by Grade:			
	Kinder	29 Students	27 Students
	1st	23 Students	15 Students
	2nd	35 Students	12 Students
	3rd	22 Students	17 Students
	4th	24 Students	22 Students
	5th	32 Students	30 Students
	6th	36 Students	16 Students
	7th	27 Students	26 Students
	8th	26 Students	16 Students
	9th	23 Students	18 Students
	10th	22 Students	30 Students
	11th	31 Students	21 Students
	12th	24 Students	30 Students

Comparison of Districts
(After Transfer)

		USD No. **112**	USD No. **299**
Area (Sq Miles):		457 (Est. Sq. Miles)	748 (Est. Sq. Miles)
Enrollment:		360 (Est. K-12th)	287 (K-12)
Assessed Valuation:		$105,340,767 (Est.)	$58,559,795
Tax Levy:		39.541 (Est. Total Mills)	48.615 (Total Mills)
Teachers (FTE):		33 Teachers (K-12)	28 Teachers (K-12)
Enrollment by Grade:			
	Kinder	30 Students	17 Students
	1st	29 Students	29 Students
	2nd	23 Students	24 Students
	3rd	35 Students	16 Students
	4th	21 Students	20 Students
	5th	25 Students	27 Students
	6th	32 Students	29 Students
	7th	36 Students	21 Students
	8th	27 Students	19 Students
	9th	26 Students	15 Students
	10th	23 Students	16 Students
	11th	22 Students	27 Students
	12th	31 Students	21 Students

Agenda Number: 8

Meeting Date: 11/9/2026

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

Item Title: Receive Evaluation Review Committee recommendations for higher education accreditation and program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider accreditation for the University of Saint Mary and program approvals for Bethany College, Fort Hays State University, Newman University, Ottawa University, and Pittsburg State University.

The educator preparation accreditation and program review processes are 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 educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

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

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School

Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation provider's unit accreditation, license and endorsement preparation programs' alignment to the appropriate preparation standards.

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

Each initial recommendation was submitted to the educator preparation provider and the provider was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation providers 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 present the recommendations and be available to answer any questions. These recommendations are planned to be presented in December as an Action item.

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September 30, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for the University of Saint Mary

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for the University of Saint Mary Education Department.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2033.

Standards R/A1-R5
Areas for Improvement
None

Standard R/A1-R5
Stipulations
None

Standards	Initial	Advanced
R1: Content and Pedagogical Knowledge	Met	Met
R2: Clinical Partnerships and Practice	Met	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4: Program Impact	Met	Met
R5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Fall 2032

Previous Areas for Improvement (AFI)
July 09, 2019

Standards 1-5
Areas for Improvement
None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

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accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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October 01, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Bethany College

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed applications for program approvals for Bethany College.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Bethany College programs through December 31, 2033:

English Language Arts 6-12, I
Areas for Improvement
Standards 1-8, Science of Reading
None

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

Next program reviews Spring 2033

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September 30, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed an application for program approval for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend to remove the new-program stipulation and extend "Approved" status through December 31, 2029:

Innovative High and Low Incidence, I, K-6, 5-8, 6-12, PreK-12, new program
Areas for Improvement:
High Incidence Standards 1-8, Science of Reading
None
Low Incidence Standards 1-7
None

Next continuing programs' review: Fall 2029

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October 01, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Newman University

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed applications for program approvals for Newman University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Newman University programs through December 31, 2033:

Building Leadership PreK-12, A
Areas for Improvement
Standards 1-7
None

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

District Leadership PreK-12, A
Areas for Improvement
Standards 1-7
None

English for Speakers of Other Languages PreK-12, A
Areas for Improvement
Standards 1-7

None

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

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

Next program reviews Spring 2033

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September 30, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Ottawa University

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed applications for new and continuing program approvals for Ottawa University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "New-Program Approved-With-Stipulation" status for the following Ottawa University new programs through December 31, 2028:

Elementary PreK-6, I, MA, Innov LERP
Areas for Improvement
Standards 1-8 (2024 Science of Reading embedded standards)
None

Elementary Unified K-6, I, Innov LERP
Areas for Improvement
Standards 1-11, Science of Reading
None

Restricted, I, 5-8, 6-12, PreK-12, Innov
Areas for Improvement:
Standards 1-10, Science of Reading
None

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

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

Recommend "Approved" status for the following Ottawa University continuing program through December 31, 2033:

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

Next continuing program reviews Spring 2033

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September 30, 2026

To: Dr. Jake Steel, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On September 28, 2026, the Evaluation Review Committee reviewed an application for program approval for Pittsburg State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New-Program Approved-With-Stipulation" status for the following program through December 31, 2028:

Business, I, 6-12, new
Areas for Improvement:
Standards 1-8
None

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

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

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

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

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

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

91-1-234. Innovative or experimental programs.

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

provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

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

(a) Application.

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

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

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

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

(C) a validated preservice candidate work sample.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after

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

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

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

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

approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.
(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.
(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.
(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).
(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: MON 12

Staff Initiating:	Director:	Commissioner:	Meeting Date:
Deborah Bremer	Ashley Stites-Hubbard	Jake Steel	11/09/2026

Item Title:

Act on Professional Practices Commission Cases

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission in case 24-PPC-31 and the State Board deny the Applicant's application for license.

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission in case 25-PPC-41 and the State Board publicly censure Licensee due to her criminal conduct.

Explanation of Situation Requiring Action:

Case 24-PPC-31

Applicant applied for a Limited Apprentice Teaching License. Applicant's criminal history revealed three convictions for felony theft and four convictions for misdemeanor theft between 2008 and 2012. Applicant did not disclose her criminal history in her application. On January 24, 2025, a hearing was conducted by the Professional Practices Commission (PPC) where the PPC reviewed evidence and heard testimony from KSDE and the Applicant. The PPC found that Applicant clearly demonstrated a present recognition of the wrongfulness of her conduct and provided evidence, through her testimony at the hearing, of rehabilitation since the time of the offenses. However, the PPC found that Applicant was not truthful or forthcoming on her application and the PPC did not accept her explanations as to why she did not disclose her criminal record. The PPC has grave concerns about the Applicant's trustworthiness given the inconsistent testimony provided by the Applicant and two of the Applicant's witnesses. The PPC voted 7-0 to recommend denial of Applicant's application for a license based on her criminal misconduct and her lack of credibility.

Case 25-PPC-41

Licensee has been licensed as a professional teacher by the State Board since 2015. Licensee entered into a diversion agreement on May 5, 2025, after being charged with misdemeanor theft of property or services with a value less than $1,500. The offense occurred on July 27, 2024. Licensee also pled guilty of misdemeanor theft in a separate case for an offense that occurred in September 2024. The Professional Practices Commission held a hearing on June 26, 2026. Licensee testified that she was ashamed and embarrassed by the charges and claimed the thefts were not intentional, but a result of being overwhelmed and overstimulated at the self-checkout lane. Licensee testified that she paid restitution for the items and has been working on improving her mental health. The PPC reviewed the evidence and noted that Licensee did complete the diversion agreement and probation, paid restitution, and appears to understand the seriousness of the issue. The PPC, recognizing the fact that two thefts occurred and that the situation is quite serious, voted 7-0 to recommend public censure of Licensee based on her criminal conduct.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

[redacted]

KSDE Case No.: 24-PPC-31

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) on a vote of 7-0 recommends to the State Board the application by [redacted] (Applicant) for limited apprentice teacher license be denied.

Statement of Case

On January 24, 2025, a hearing was conducted by the Professional Practices Commission (PPC) whereby the PPC reviewed evidence and heard testimony from KSDE and from the Applicant.

Applicant appeared in person without an attorney.

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

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Carla Breckenridge, Kori Lopez, Anita White and Erica Shook.

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

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through K and requested they be admitted as evidence. Applicant had no objection. Exhibits A through K were admitted. Following testimony by Applicant and upon request by KSDE, Exhibit L was later admitted as evidence without objection. Applicant offered exhibits 1 through 5. These exhibits were admitted as evidence without objection.

FINDINGS OF FACT

1. Applicant applied for a Limited Apprentice Teaching License. She is not currently licensed, nor has she ever been licensed by the State Board.
2. Applicant's criminal history revealed three (3) convictions for felony theft and four (4) convictions for misdemeanor theft between 2008 and 2012.
3. Applicant did not disclose her criminal history on her application.
4. Applicant testified that she did not disclose her criminal history because she had been advised by Lorri Boydston, a professor and mentor from Baker University, that because the crimes were nonviolent crimes that occurred more than 10 years ago, she was not required to disclose her convictions on the application. Applicant also testified to having been advised by a family attorney that she was not required to disclose her convictions.
5. Lorri Boydston testified on behalf of the Applicant with supporting statements based on being a professor and mentor from Baker University.
6. Lorri Boydston testified to not having had any conversations with the Applicant about how to fill out the application for a teaching license. Boydston testified during cross-examination that she did not instruct the Applicant to not disclosure her criminal history. Boydston testified that Baker University does not advise its students to not disclose a criminal conviction just because it may be older than 10 years.
7. A letter written by Applicant to the Kansas State Department of Education was admitted as Exhibit L. Within Exhibit L, Applicant wrote that she did not disclose her prior convictions because she thought they had been expunged. Applicant testified that she did not recall writing the letter even though earlier in the week she re-sent the letter to KSDE asking for it to be seen by the Commission.
8. Applicant testified that during the time of her criminal acts, she was not under the influence of drugs or alcohol and that neither drugs nor alcohol were a contributing factor to her criminal acts, but she was stealing things from others to "take care of her needs". Applicant did not elaborate on what her "needs" were other than trying to support her family.
9. Kristy Mader testified on behalf of the Applicant whom she knows as a co-worker and family friend. Mader testified that the Applicant had previously told her about her drug use being the reason she stole things.
10. Applicant testified to working as a paraprofessional at a public school for the last three (3) years.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for conviction of any crime involving theft and for any felony. K.A.R. 91-22-1a.
3. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. The PPC finds the Applicant has clearly demonstrated a present recognition of the wrongfulness of her conduct and has expressed remorse for her past conduct.
6. The PPC finds the Applicant has provided evidence, through her own testimony, of rehabilitation since the time of the offenses.
7. The PPC finds that the Applicant was not truthful or forthcoming on her application since she did not disclosure her crimes involving theft, and the PPC does not accept the Applicant's explanations as to why she did not disclose her criminal record. The PPC has grave concerns regarding the trustworthiness of the Applicant given the inconsistent testimony provided by the Applicant and the two witnesses called on behalf of the Applicant.
8. The PPC finds the Applicant is not suitable to be placed in a position of public trust as a teacher and that the Applicant is not a suitable role model for students.

THEREFORE, the Professional Practices Commission recommends to the State Board by a vote of 7 – 0 that the Applicant's application for a license be denied based on her criminal misconduct and the lack of credibility in the evidence presented today.

This Initial Order is made and entered this January 24, 2025.

PROFESSIONAL PRACTICES COMMISSION



Ricardo Sanchez, Chairperson

Order signed on 02/25/, 2025.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of February, 2025, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was emailed to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612

Kaley Taylor
Secretary, Professional Practices Commission

ELECTRONICALLY FILED 09/22/2026 09:52:10 OFFICE OF ADMINISTRATIVE HEARINGS | Docket #26ED0011

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application of [redacted]

KSDE Case No.: 25-PPC-41
OAH Case No.: 26ED0011 ED

INITIAL ORDER AND RECOMMENDATION

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education (State Board) that the complaint seeking to revoke the professional teaching license issued to [redacted] be denied, subject to [redacted] being publicly censured for criminal misconduct.

Statement of the Case

This matter comes before the Commission for a hearing on the Complaint filed on March 6, 2026, seeking revocation of [redacted] teaching license.

The evidentiary hearing in this matter was conducted on June 26, 2026.

[redacted] appeared in person and without counsel.

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

Members of the Commission appearing at the evidentiary hearing were Ricardo Sanchez, Chair, Dr. Christy Ziegler, Vice-chair; and members, Caroline Spaulding, Anita White, Kori Lopez, Charrica Osborne and Clint Shipley.

Administrative Law Judge Jennifer Barton, (ALJ Barton), Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the evidentiary hearing in the absence of Loren Snell, Jr.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through F and requested they be admitted as evidence. [redacted] had no objection. Exhibits A through F were admitted, though exhibits E and F were never published to the Commission.

[redacted] offered a documents marked as Exhibits 1 through 11 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 11 were admitted.

Findings of Fact

1. [redacted] is licensed as a professional teacher by the State Board, having been so licensed since 2015. [KSDE Complaint].

2. On May 5, 2025, in Jackson County, Kansas, District Court case number JA-2024-CR-[redacted], [redacted] entered into a diversion agreement after being charged with misdemeanor theft of property or services with a value of less than $1,500. The offense occurred on July 27, 2024. [KSDE Exhibits A and B].

3. On the same date, in Jackson County, Kansas, District Court case number JA-2024-CR-[redacted], [redacted] plead guilty to misdemeanor theft of property or services with a value of less than $1,500. The offense occurred on September 7, 2024. [KSDE Exhibits C and D].

4. [redacted] testified that she was ashamed and embarrassed by the charges. She claimed the thefts were not intentional but a result of being overwhelmed and overstimulated while using the self-checkout lane at the store. She explained that she was not confronted by loss prevention staff at the time either theft occurred, but instead received citations in the mail, and entered into the diversion and plea agreement in an effort to simply have the matters resolved.

5. [redacted] testified that she paid restitution for the items, has been working on improving her mental health, and no longer uses the self-checkout lane at any store.

6. It was unclear to the Commission whether all of the letters submitted by [redacted] (Exhibits 1 through 11) were written for purposes of the KSDE hearing or were crafted for different reasons.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

KSDE may revoke a license for misconduct or other just cause such as commission and/or conviction of any crime involving theft. K.A.R. 91-22-1b.

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining whether [redacted] license should be revoked. The factors considered were:

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

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

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

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

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

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

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

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

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

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[2]

Throughout her testimony, [redacted] avoided admitting that her theft was intentional, though she did admit she had "made a mistake." Also, several of the letters [redacted] presented to support her character did not appear to be written for the purposes for which they were being used. [redacted] was not particularly forthcoming about which letters were written for the hearing and which were crafted for other purposes. These issues do impair [redacted] credibility to some extent. To further complicate matters, KSDE did not play the security video from either incident for the Commission or present police reports associated with the thefts, making it impossible for the Commission to gauge whether [redacted] claims that the thefts were actually unintentional were plausible.

The Commission notes that [redacted] did complete the diversion agreement and probation to which she agreed, paid restitution, and appears to understand the seriousness of the issue. She has taken specific steps to improve her mental health and avoid situations where this could occur in the future. The Commission understands that the hearing process can be stressful and believes [redacted] was feeling nervous at her hearing as she claimed, which may account for her vague statements around her intent and the source of the letters she submitted.

The Commission feels it is unlikely [redacted] conduct will occur again. Nonetheless, the Commission, in light of the fact that two thefts occurred, recognizes that the situation is quite serious and that censure is therefore warranted.

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[2] *Lacy v. Kansas Dental Board,* 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

On a vote of 7 in favor and 0 opposed, the Commission recommends to the State Board that [redacted] professional teaching license not be revoked, but that she be subject to a public censure for her criminal conduct.

IT IS SO ORDERED AND RECOMMENDED.

Ricardo Sanchez, Chair
Professional Practices Commission

Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On September 22, 2026, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

[redacted]

and, I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

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

Rachel Wenner

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: 13 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/9/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Teacher and School Leader Incentive Grant and Contract

Recommended Motion:

It is moved that the Kansas State Board of Education approve the contract request with the National Center for Grow Your Own to support the Kansas Teacher and School Leader Initiative.

Explanation of Situation Requiring Action:

Kansas Teacher and School Leader Initiative (KS-TSL) Contract

The Kansas State Department of Education (KSDE) received a three-year $8,386,833 grant award from the U.S. Department of Education's Teacher and School Leader Incentive Program (TSL). The initiative is designed to expand educator apprenticeship pathways, strengthen educator leadership development, redesign educator evaluation systems, and improve recruitment, retention, and advancement opportunities in the state's highest-need schools and districts.

KSDE will serve as the grant lead and fiscal agent, partnering with the National Center for Grow Your Own (NCGYO), local education agencies (LEAs), educator preparation providers (EPPs), and workforce partners to implement a comprehensive statewide educator workforce strategy. The project prioritizes hard-to-staff rural districts, high-poverty schools, and communities experiencing significant educator workforce shortages.

The TSL grant required a 50% non-federal match. Through its partnership with NCGYO, KSDE secured $4,226,373 in non-federal contributions over the three-year grant period, including $3,480,000 in in-kind services from NCGYO. This partnership strengthened Kansas' application and was instrumental in securing the $8.39 million federal grant award. NCGYO's in-kind contribution includes access to its Mentor-as-Journeyworker model, year-long professional development, coaching, instructional resources, assessment tools, and implementation support for mentor educators statewide.

Program Goals

Goal 1: Expand Kansas' Registered Teacher Apprenticeship Program (RTAP) and Strengthen the Educator Workforce Pipeline

Expand participation in Kansas' Registered Teacher Apprenticeship Program through district-EPP partnerships.
Support approximately 500 apprentices, including current and newly enrolled participants.
Reduce or eliminate out-of-pocket costs through apprenticeship support, tuition assistance, and mentor educator supports.

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

Greenbush Food Purchasing Consortium Participation 2026-2027

WHEREAS, Southeast Kansas Education Service Center (Greenbush) and the school district of USD S610 agree to enter into a collaborative partnership to competitively bid and procure commercially produced food and food supplies through the Greenbush Food Purchasing Consortium.

WHEREAS, the collaborative partners herein desire to enter into a Memorandum of Understanding setting forth the responsibilities of each partner.

WHEREAS, the responsibilities under this Memorandum of Understanding will be in effect July 1, 2026 through June 30, 2027.

RESPONSIBILITIES OUTLINED

School District of USD S610 School f/t Deaf **will:**

- ☒ Purchase a minimum of 70% of their total food buy from the awarded Greenbush Food Purchasing Consortium Vendor(s). This excludes:
  - Milk
  - Bread
  - Fresh Produce
  - Fresh Meat
  - Any item(s) that have been competitively bid and awarded and in which the Vendor is unable to fill and for which the school district must purchase from another vendor.
    - The school district agrees to maintain accurate purchasing records and provide sufficient documentation to Greenbush for all items purchased off contract due to insufficient stock of the awarded vendor, this includes but is not limited to:
      - Documentation of original order placed
      - Written communication regarding order and inability to fill as requested or with an item of equal or higher quality at bid pricing
      - Receiving documents noting delivery shortage
      - Documentation of order from another vendor to obtain specified item
      - A representative of the Food Bid Advisory Committee may assist on analysis of purchasing in this regard.
- ☒ Cooperate with Greenbush in the auditing of food purchase amounts as requested.
- ☒ Provide ongoing communication to Greenbush regarding vendor performance under the awarded contract.

Greenbush Responsibilities:

- ☐ Facilitate the bidding process for food products in compliance with USDA & KSDE requirements.
- ☐ Facilitate the bidding process for food products to ensure that members of the Greenbush Food Purchasing Consortium receive quality food products and value pricing through cooperative purchasing.
- ☐ Host training opportunities that support the food service operation of the district, with topics and intervals as guided by the Food Bid Advisory Committee.
- ☐ Ensure vendor compliance with contract terms/conditions of the Greenbush Food Purchasing Consortium.
- ☐ Support participating school districts through assistance with audit activities to ensure compliance with the Consortium's 70% minimum purchasing requirement.
- ☐ Develop an action plan through consultation of member district, along with Food Bid Advisory Committee representation, to remedy any projected deficiency in meeting the required 70% minimum food purchase through the awarded Greenbush Food Purchasing Consortium Vendor(s).

Memorandum of Understanding

THE PURCHASING COOPERATIVE AT GREENBUSH

School District USD Number and Name: S610 School for the Deaf	
Superintendent (name printed): Joan Macy and/or ~~Joel Allen~~ Joelle Allen	
Date: 10/27/2026	
Signature: Joelle Allen Joan Macy	

Food Service Director (name printed): Cindy Rawie	
Date: 10/27/2026	
Signature: Cindy Rawie	

Southeast Kansas Education Service Center (Greenbush)	
Tina Smith, Director of Business Relations/Procurement & Contract Services	
Date:	
Signature:	

Goal 2: Develop and Scale Educator Leadership Pathways

Design, pilot, and expand a Principal Registered Apprenticeship (P-RAP) pathway that develops future school leaders through competency-based, earn-and-learn preparation models.
Establish and expand Reading Specialist Registered Apprenticeship pathways to strengthen literacy leadership capacity.
Create a sustainable educator career ladder that supports advancement from classroom educator to mentor, instructional specialist, and building leader.

Goal 3: Strengthen Educator Effectiveness Through Mentorship and Evaluation Systems

Expand the statewide mentor educator framework and provide stipends to qualified mentor educators.
Support early-adopter districts implementing components of Kansas' redesigned educator evaluation system.
Increase educator effectiveness, retention, and leadership capacity through structured coaching and support.

Goal 4: Provide Statewide Technical Assistance and Continuous Improvement

Deliver statewide technical assistance, implementation support, governance, compliance monitoring, and sustainability planning through NCGYO.
Utilize implementation, retention, and workforce data to continuously improve program outcomes.
Support districts in developing strategic staffing and human capital management systems.

Goal 5: Sustain and Scale Educator Workforce Initiatives Beyond the Grant Period

Integrate apprenticeship and educator leadership pathways into Kansas' long-term workforce development infrastructure.
Leverage existing state funding streams, workforce investments, Pell Grants, Board of Regents scholarships, and local resources to sustain programming.

Request for approval

Approve KSDE's three-year contract with the National Center for Grow Your Own (NCGYO) in an amount not to exceed $2,100,000 to provide statewide program management, governance and federal compliance support, educator leadership pathway development, strategic staffing systems design, apprenticeship implementation support, competitive subaward management, sustainability planning, and continuous improvement services necessary to implement the Kansas Teacher and School Leader (KS-TSL) Initiative.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	11/9/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Special Education Registered Teacher Apprenticeship Grant and Contract

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Contract Request with the National Center for Grow Your Own to support the Special Education Teacher Registered Apprenticeship Program.

Explanation of Situation Requiring Action:

Kansas Special Education Teacher Registered Apprenticeship Program

The Kansas State Department of Education (KSDE) received a five-year federal grant award from the U.S. Department of Education to develop, expand, and sustain the Kansas Special Education Teacher Registered Apprenticeship Program (Kansas SPED RAP). This initiative builds upon Kansas' Registered Teacher Apprenticeship Program (RTAP), approved by the State Board of Education in May 2023, which currently serves more than 500 apprentices statewide, including approximately 70 special education apprentices across 18 special education districts and nine special education cooperatives/interlocals.

The proposed five-year federal grant totals $4,513,490 and requires no state or local matching funds. Funding will be used to expand special education teacher apprenticeship opportunities statewide by providing direct support to local education agencies (LEAs), mentor stipends, startup and implementation funding, development of additional special education apprenticeship pathways through educator preparation providers (EPPs), and statewide technical assistance.

The Kansas SPED RAP is designed to address ongoing special education teacher workforce shortages by creating sustainable pathways that allow community members, paraprofessionals, classified staff, and other school employees to earn teacher licensure while remaining employed in Kansas schools. Through expansion of Kansas' existing apprenticeship infrastructure, the project will strengthen recruitment, preparation, retention, and long-term workforce stability for special education teachers across the state.

The project will be administered through KSDE's Teacher Licensure team in partnership with other agency teams. The National Center for Grow Your Own (NCGYO) will provide statewide technical assistance and implementation support.

Project Goals

Goal 1: Build State RAP Capacity

Complete licensure and registered apprenticeship crosswalks, partner onboarding materials, cost models, and compliance reviews for all supported pathways.
Build upon Kansas' existing teacher apprenticeship infrastructure and current special education apprenticeship pathways.

Goal 2: Expand Partnerships

Increase participation among special education districts, cooperatives, and interlocals, with targeted outreach to high-vacancy regions.
Recruit additional LEA and cooperative partners annually, prioritizing entities serving areas with the greatest special education workforce shortages.

Goal 3: Support Apprentice Enrollment and Completion

Continue supporting existing apprentices while adding new spring and fall cohorts with little to no out-of-pocket costs to participants.
Serve approximately 291 special education apprentices during the project period, including 70 continuing apprentices and 221 newly enrolled apprentices, while meeting annual completion goals aligned with individual plans of study.
Provide structured, mentored on-the-job learning aligned with evidence-based practices.

Goal 4: Strengthen Evaluation and Continuous Improvement

Implement statewide data dashboard and performance monitoring.
Conduct quarterly implementation reviews, annual evaluation cycles tied to recruitment, completion, licensure, and retention.
Use data to refine pathways, cost models, partner supports, and sustainability planning.

Goal 5: Sustain the Program Beyond the Grant Period

Leverage employer-paid wages, Pell Grants, Kansas Commerce apprenticeship funding, EPP tuition structures, and KSDE licensure infrastructure.
Produce a statewide sustainability plan and toolkit to support ongoing expansion of special education teacher apprenticeships.

Request for approval

Approve KSDE's five-year contract request with the National Center for Grow Your Own (NCGYO) in an amount not to exceed $902,698 to provide design and implementation technical assistance to support the Kansas Special Education Teacher Registered Apprenticeship Program.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:
Shane Carter	Shane Carter	Jake Steel	11/10/2026

Item Title:

Act on Principal Apprenticeship Standards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Principal Apprenticeship Standards as presented.

Explanation of Situation Requiring Action:

Background on the Registered Teacher Apprenticeship Program

The Kansas Apprenticeship Council approved the Kansas State Department of Education's (KSDE) application to establish a Registered Teacher Apprenticeship Program in May 2023. Following this approval, the Teacher Licensure team conducted a small pilot during the 2023–2024 school year and expanded the program statewide beginning in the 2024–2025 school year. Since statewide implementation, the Licensure team has offered two entry cohorts per year—fall and spring.

In April 2025, the Kansas Apprenticeship Council approved updates to the program to include a graduate-degree apprenticeship route and to establish a youth apprenticeship route. After receiving Kansas State Board of Education approval, the Teacher Licensure team launched pilot implementations of both new routes during the 2025–2026 school year. These routes will be available statewide beginning in the 2026–2027 school year.

At present, 505 **apprentices** are actively participating in the Registered Teacher Apprenticeship Program.

Background on the Registered Building Apprenticeship Program

Purpose

The Kansas Building Principal Apprenticeship Program creates a structured, competency-based pathway to develop future school principals by combining leadership training, graduate coursework, mentorship, and on-the-job leadership experience over three years. The program is designed to strengthen the statewide leadership pipeline and address current and future principal workforce needs.

On October 14, 2026, the Teacher Licensure team received confirmation, the Kansas Apprenticeship Council approved the Building Apprenticeship program.

Program Structure

Length: 3 Years
Model: Competency-Based Registered Apprenticeship
Training Components:

1. Progressive leadership experiences in schools.

2. Formal mentoring through United School Administrators of Kansas (USA Kansas).

3. Master's degree coursework in Educational Leadership

4. Leadership academies and coaching

5. Building Leadership Licensure preparation and completion.

Entry Requirements

Candidates must:

1. Hold a professional teaching or professional school specialist license.

2. Have a minimum of three years of accredited school experience

3. Be selected by a participating school district

Major Program Requirements

1. On-the-Job Learning

a. Approximately **6,000 hours** of leadership development experiences.

b. Apprentices work under the supervision of licensed administrator.

c. Competencies align with the Kansas Educator Evaluation Protocol (KEEP). Focus areas include: Setting Direction, Developing All Students, Developing Staff, Making the Organization Work.

2. Leadership Development and Mentorship

a. Participants complete the USA Kansas leadership sequence: Instructional Leadership Academy, Elevate Leadership 1, and Elevate Leadership 2.

b. These experiences provide: Instructional leadership training, School improvement planning, Culture and climate development, Change management, Communication and stakeholder engagement, and Data-driven decision making

3. Graduate Education

Apprentices must complete a **30-credit-hour Master of Education in Educational Leadership** through an approved Kansas university. Coursework includes: Educational leadership, School finance, Educational law, Human resources, School-community relations, Curriculum and instruction, and Leadership practicum.

4. Licensure Requirements

No changes to licensure requirements. To obtain a Kansas Building Leadership License, apprentices must: Earn a master's degree in educational leadership or approved equivalent, Complete required leadership coursework, Pass the School Leaders Licensure Assessment (Praxis), Maintain a minimum 3.25 graduate GPA while in the program, and Obtain at least five years of accredited teaching and/or school specialist experience.

Compensation Framework

Year 1 Minimum Salary: **$40,000**
Year 2: 2% increase
Year 3: Additional 2% increase
Districts may provide compensation above the statewide minimum based on local salary schedules and resources, but the minimum wage was set to allow all school districts across the state to participate if they so choose.

Kansas Department of Commerce

Appendix A

KANSAS STATE DEPARTMENT OF EDUCATION

WORK PROCESS SCHEDULE AND

AND

RELATED INSTRUCTION OUTLINE

Building Principal

Kansas
Department of Commerce

An Overview of the Building Leadership Apprentice Program and Purpose

The purpose of the Building Leadership/Principal Apprenticeship Program is to provide talented and experienced educators with a structured pathway to transition from teaching into school leadership roles. The program combines graduate-level coursework, intensive mentorship, and progressively responsible on-the-job learning to prepare apprentices to become effective building leaders.

In Kansas, an initial Building Leadership License requires completion of a master's degree in educational leadership or a related approved program. These programs generally consist of approximately 30 graduate credit hours and traditionally take about two years to complete. The apprenticeship extends this pathway to three years through a partnership with United School Administrators of Kansas (USA-Kansas) and its three-year leadership mentoring program. The first year introduces apprentices to school leadership and provides a foundation for the more intensive mentorship, graduate coursework, and leadership experiences that follow during the remaining two years.

The apprenticeship is designed as a competency-based program, allowing apprentices to demonstrate their growth through progressively more complex leadership responsibilities and experiences. The competencies and evaluation rubric are based on the Kansas Educator Evaluation Protocol (KEEP) Building Leadership Instructional Practices competencies. This framework provides a consistent method for evaluating an apprentice's development and ensures that the on-the-job learning component of the apprenticeship is directly connected to the knowledge, skills, and professional practices expected of Kansas building leaders.

The program establishes an initial apprentice wage of $40,000 per year. Apprentices will receive wage increases in accordance with the employer's negotiated wage schedule, applied at the beginning of each school year following contract negotiations. Apprentices will receive a 2% increase upon progression to the second year and an additional 2% upon progression to the third year, provided they remain actively enrolled and in good standing. Wage progression is not tied to hours worked or time-based requirements, consistent with the competency-based nature of the program.

This amount was selected as a statewide baseline based on the salary of the lowest-paid principal currently serving in Kansas. The intent is to establish a reasonable minimum wage for the building leader apprenticeship while allowing individual school districts to provide higher compensation based on local salary schedules, available resources, district budgets, and school funding established by the Kansas Legislature.

During the apprenticeship, participants will develop and demonstrate building-level leadership competencies but will not serve in the official capacity of a licensed principal unless they independently hold the appropriate license. Kansas licensure requirements generally require an individual serving as a building leader to hold the appropriate Building Leadership License. Apprentices will therefore complete leadership experiences under the supervision and mentorship of appropriately licensed administrators while completing the academic, experiential, and licensure requirements necessary to become fully credentialed building leaders.

Together, these components create a three-year pathway that integrates academic preparation, structured mentorship, competency-based on-the-job learning, and progressive leadership experience. The goal is for apprentices to complete the program prepared not only to qualify for Kansas building leadership licensure, but also to enter a principal or other building leadership role with substantial practical experience and an established network of professional support

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Appendix A

WORK PROCESS SCHEDULE
Building Principal

O*NET-SOC CODE : 11-9032 **RAPIDS CODE: 3055CB**

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is 3 years with an OJL attainment of 6000 hours, supplemented by the minimum required 540 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $41,616.

Term:	Year 1	Year 2	Year 3
Wage: $/ %	$40,000	2%	2%

Apprentices will receive wage increases in accordance with the employer's negotiated wage schedule, applied at the beginning of each school year following contract negotiations. Apprentices will receive a 2% increase upon progression to the second year and an additional 2% upon progression to the third year, provided they remain actively enrolled and in good standing. Wage progression is not tied to hours worked or time-based requirements, consistent with the competency-based nature of the program.

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5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of *refer to appendix D*.

6. SELECTION PROCEDURES

Selected by district
Professional or specialist teaching license
3 years of accredited school experience

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WORK PROCESS SCHEDULE
Building Principal

7. Work Process Schedule

O*NET-SOC CODE: 11-9032 **RAPIDS CODE: 3055**

Work Process Schedule: **Approximate Hours: 3000**

On-the-job learning (OJL) work process competencies are a set of skill areas in which an apprentice must demonstrate proficiency to successfully complete the apprenticeship and become a licensed school leader. The apprentice will perform training activities and job-related tasks under the supervision of a mentor, ultimately achieving an "Effective" rating in each competency area before completing the apprenticeship. In all cases, the apprentice must receive sufficient experience and opportunities to demonstrate proficiency in all areas of Setting Direction, Developing All Students, Developing Staff, and Making the Organization Work.

Below is an overview and detailed breakdown of each competency in which an apprentice must demonstrate proficiency. Within each competency, a Source of Evidence section provides examples of activities and artifacts that districts may use to introduce, monitor, and document competency development.

The following pages contain the complete list and detailed descriptions of each competency required for apprentices in the Building Leadership Program.

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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

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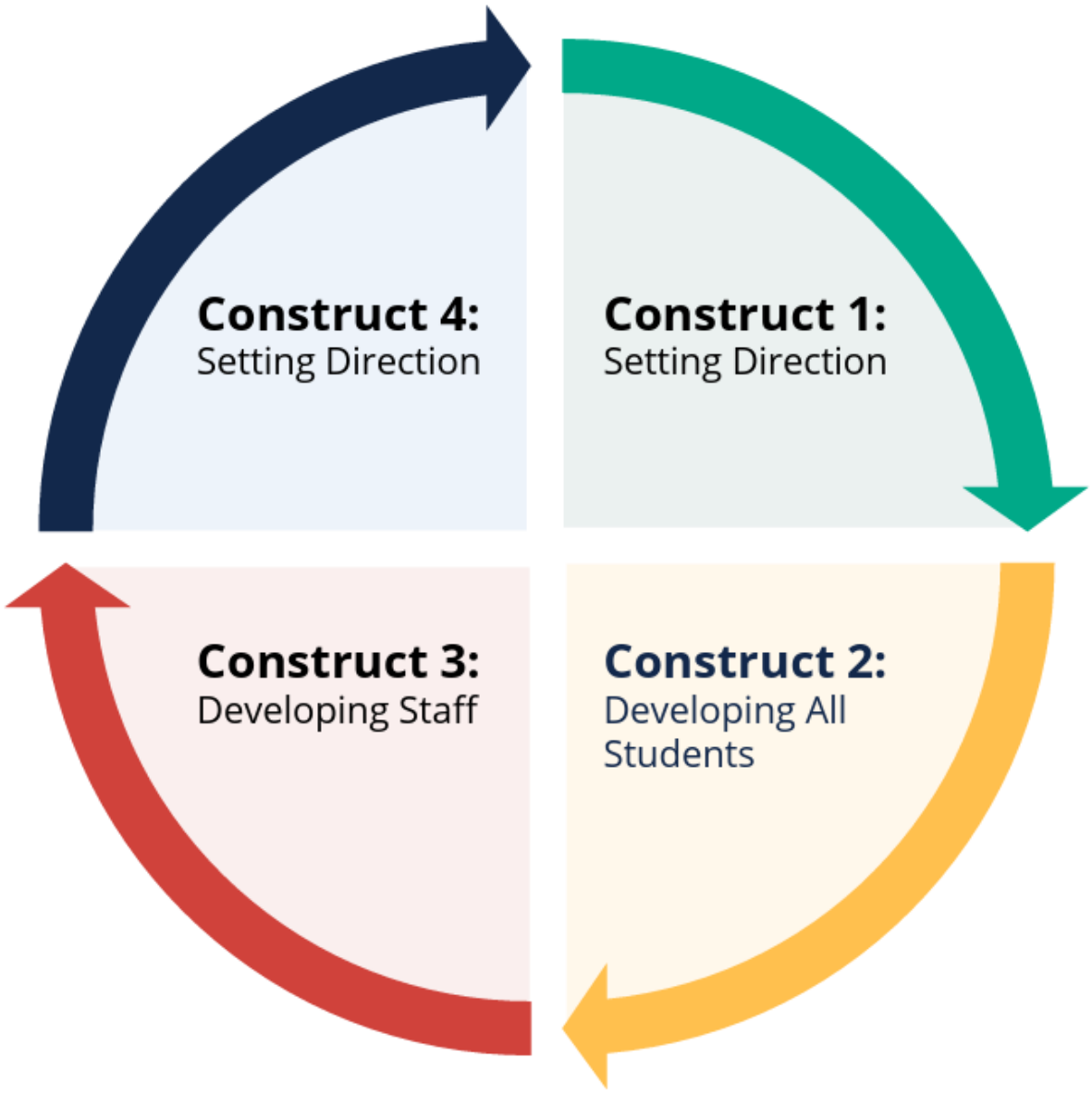
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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Instructional Practices Protocol

The Building Leader Instructional Practices Constructs to be measured in the evaluation instrument.



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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Construct 1
Setting Direction

Building leaders create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them. Demonstration of the building leader's proficiency in setting direction is evidenced by:

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Key indicators: Knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, full collaboration in the process of developing and producing a vision of learning.

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of an implementation plan that includes strategies for sharing and encouraging support of the vision by the school community and processes to ensure that the school vision, mission, values, beliefs and goals (which are all student focused) guide decisions and enhance the culture of the school.

Key indicators: Involvement of stakeholders in the planning, collection and use of data from multiple sources; collaboration in the process of creating a plan to communicate and implement the school's vision of learning.

1.3 Implementation of the School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district and state requirements. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Key indicators: Using data from multiple and varied sources to support implementation of a school improvement plan; plan that is articulated, monitored, and adjusted as needed.

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1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Development and/or maintenance of a vision focused on student learning needs and development.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.
Developing	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.
Effective	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.
Highly Effective	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining the vision.

Communication of the vision

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.
Developing	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.
Effective	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.
Highly Effective	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

Sources of evidence for participation in a team to create a common purpose:

- Focus groups
- Surveys
- Site council minutes/notes
- Stakeholders minutes/notes
- Survey of identified stakeholders for vision, mission, goals
- System to involve stakeholders (site council, PTA/PTO, etc.)

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CONSTRUCT 1

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision-making process of the school.

Development of a strategic plan that addresses continuous learning improvement for all students, use of data and involvement of stakeholders.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.
Developing	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/ data from a few sources.
Effective	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.
Highly Effective	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.

Implementation of a strategic plan.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader produced a plan, however, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Developing	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Effective	The evidence indicates the building leader produced a plan that includes appropriate strategies ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.
Highly Effective	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.

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CONSTRUCT 1

Monitoring of the implementation of a strategic plan.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.
Developing	The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.
Effective	The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.
Highly Effective	The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Sources of evidence for participation in a team to create a plan to implement the vision:

- Focus groups
- Surveys (Climate surveys, community demographic information, etc.
- Staff meeting agendas
- Site Council minutes/notes
- Stakeholders minutes/notes
- Demographic data to show makeup of student and community population that led to
- Clear vision statement displayed and communicated
- System to involve stakeholders (Site Council, PTA/PTO, etc.)
- Instructional programs that tie back to the vision of learning (curriculum guides, curricula mapping, and professional learning

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CONSTRUCT 1

1.3 Implementation of a School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Strategies to communicate, implement and monitor school improvement plan

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader utilized minimal strategies to communicate, implement, and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.
Developing	The evidence indicates the building leader utilized limited strategies to communicate, implement, and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.
Effective	The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.
Highly Effective	The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.

Data collection and analysis of school improvement plan.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed or uninformed inappropriate adjustments were made.
Developing	The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments, as needed.
Effective	The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments, as needed. The monitoring may not have been as frequent as needed.
Highly Effective	The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Construct 2
Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on ongoing analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs.

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that all students are making academic progress by monitoring the instructional program. The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information.

Key indicators: communication of instructional guidelines and standards to multiple stakeholders, process for monitoring implementation of instructional guidelines and standards, providing feedback on implementation of the instructional program, use of student data to inform instructional decisions.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time and guidance and/or support as needed to analyze and respond to student data results.

Key indicators: analysis and interpretation of multiple student data from a variety of sources; dissemination of data to multiple stakeholders based on an understanding of legal parameters; providing time, support and guidance for teachers and other support staff to review data and plan to address the instructional implications of the data.

2.3 Implementing a Variety of Student Activities

The building leader ensured that all students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Key indicators: variety of intra- and extracurricular activities offered, process for activity/club development, enrollment/participation (numbers by subgroups, cultural diversity, etc.), scheduling, inclusion of stakeholders, knowledge of context.

2.4 Providing Student Support Services

The building leader ensured that all students have access to and are supported with services that promote mental, physical and emotional wellness for students.

Key indicators: access to counselors, social workers, nurses, and other support personnel to include volunteer services, parent service organizations and community-based programs.

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

Communication of availability of district and school instructional guidelines (standards, curriculum, pacing guides, etc.).

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.
Developing	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.
Effective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.
Highly Effective	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.

Monitoring implementation of guidelines.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program or there was evidence that the instructional program was only minimally aligned with the established guidelines.
Developing	The evidence indicates that the building leader established a process for monitoring the use of these guidelines, it was used only occasionally, on a limited basis or only across some classrooms.
Effective	The evidence indicates that the building leader established an appropriate process for monitoring the implementation of those guidelines. Feedback was articulated and used by the building leader across many classrooms.
Highly Effective	The evidence indicates that the building leader established a systematic process for monitoring the implementation of those guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.

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CONSTRUCT 2

Student data used to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions .

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.
Developing	The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.
Effective	The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.
Highly Effective	The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.

Sources of evidence for monitoring student progress and the instructional program:

- Samples of communication to stakeholders (staff meeting minutes, content or grade level meeting minutes, newsletters send to parents, website entries, etc.).
- Course grade level standards.
- Instructional time guidelines.
- Curriculum maps/pacing guides.
- Samples of communication to stakeholders.
- Instructional monitoring tools.
- Instructional time guidelines.
- Lesson plans/course syllabus (syllabi).
- Fidelity checklists.
- Formative and summative assessment data analysis.
- Walkthrough logs/teacher evaluation logs/teacher evaluations.
- Progress/grade reports.
- Walkthrough analysis reports/staff meeting.
- Teacher evaluation process(individual conferences).
- Samples of communication to stakeholders.
- Formative assessment data reports, MTSS Tier data.
- Summative assessment data.

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CONSTRUCT 2

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time to analyze and respond to student data results.

Ensuring that the instructional models and practices support the translation from standards to instruction for all students

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.
Developing	The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).
Effective	The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).
Highly Effective	The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).

Communication to building leaders and teachers.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data or receipt of data upon request only.
Developing	The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.
Effective	The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.
Highly Effective	The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows) and each group was encouraged to contribute additional relevant data.

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CONSTRUCT 2

Support for building leaders to monitor instructional programs.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.
Developing	The evidence indicates that the building leader provided periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.
Effective	The evidence indicates that the building leader provided regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.
Highly Effective	The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

Sources of evidence for sharing student learning results:

- Formative assessment data.
- Summative assessment data.
- Progress/grade reports.
- Formative assessment data.
- Summative assessment data.
- Sample of communication to stakeholders, including students, and response to the information.
- Collaboration agendas/minutes.
- Walk through logs/teacher evaluations.
- Formative assessment data.
- Summative assessment data.

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CONSTRUCT 2

2.3 Implementing of a Variety of Student Activities

The building leader ensured that students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Intra-curricular and extracurricular activities or activities/clubs to meet the news of students.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/ clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.
Developing	The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.
Effective	The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.
Highly Effective	The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.

Development and access to students clubs/activities.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.
Developing	The evidence indicates that the building leader has not established a process or the process is complicated, for students to initiate the development of new activities/clubs.
Effective	The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.
Highly Effective	The evidence indicates that the building leader developed a culture of in school such that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.

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CONSTRUCT 2

Systems of monitoring and evaluating effectiveness of activities/clubs.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/ clubs or to make adjustments.
Developing	The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.
Effective	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.
Highly Effective	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.

Sources of evidence for implementing of a variety of student activities:

- Activity/club rosters with reflection included as to how they were determined
- Student and parent need assessment
- Activity/club guidelines (board/school policies)
- Samples of communication to stakeholders
- Demographics for activities and clubs along with total school demographics and/or underrepresented groups
- Activity/club rosters (desegregation of sub groups/numbers of participants)
- Documentation that includes monitoring of and support for students to be eligible to participate in activities
- Annual reports (KSHSAA, BOE, etc.).
- Reflection describing annual revisions.
- Summative assessment data.
- Progress/grade reports/disaggregated data analysis reports.

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2.4 Providing Student Support Services

The building leader ensured that students have access and are supported with services that promote mental, physical, and emotional wellness for every student.

Student support persnnel, resources and services

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader was aware of few or none of the school and/or district- provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical, and emotional needs of the student population.
Developing	The evidence indicates that the building leader was aware of some of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical, and emotional needs of the student population.
Effective	The evidence indicates that the building leader was aware of many of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical, and emotional needs of the student population.
Highly Effective	The evidence indicates that the building leader was aware of a variety of school and district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical, and emotional needs of the student population.

External community-based, volunteer and/or family services.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer, and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.
Developing	The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community- based, volunteer, and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.
Effective	The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families based on identified needs.
Highly Effective	The evidence indicates that the building leader had comprehensive knowledge of external resources and when appropriate, sought external community-based, volunteer, and family services in order to provide enhanced support for individual students and families based on identified needs.

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CONSTRUCT 2

Evaluation system used to evalute the effetiveness of school, district or external resources and services

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader did not have a system or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.
Developing	The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.
Effective	The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district or external resources and services in meeting the needs of the students and families served.
Highly Effective	The evidence indicates that the building leader maintained a comprehensive system and it was consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in meeting the needs of the students and families served.

Sources of Evidence for Providing Student Support Services

- Listing of school/community services available for students and families.
- Samples of communication to stakeholders.
- Stakeholder communication systems (how do they find about and/or access the services available).
- School demographics report showing typically underserved populations and services available.
- Formative assessment data.
- Summative assessment data.
- Progress/grade reports.
- Instructional monitoring tools.
- Annual reporting/revision system.
- Formative/summative assessment data.
- Progress/grade reports.
- Support services annual report regarding accessing of those services (numbers, disaggregated groups served, etc.).
- Annual needs survey results.
- Collaboration agendas/minutes.

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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Construct 3:
Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional development needs and creates plans to address those needs. The professional development opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff.

3.1 Staff Evaluations

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership, and making decisions. Evaluations included the use of a variety of techniques for collecting multiple sources of evidence throughout the year. The building leader followed established guidelines and timelines for the evaluations.

Key indicators: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, adhere to legal requirements and regulatory guidelines.

3.2 Professional Development

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. The building leader used data to determine professional learning opportunities for the purpose of improving student growth, enhancing staff practice, and promoting teacher leadership. Effective professional learning came in many different forms (learning communities, coaching, mentoring, courses, workshops, job- embedded activities, collegial sharing, etc.), and differentiated to meet staff and student needs. The professional development plan is part of the school improvement plan and is aligned to district and state curriculum, instruction and assessments. The building leader evaluated the implementation and impact of professional development to determine what is working and what needs to be modified.

Key indicators: differentiated in topics and methodology, connected to identified needs of staff, teachers, and students, aligned with school and district improvement goals, provides time and support, evaluation of professional development.

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision-making and serve in leadership roles according to their areas of expertise.

Key indicators: develop capacity for distributed leadership and promote shared instructional and leadership opportunities for staff. .

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CONSTRUCT 3

3.1 Staff Evaluations

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluations.

implementation and legal requirements, and regulatory guidelines for staff evaluation.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation, and received little or no constructive feedback.
Developing	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation, and receiving feedback.
Effective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.
Highly Effective	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.

Use of data to inform decisions about improving staff effectiveness and leadership for student growth.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.
Developing	The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.
Effective	The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.
Highly Effective	The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.

Sources of Evidence for evaluation of staff:

- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines.
- Utilization of teacher evaluation tool.
- Examples of staff communications about the evaluation process
- Teacher evaluation artifacts – classroom observation notes, walkthrough notes, collaboration minutes, staff meeting notes, staff and personal professional development plans, lesson plans, staff goals
- Student achievement results (formative and summative)
- Mentor records and beginning teacher feedback
- Teacher self-assessment
- Artifacts that show collaboration with individual staff, i.e., meeting minutes, written goals and objectives, walk through teacher notes.
- Response to student achievement data, i.e., lesson plans, collaboration minutes, implementation of data analysis tool, consistent use of fluid student groupings, evidence of differentiation
- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines
- Evidence of faculty notification of the process and access to forms
- Walkthrough supervision schedules
- Classroom observation schedule
- Documentation of mentoring and induction programs regarding evaluation processes
- Mentor records and beginning teacher feedback
- Building collaboration schedules
- Documentation of adherence to the district evaluation process and schedules
- Dated evaluations
- Evaluation schedule that documents adherence to legal requirements and regulatory guidelines
- Accurate written descriptions of teacher performance that includes both strengths and areas for growth.

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CONSTRUCT 3

3.2 Professional Learning

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. Professional development was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs and promoting teacher leadership.

Use of data to determine areas of improvement and professional learning needs.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.
Developing	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.
Effective	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.
Highly Effective	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.

Design of professional development.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.
Developing	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.
Effective	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.
Highly Effective	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.

CONSTRUCT 3

Alignment and implementation of professional development.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader designed professional development that was poorly aligned and implemented with the school improvement plan, and was rarely focused on student learning.
Developing	The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.
Effective	The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.
Highly Effective	The evidence indicates that the building leader actively coached to participate in differentiated learning opportunities that addressed career stages and individual needs

Professional learning decisions and leadership.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.
Developing	The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional development.
Effective	The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional development.
Highly Effective	The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional development.

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CONSTRUCT 3

Evaluation of Professional Learning.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it was about the delivery of the professional development, implementation, not about the impact.
Developing	The evidence indicates that the building leader and staff practiced limited evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.
Effective	The evidence indicates that the building leaders and staff practiced regular evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.
Highly Effective	The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.

Sources of Evidence for Professional Development:

- A needs assessment survey's results around professional development.
- Building or district climate surveys student achievement and testing data to evaluate instructional needs.
- Research-based professional development plan.
- Professional development plans based on individual staff needs.
- Professional development agendas, objectives, handouts, minutes, attendance rosters, sign-in sheets.
- Professional development calendar, design and implementation.
- IDP, professional development agendas, objectives, handouts, minutes.
- Documentation of analysis - what was accessed by whom of professional development results.
- Revised school improvement plan.
- Implementation rubrics (pre and post teacher surveys).

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3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision-making and serving in leadership roles according to their areas of expertise.

Use of data to inform professional learning needs.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.
Developing	The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.
Effective	The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.
Highly Effective	The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.

Leadership team.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities, or the team did not have a role in decision-making that will bring about improvements.
Developing	The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities.
Effective	The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.
Highly Effective	The evidence indicates that the building leader had an effective leadership team in place, and was viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.

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CONSTRUCT 3

Staff decision-making and leadership roles.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader had minimal expectations for staff to take a role in decision-making and serve in leadership roles.
Developing	The evidence indicates that the building leader had limited expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision-making and rarely coach others in the process of shared governance.
Effective	The evidence indicates that the building leader had expectations for staff to take a role in decision-making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.
Highly Effective	The evidence indicates that the building leader had expectations for all staff to take an active role in decision-making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.

Staff role in school/district initiatives.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.
Developing	The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.
Effective	The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.
Highly Effective	The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.

Distributed leadership and decision-making processes.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader did not reflect on distributed leadership and decision-making processes. Consequently, adjustments were not based on reflective behavior and data.
Developing	The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.
Effective	The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.
Highly Effective	The evidence indicates that the building leader comprehensively reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Sources of Evidence for Supporting Professional Learning

- Examples of distributed leadership activities and opportunities for staff.
- Agendas, minutes of staff, community, and site councils.
- Staff addendums for supplemental teacher-leader roles.
- Examples of shared leadership roles throughout the organization.
- Master schedule documenting individual and collaborative planning.
- Staff surveys.

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KEEP BUILDING LEADER INSTRUCTIONAL PRACTICES PROTOCOL

Construct 4:
Making the Organization Work

Building leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. Building leaders promote the success of every student and staff by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff, and the community. They promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners.

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Key indicators: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, promote collaboration to achieve goals.

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Key indicators: make decisions about procedures and resources, monitors organizational processes, meets established regulations.

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Key indicators: collect and analyze data and information about the school community, implement plan to improve collaboration, monitor implementation of the plan.

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CONSTRUCT 4

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Analyzation, interpretation and utilization of data.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Developing	The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Effective	The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
Highly Effective	The evidence indicates that the building leader comprehensively analyzed, interpreted and uses multiple sources of data that were varied to make decisions that positively impact the school culture for learning.

Planning and implementation processes and procedures.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Developing	The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Effective	The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
Highly Effective	The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.

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CONSTRUCT 4

Sensitivity and inclusion of diversity among the school population.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.
Developing	The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members.
Effective	The culture for teaching and learning was largely sensitive to and inclusive of the diversity among the school population, and reflected high expectations for most of its members.
Highly Effective	The culture for teaching and learning was sensitive to and inclusive of the diversity among the school population, and reflected high expectations for all its members.

Sources of Evidence for Positive Organization Culture

- Documentation of standards for performance
- School Climate Surveys
- Staff Turnover and Retention Data
- Community and Site Council Surveys
- Formative assessment data
- Summative assessment data agendas
- Parent volunteer records
- Community partnership data
- Log of interagency interaction
- Character education program
- Community/school demographics
- School Climate Surveys
- Staff turnover and retention Data
- Community and Site Council Surveys
- Formative assessment data
- Summative assessment data
- Agendas and minutes of meetings and documents
- MTSS documentation and structure and tiered instruction documents
- Celebrations

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4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Alignment of resources to meet district and schools goals.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Developing	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Effective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
Highly Effective	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.

Development, implementation and modification of school budgets.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.
Developing	The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.
Effective	The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.
Highly Effective	The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.

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CONSTRUCT 4

Creation and monitoring routines, processes and procedures for analyzation of data.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
Developing	The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
Effective	The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
Highly Effective	The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.

The provision of updates with all appropriate laws, policies and procedures to the board.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.
Developing	The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.
Effective	The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.
Highly Effective	The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

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Sources of Evidence for Advocating for Education

- Tech plan
- Building schedule related to usage of tech resources, training
- Law, fire, health services
- Budget expenditures
- Fiscal plan
- HR documentation
- Technology usage documentation (training, attendance, differentiation)
- Reflection of ways resources were accessed and used to improve instruction and student performance
- Fire and tornado logs
- Handbooks
- BOE agendas
- Crisis plan
- Student and staff handbooks
- Course handbooks
- Building work orders, maintenance records
- PBR, EOYA, KIDS, Kan-DIS records
- Safety reports
- School Climate/Building Management surveys
- Daily schedules

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CONSTRUCT 4

4.3 Collaborating Environment.

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. The building leader responded to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. The building leader developed and implemented plans to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Collaborated with staff and community members (including parents and special interest groups) and responded to diverse community interests and needs. This was a two-way process that both used community resources to support student development and learning and provided district resources to support community projects.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.
Developing	The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.
Effective	The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.
Highly Effective	The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.

Development and implementation of plans for building and sustaining relationships with all members of the school community.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.
Developing	The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school's vision.
Effective	The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school's vision.
Highly Effective	The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school's vision.

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Initiation and response to opportunities for school community collaborations and partnerships.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.
Developing	The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.
Effective	The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships.
Highly Effective	The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.

Systems and procedures for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones.

LEADERSHIP TYPE	DESCRIPTION
Ineffective	Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.
Developing	Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.
Effective	Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.
Highly Effective	Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

Sources of Evidence for Engaging the Local Community

- PTA/PTO involvement/activities
- Community involvement/activities
- Interest, Career, Culture and/or Wellness Fairs
- Community and Site Council surveys
- Newsletters, website
- Communication documents for the collaboration plan
- Engaging community in implementation of the plan
- Community and Site Council surveys
- Community and Site Council surveys (longitudinal, ongoing for comparisons)
- Reflection of staff and community related to collaboration plan

TOTAL MINIMUM HOURS 6000

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RELATED INSTRUCTION OUTLINE

Building Principal

O*NET-SOC CODE : 11-9032 **RAPIDS CODE: 3055CB**

Related Instruction Descriptions: **Approximate Hours: 540**

An apprentice pursuing a Building Leadership License will be required to participate in two related RTI programs that work in conjunction with one another. The first component of the RTI is the Instructional Leadership Academy, followed by Elevate 1 and Elevate 2, all provided by the United School Administrators of Kansas (USA Kansas). This sequence of programs provides significant mentoring, coaching, and practical guidance that directly supports the on-the-job learning experiences building leadership apprentices engage in daily. Apprentices must successfully complete the Instructional Leadership Academy before advancing to Elevate 1 and beginning their master's degree program in educational leadership. The Instructional Leadership Academy (Elevate Leadership Series) is designed to develop teacher leaders who can improve student outcomes, strengthen school culture, and expand the educational leadership pipeline across Kansas. Through a research-based progression of leadership development aligned with NELP and KSDE standards, participants build the skills necessary to lead instructional improvement, influence colleagues, implement schoolwide initiatives, and measure their impact on student success. The program is intended to help educators move beyond managing daily operations and become intentional instructional leaders who create lasting, sustainable change within their schools. Apprentices will then participate in Elevate 1 and Elevate 2 while simultaneously pursuing a Master's degree in Educational Leadership (MEd) to meet the requirements for obtaining a Kansas Building Leadership License. Below is an expanded explanation of the Instructional Leadership, Elevate 1, and Elevate 2 program requirements and sequencing.

Related Technical Instruction Provider	
Name: United School Administrators of Kansas	
Address: 990 SW Fairlawn Rd, Topeka, KS 66606	
Email: usaoffice@usakansas.org	**Phone Number:** 785-232-6566

Once an apprentice completes the Instructional Leadership Academy through USA Kansas, they will be required to pursue a Master of Education (M.Ed.) in Educational Leadership. The M.Ed. in Educational Leadership is a 30-credit-hour degree that is required for individuals seeking a Kansas Building Leadership License, which qualifies them for school leadership positions within a district, excluding superintendent roles.

Below is a sample curriculum for a standard Master of Education in Educational Leadership program. This degree may be completed through any of the approved Kansas universities listed below. All of the following universities would be approved RTI providers for the Building Leadership Apprenticeship.

- Baker University
- Benedictine College
- Emporia State University
- Fort Hays State University
- Friends University
- Kansas State University
- Newman University
- Pittsburg State University
- Southwestern College
- University of Kansas
- Wichita State University

Principal Apprenticeship USA Coursework

Instructional Leadership Academy Workshop Topics and Objectives

Day 1: Intentional Leadership
- Understanding our why
- Defining leadership
- Identifying traits of effective school leaders
- Establishing a collective why - Mission and values
- Creating hopeful urgency - Vision
- Reflection on current building goals and continuous improvement

Day 2: Building Professional Capacity through Instructional Leadership
- Identify behaviors to building trust as an instructional leader
- Explore the behaviors of strong instructional leaders
- Analyze the impact of teacher clarity and student engagement on achievement
- Identify responses to student disengagement

Day 3: Building Professional Capacity through School Improvement and Professional Learning
- Identify strategies to build a culture of belonging to strengthen instructional gains
- Identify how to create a learning focused school culture
- Understand the impact of a collaborative culture on student achievement
- Identify the importance of quality feedback on performance at all levels

- Analyze the engagement in recruiting, hiring, and retaining staff to build a culture of learning

Day 4: Leading Change and Implementation Planning
- Build and understanding of change
- Identify the 10 principles of change
- Analyze the three phases of change
- Utilize the ADKAR model for planning and communicating change

Day 5: Showcase of Learning
- Analyze and identify NELP standards and action through case study exploration
- Articulate key learning and impact from Aspiring Leadership series in a self-created project
- Share key learning and impact with others
- Identify next steps on leadership journey

RTI Hours: 30

Elevate Leadership 1 Topics and Objectives

Day 1: Intentional Leadership
- Defining a successful graduate
- Crafting individual and collective moral purpose
- Reflection on impact of mission and vision
- Identify roles and responsibilities of effective leaders
- Explore the functions of an effective team

Day 2 & 3: Creating a Purposeful Community
- Defining academic optimism's impact
- Assessing academic emphasis and strategies to enhance AE
- Identify impact of collective teacher efficacy and strategies to strengthen CTE
- Defining and assessing our own trustworthiness as leaders

Day 4 & 5: Determining What Matters Most
- Identify ways to reduce variability in our schools
- Assess current reality of the following areas within our school and identify bright spots and growth opportunities in each area
  - Ensure Curricular Pathways to Success
  - Guarantee Challenging, Engaging, High Quality Instruction
  - Whole Child Supports
  - High Performing School Culture
  - Data Driven, High Reliability Systems

Day 6: Understanding and Inspiring Change
- Explore 1st and 2nd order change experiences

- Identify characteristics of adaptive and technical change and principles for leading adaptive change
- Define phases of change
- Application of change theory within the phases of change
- Creation of an implementation plan related to the change identified during the What Matters Most Analysis for the upcoming year

RTI Hours: 30

Elevate Leadership 2 Topics and Objectives

Day 1: Setting the Stage for Success - Purposeful Foundation
- Explore culture: Operational and behavioral culture, impact on climate
- Casting a vision statement
- Establishing operating principles (values)
- Operationalizing mission, vision, and values

Day 2: Relationships & Communication
- Creating safe and connected school environments
- Addressing our trust liabilities as leaders
- Strategies for building strong relationships with students, staff, families, community, and district
- Communication Strategies - Stress/triggers, teacher input, norms of collaboration, communication planning
- Addressing conflict and utilizing strategies for effective crucial conversations

Day 3: Creating Student Centered Environments - Curriculum & Instruction
- Identifying a student focused environment
- CIA+E Analysis
- Assess curricular pathways - standards alignment of curriculum, relevancy of curriculum
- Identifying intentional instruction through the use of consistent instructional model and identified high impact instructional strategies
- Increasing teacher commitment to improving instructional practices to impact student achievement

Day 4 & 5: Creating Student Centered Environments - Whole Child, High Performing Culture, Data Driven Systems
- Understanding equity
- Identifying strategies to cultivate equity
- Data analysis using a consistent data protocol
- Maintaining focus on goals
- Identifying strategies for effective teacher collaboration - including a data driven approach
- Celebrating success and acknowledging performance
- Identifying bright spots and growth opportunities in the Stages of Improvement Pathways for What Matters Most

Day 6: Putting it All Together and Planning Forward!
- Self Post Assessment of Elevate Learning
- Final Elevate Leadership project creation and peer showcase of learning

- Creation of implementation plan for upcoming year using placement on Stages of Improvement Pathway

RTI Hours: 30

MEd in Educational Leadership Licensure Track

The Master of Education (MEd) in educational leadership consists of 30 graduate credit hours including:

The following course sequence is designed to meet the requirements for the Kansas building-level leadership license.

- EDLEA 801 - Ethical Dimensions of Educational Leadership (3 credits)
- EDLEA 810 - Philosophical Analysis of Leadership in Education (3 credits)
- EDLEA 819 - Introduction to Education Finance (3 credits)
- EDLEA 820 - Data Literacy/Data Informed Decisions in Educational Leadership (3 credits)
- EDLEA 831 - Educational Law (3 credits)
- EDLEA 835 - The Principalship (2 credits)
- EDLEA 836 - School-Community Relations (3 credits)
- EDLEA 855 - Leadership in Teaching and Learning (3 credits)
- EDLEA 860 - Inclusive School Culture in Educational Leadership (3 credits)
- EDLEA 870 - Educational Professional Learning/Human Resource Administration (3 credits)
- EDLEA 889 - Practicum in Educational Leadership (1 credit)

Building Leadership License:

The Master's in Educational Leadership is designed to meet the coursework requirements for the Kansas Building Leadership initial license. Upon completing these requirements and passing the state licensure exam, candidates must submit a KSDE application. In addition to the program coursework, you will also need to meet the following KSDE licensing requirements:

- Completion of the Praxis exam for the School Leaders Licensure Assessment (i.e., Building Leadership).
- Master’s degree (It is permitted, but not necessary, to include the required courses as part of the master’s degree.)
- 3.25 GPA in graduate coursework
- Minimum of five years accredited teaching experience under a valid professional teaching license
- Recent teaching experience or coursework (i.e., at least one year of teaching or 8 credit hours within the last six years)

Once an apprentice completes the Instructional Leadership Academy through USA Kansas, they will be required to pursue a Master of Education (M.Ed.) in Educational Leadership. The M.Ed. in Educational Leadership is **a 30-credit-hour degree** that is required for individuals seeking a Kansas Building Leadership License, which qualifies them for school leadership positions within a district, excluding superintendent roles.

Below is a sample curriculum for a standard Master of Education in Educational Leadership program. This degree may be completed through any of the approved Kansas universities listed below. All of the following universities would be approved RTI providers for the Building Leadership Apprenticeship.

- Baker University
- Benedictine College
- Emporia State University
- Fort Hays State University
- Friends University
- Kansas State University
- Newman University
- Pittsburg State University
- Southwestern College
- University of Kansas
- Wichita State University

RTI Hours: 450

TOTAL RELATED TECHNICAL INSTRUCTION HOURS 540

Agenda Number: **13 d.**

Meeting Date: **11/09/2026**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Receive educator preparation provider standards for Building Leadership PreK-12 and District Leadership PreK-12

From: Shane Carter

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are reviewed by the Professional Standards Board (PSB) and posted to receive public comments via the KSDE website. Each standards work group reviews any input from the PSB and public comment and a final draft is developed. The final draft standards are then sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Building Leadership PreK-12 and District Leadership PreK-12, and crosswalks showing changes from the previous standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. These revisions are planned to be submitted to the December 2026 State Board agenda as an Action item.

Building Leadership grades PreK-12

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student.

BUILDING LEADERSHIP

Early.Childhood.through.Late.Adolescence–Adulthood

.PreK–78?DRAFT

Standard 1: Mission, Vision, and Improvement

Candidates.who.successfully.complete.a.building–level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well–being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.collaboratively.lead?design?and.implement.a.school.mission?vision?and.process.for.continuous.improvement.that.reflects.a.core.set.of.values.and.priorities.that.include.change.process?data.use?technology?structured.literacy?digital.citizenship.literacy?and.community¡

Function 1.1: The candidate demonstrates an understanding to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

Content Knowledge: The candidate demonstrates knowledge of

1.1.1 CK Research to understand the role and importance of a school's vision and mission as well as processes for evaluating a mission and vision.

1.1.2 CK Processes for collaboratively developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

1.1.3 CK Characteristics of well-written mission and vision statements.

Professional Skills: The candidate demonstrates skills required to

1.1.4 PS Evaluate existing mission and vision processes and statements.

1.1.5 PS Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

1.1.6 PS Develop a comprehensive plan for communicating the mission and vision to all stakeholders.

Function 1.2: The candidate demonstrates the capacity to lead sustainable improvement processes that include mission coherence, data use, design, implementation, accreditation, and ongoing evaluation.

Content Knowledge: The candidate demonstrates knowledge of

1.2.1 CK Current research on school improvement and accreditation processes.

1.2.2 CK Formal processes of iterative, evidence informed improvement.

1.2.3 CK Data collection, analysis, and use to support data-informed decisions.

1.2.4 CK School improvement implementation theory and research.

Professional Skills: The candidate demonstrates skills required to

1.2.5 PS Evaluate existing improvement processes and cycles.

1.2.6 PS Use research and data to develop a collaborative improvement process that includes key components (i.e., diagnosis, design, implementation, and evaluation).

1.2.7 PS Develop an implementation process that supports the components and goals of the accreditation and improvement plans.

Standard 2: Ethics and Professional Norms

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.understand.and.demonstrate.the.capacity.to.advocate.for.ethical.decisions.and.cultivate.and.enact.professional.norms¡

Function 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Content Knowledge: The candidate demonstrates knowledge of

2.1.1 CK Professional norms (i.e., integrity, competency, fairness, transparency, trust, democracy, digital citizenship, and the belief that each child can learn), which support student success and well-being.

2.1.2 CK Practices that reflect professional norms.

2.1.3 CK Approaches to cultivating professional norms in others.

2.1.4 CK Reflective practice.

Professional Skills: The candidate demonstrates skills required to

2.1.5 PS Engage in reflective practice.

2.1.6 PS Cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.

2.1.7 PS Communicate professional norms to the school community and each stakeholder constituency.

2.1.8 PS Model professional norms (i.e., integrity, competency, fairness, transparency, trust, democracy, digital citizenship, and the belief that each child can learn).

Function 2.2: The candidate demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Content Knowledge: Program provides evidence of candidate knowledge of

2.2.1 CK Research on decision making.

2.2.2 CK Decision-making processes.

2.2.3 CK Guidelines for ethical and legal decision making.

Professional Skills: The candidate demonstrates skills required to

2.2.4 PS Evaluate ethical dimensions of issues.

2.2.5 PS Analyze decisions in terms of established ethical frameworks.

2.2.6 PS Develop a communication plan to advocate for ethical and legal decisions.

Function 2.3: The candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge: Program provides evidence of candidate knowledge of

2.3.1 CK Ethical practice.

2.3.2 CK Approaches to cultivating ethical behavior in others.

Professional Skills: The candidate demonstrates skills required to

2.3.3 PS Formulate a school-level ethical leadership platform.

2.3.4 PS Model ethical practice.

2.3.5 PS Cultivate ethical behavior in others.

Standard 3: Student Access Student Success, School Culture and Climate.

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.well_being.of.students.and.staff?and.to.support.the.success.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.develop.and.maintain.a.safe?supportive?and.effective.school.culture.that.meets.the.needs.of.each.student

Function 3.1: Program completers demonstrate the capacity to use data and evidence to evaluate, design, cultivate, and advocate for a safe, supportive, and effective school culture.

Content Knowledge: Program provides evidence of candidate knowledge of

3.1.1 CK Characteristics of a positive school culture (e.g., safe, healthy, respectful, supportive, and student-centered environments).

3.1.2 CK Research on effective school cultures that support student engagement and achievement of all students

3.1.3 CK Methods and processes for evaluating school culture and climate.

3.1.4 CK Continuous improvement processes related to school culture.

3.1.5 CK Effective communication and advocacy practices.

Professional Skills: The candidate demonstrates skills required to

3.1.6 PS Evaluate school culture using data and stakeholder input.

3.1.7 PS Use research and data to design. A safe, healthy, respectful, supportive, and student-centered school culture.

3.1.8 PS Develop strategies to strengthen school climate and student engagement.

3.1.9 PS Advocate for practices and policies that promote a positive and effective learning environment for all students.

Function 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for fair and effective access to educational resources, technologies, and opportunities that support the success and well-being of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.2.1 CK Research on how access or lack of access to educational resources affects student outcomes.

3.2.2 CK: Effective allocation and use of educational resources to support the well-being of each student (e.g., instructional materials, technology, staffing, student supports).

3.2.3 CK Factors that influence resource distribution and student opportunity.

Professional Skills: The candidate demonstrates skills required to

3.2.4 PS Analyze data to identify gaps in access to resources and opportunities to support learning for each student.

3.2.5 PS Develop and implement systems to ensure resources are used effectively to support learning for each student.

3.2.6 PS Advocate for the resources and supports needed to meet each student's needs.

Function 3.3: Program completers understand and demonstrate the capacity to use data and evidence to evaluate, design, cultivate, and advocate for effective instruction and student support practices among teachers and staff.

Content Knowledge: Program provides evidence of candidate knowledge of

3.3.1 CK Research-based instructional and behavior support practices.

3.3.2 CK Characteristics of effective teaching and learning environments.

3.3.3 CK The impact of instructional practices on student learning and development.

3.3.4 CK Factors that influence teaching quality and student outcomes.

Professional Skills: The candidate demonstrates skills required to

3.3.5 PS Use data to identify barriers to student learning and performance.

3.3.6 PS Develop policies and practices that advocate for effective instruction and student support practices among teachers and staff

3.3.7 PS Support the use of differentiated instructional strategies to meet varied student needs.

3.3.8 PS Advocate for instructional practices that improve outcomes for all students.

Standard 4: Learning and Instruction

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.adapting.and.applying.emerging.knowledge?skills?and.commitments.necessary.to.evaluate?develop?and.implement.coherent.instructional.leadership?including¿change.management?curriculum?instruction?including.literacy.curriculum.aligned.with.the.science.of.reading.and.principles.of.structured.literacy?assessments?support.systems·.technology.integration?and.data.systems¡

Function 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, evidence-based, technology-rich curricula programs and other supports for all academic and non-academic student programs.

Content Knowledge: Program provides evidence of candidate knowledge of

4.1.1 CK Research on the leadership of academic and non-academic programs.

4.1.2 CK Approaches to coordinating among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.

4.1.3 CK Evidence-based curricula, use of technology, and other supports for academic and non-academic programs.

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.

Professional Skills: The candidate demonstrates skills required to

4.1.5 PS Evaluate (a) curricula, use of technology, and other supports and (b) academic and non- academic systems.

4.1.6 PS Propose designs and implementation strategies for high-quality, evidence-based, technology-rich, and coherent curricula and supports for academic and non- academic programs.

Function 4.2: The candidate demonstrates the capacity to evaluate, develop, and implement high-quality, evidence-based academic and non-academic instructional practices, resources, technologies, and services that support digital literacy, rigorous

grade-level content and the school's academic and non-academic systems to improve outcomes for each student.

Content Knowledge: Program provides evidence of candidate knowledge of

4.2.1 CK Evidence-based instructional practices for different student populations.

4.2.2 CK Curricula, educational technologies, and other educational resources that support digital literacy among students and adults.

4.2.3 CK Expertise provided by educational service providers.

4.2.4 CK Approaches to coordinating resources and services in support of the school's academic and non-academic services.

Professional Skills: The candidate demonstrates skills required to

4.2.5 PS Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.2.6 PS Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning.

Function 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement a culturally responsive, accessible balanced assessment system that supports data-informed tiered systems of support leading to improved outcomes for each student.

Content Knowledge: Program provides evidence of candidate knowledge of

4.3.1 CK Research on the effective and ineffective assessment of student learning.

4.3.2 CK Research on assessment practices that are responsive and accessible for each student.

4.3.3 CK Formative and summative measures of student learning and well-being.

4.3.4 CK Approaches to coordinating among assessments, instructional improvement, and educational service delivery.

Professional Skills: The candidate demonstrates skills required to

4.3.5 PS Use research to evaluate the quality of formative and summative assessments of learning.

4.3.6 PS Implement formal and informal culturally responsive and accessible assessments of student learning.

4.3.7 PS Interpret data from formative and summative assessments for use in educational planning.

4.3.8 PS Cultivate teachers' capacity to improve instruction based on analysis of assessment data.

Function 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, and systematic manner.

Content Knowledge: Program provides evidence of candidate knowledge of

4.4.1 CK Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices.

4.4.2 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.

4.4.3 CK Approaches and strategies for building a coherent system of academic (curriculum, instruction, and assessment) and non-academic services.

4.4.4 CK Approaches and strategies for supporting faculty collaboration.

Professional Skills: The candidate demonstrates skills required to

4.4.5 PS Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices.

4.4.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices.

4.4.7 PS Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.

Standard 5: Community and External Leadership

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.engage?communicate?and.intentionally.collaborate.with.families?community.members?business.leaders?and.school.personnel.in.order.to.strengthen.student.learning?support.school.improvement?and.advocate.for.the.needs.of.their.school.and.community¡

Function 5.1: The candidate demonstrates the capacity to cultivate authentic, reciprocal partnerships in strengthening student learning in and out of school.

Content Knowledge: Program provides evidence of candidate knowledge of

5.1.1 CK Research on the role of families in supporting student learning in and out of school.

5.1.2 CK Research on community.

5.1.3 CK Strategies for understanding and cultivating relationships with families and engaging them in their children's education.

Professional Skills: The candidate demonstrates skills required to

5.1.4 PS Analyze community asset maps to support student learning and funds of knowledge available within students' families that can be accessed to enhance student learning.

5.1.5 PS Cultivate collaboration among staff and families in support of student learning and success.

5.1.6 PS Foster two-way communication with families.

Function 5.2: The candidate demonstrates the capacity to collaboratively engage, cultivate and build partnerships with all community members, business stakeholders, and other constituencies for the benefit of school improvement and student development.

Content Knowledge: Program provides evidence of candidate knowledge of

5.2.1 CK School organizational cultures that promote community engagement.

5.2.2 CK Research on how community members, partners, and other constituencies can support school improvement and student success.

5.2.3 CK Collaboration methods to develop and sustain productive relationships with all community partners.

5.2.4 CK Practices for accessing and integrating external resources into the school.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.2.5 PS Collaboratively engage with all community members, partners, and other constituencies around shared goals.

5.2.6 PS Cultivate regular, two-way communication with community members, partners, and other constituencies.

5.2.7 PS Identify and use community resources to benefit school programs and student learning.

Function 5.3: The candidate demonstrates the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

Content Knowledge: Program provides evidence of candidate knowledge of

5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.

5.3.2 CK Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities.

5.3.3 CK Educational policy and advocacy.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.3.4 PS Gather information about the policy and district context.

5.3.5 PS Develop targeted communication for oral, written, and digital distribution.

5.3.6 PS Advocate for school and community needs.

Standard 6: Operations and Management

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.adapting.and.applying.the.knowledge?skills?and.commitments.necessary.to.lead.change?improve.management?communication?technology?school_level.governance?and.operation.systems.to.develop.and.improve.data_informed.and.school.resource.plans.and.to.apply.laws?policies?and.regulations¡

Function 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Content Knowledge: Program provides evidence of candidate knowledge of

6.1.1 CK Research on school management, operations, use of technologies, communication, and governance systems.

6.1.2 CK Principles of systems management and continuous improvement.

6.1.3 CK Management of school resources and structures (i.e., school time and schedules) to achieve outcomes for each student.

6.1.4 CK Processes for developing and implementing management, communication, technology, school-level governance, and operation systems.

6.1.5 CK Use of technology to enhance learning and program management.

Professional Skills: The candidate demonstrates skills required to

6.1.6 PS Use a process for auditing school processes and operations and their impact on resource allocation, personnel decisions, and each student's experiences and outcomes.

6.1.7 PS Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems.

6.1.8 PS Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.

6.1.9 PS Develop a school's master schedule.

Function 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed resourcing plan, including financial management, that supports school improvement and each student's development.

Content Knowledge: Program provides evidence of candidate knowledge of

6.2.1 CK School-based budgeting.

6.2.2 CK Strategies for acquiring resources.

6.2.3 CK Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems.

6.2.4 CK Strategies for aligning and allocating resources according to school priorities and student needs.

6.2.5 CK Methods and procedures for managing school resources.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.2.6 PS Evaluate resource needs.

6.2.7 PS Use data ethically and to develop a multi-year school resourcing plan aligned to the school's goals and priorities.

6.2.8 PS Advocate for resources in support of needs.

Function 6.3: Program completers understand and demonstrate the capacity to evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Content Knowledge: Program provides evidence of candidate knowledge of

6.3.1 CK Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults.

6.3.2 CK Implications of laws, rights, policies, and regulations for all student populations, subgroups, and communities.

6.3.3 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.3.4 PS Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.

6.3.5 PS Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school.

6.3.6 PS Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3.7 PS Monitor and ensure adherence to laws, rights, policies, and regulations.

Standard 7 Building Professional Capacity

Candidates.who.successfully.complete.a.building_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.adapting.and.applying.the.knowledge?skills?and.commitments.necessary.to.build.the.school"s.professional.capacity?engage.staff.in.the.development.of.a.transformational.collaborative.professional.culture?and.improve.systems.of.staff.supervision?evaluation?development?support?and.professional.learning¡

Function 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Content Knowledge: Program provides evidence of candidate knowledge of

7.1.1 CK Research on teacher recruitment, hiring, selection, and retention.

7.1.2 CK Practices for recruiting, selecting, hiring, and retaining school staff.

7.1.3 CK Strategic staffing based on student, school, and staff needs.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.1.4 PS Evaluate school's professional staffing needs.

7.1.5 PS Evaluate applicant materials.

7.1.6 PS Use research and data to plan and engage in candidate recruitment and selection that creates a workforce prepared to serve all students.

Function 7.2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Content Knowledge: Program provides evidence of candidate knowledge of

7.2.1 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.

7.2.2 CK Communication and advocacy strategies that support positive culture and shared expectations

7.2.3 CK The role of relationships, trust, and well-being in the development of a healthy and effective professional culture.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.2.4 PS Use research to design and cultivate a collaborative professional culture.

7.2.5 PS Model and foster effective communication.

7.2.6 PS Develop and implement a comprehensive plan for providing school community members with a healthy and positive school building environment.

Function 3: Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, structured literacy, school improvement, and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.3.1 CK Research on teacher professional learning.

7.3.2 CK Practices for supporting and developing school staff.

7.3.3 CK Practices for cultivating and distributing leadership among staff.

7.3.4 CK Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, structured literacy, school improvement, and student success.

7.3.5 CK How to use digital technology in ethical and appropriate ways to foster professional learning for self and others.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.3.6 PS Evaluate professional staffing needs and management practices.

7.3.7 PS Identify and develop leadership capabilities of staff.

7.3.8 PS Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, structured literacy school improvement, and student success.

7.3.9 PS Engage staff in leadership roles.

7.3.10 PS Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.

Function 4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, development, support, and evaluation designed to promote school improvement and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.4.1 CK Research-based strategies for personnel supervision and evaluation.

7.4.2 CK Importance of, and the ability to access, specific personnel evaluation procedures for a given context.

7.4.3 CK Multiple approaches for providing actionable feedback and support systems for teachers.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.4.4 PS Observe teaching in a variety of classrooms.

7.4.5 PS Gather and analyze district policies on instructional expectations.

7.4.6. PS Provide teaching and support staff with actionable feedback to support improvement.

7.4.7 PS Develop a system for monitoring whether supervision, evaluation, and staff development strategies promote improvement.

District Leadership grades PreK-12

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student.

DISTRICT LEADERSHIP

Early.Childhood.through.Late.Adolescence–Adulthood

PreK_78?DRAFT.❹_76_868❷

Standard 1: Mission, Vision, and Improvement.

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.collaboratively.lead?design?and.implement.a.school.mission?vision?and.process.for.continuous.improvement.that.reflects.a.core.set.of.values.and.priorities.that.include.change.process?data.use?technology?structured.literacy?digital.literacy?and.community¡

Function 1.1: The candidate demonstrates the systemic capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values,-structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

Content Knowledge: Program provides evidence of candidate knowledge of

1.1.1 CK Research on the role and importance of a district's vision and mission.

1.1.2 CK Processes for collaboratively developing a mission and vision.

1.1.3 CK Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

1.1.4 CK The characteristics of well-written mission and vision statements.

Professional Skills:-The candidate demonstrates skills required to

1.1.5 PS Evaluate existing mission and vision processes and statements.

1.1.6 PS Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, structured literacy, digital literacy, social-emotional well-being, academic needs, and community.

1.1.7 PS Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.

Function 1.2: The candidate demonstrates the systemic capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, accreditation, and evaluation.

Content Knowledge: The candidate demonstrates knowledge of

1.2.1CK Research on and process of strategic planning, continuous improvement, and accreditation.

1.2.2CK Formal processes of system-wide, continuous, evidence-informed improvement.

1.2.3 CK Research-based strategic planning processes.

1.2.4 CK Data collection, diagnosis, and use.

1.2.5 CK School improvement implementation processes and effective program evaluation.

Professional Skills: The candidate demonstrates skills required to

1.2.6 PS Evaluate existing improvement processes.

1.2.7 PS Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation.

1.2.8 PS Articulate a process for strategic planning.

1.2.9 PS Develop an implementation plan to support the improvement and accreditation processes.

Standard 2: Ethical Decisions and Professional Norms.

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.organizational.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.understand.and.demonstrate.the.capacity.to.advocate.for.ethical.decisions.and.cultivate.professional.norms.and.culture¡

Function 2.1: The candidate demonstrates the organizational capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Content Knowledge: Program provides evidence of candidate knowledge of

2.1.1 CK Professional norms (i.e., integrity, fairness, transparency, trust, democracy, digital citizenship, and the belief that each child can learn) that promote a productive, equitable, and effective district system.

2.1.2 CK Approaches to cultivating professional norms in others.

2.1.3 CK Approaches to building organizational culture.

2.1.4 CK Reflective practice.

Professional Skills: The candidate demonstrates skills required to

2.1.5 PS Engage in reflective practice.

2.1.6 PS Cultivate professional norms among the school community and each stakeholder constituency.

2.1.7 PS Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, democracy, digital citizenship, and the belief that each child can learn).

2.1.8 PS Use professional norms as a basis for building organizational culture.

Function 2.2: The candidate demonstrates the organizational capacity to evaluate and advocate for ethical and legal decisions.

Content Knowledge: Program provides evidence of candidate knowledge of

2.2.1 CK Research on and practices for decision making.

2.2.2 CK Knowledge of law and ethics.

2.2.3 CK Guidelines for ethical and legal decision making.

Professional Skills: The candidate demonstrates skills required to

2.2.4 PS Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.

2.2.5 PS Analyze decisions in terms of established ethical frameworks.

2.2.6 PS Advocate for ethical decisions.

Function 2.3: The candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge: Program provides evidence of candidate knowledge of

2.3.1 CK Ethical practice.

2.3.2 CK Approaches to cultivating ethical behavior in others.

Professional Skills: The candidate demonstrates skills required to

2.3.3 PS Model ethical behavior in their personal conduct and relationships with others.

2.3.4 PS Cultivate ethical behavior in others.

Standard 3: Student Success, Culture, and Access

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.social_emotional.well_being.of.students.and.staff?.and.to.support.the.success.of.each.student.and.adult.by.applying.the.knowledge?.skills?.and.commitments.necessary.to.develop.and.sustain.safe?.supportive?.and.effective.district.culture.that.respond.to.the.needs.of.each.student¡

Function 3.1: Program completers understand and demonstrate the capacity to use data and evidence to evaluate, design, cultivate, and advocate for a safe, supportive, and effective district culture.

Content Knowledge: Program provides evidence of candidate knowledge of

3.1.1 CK Research on positive organizational culture (e.g., safe, healthy, respectful, supportive, and student-centered environments).

3.1.2 CK Characteristics of an effective organizational culture that support engagement, performance, and success of each student.

3.1.3 CK Methods and processes for evaluating culture and climate at the district and school levels.

3.1.4 CK Continuous improvement processes for strengthening organizational culture.

3.1.5 CK Communication and advocacy strategies that support positive culture and shared expectations.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.1.6 PS Evaluate district and school culture using multiple data sources and stakeholder input.

3.1.7 PS Use research and data to design and sustain a supportive district culture that responds to the needs of each student.

3.1.8 PS Advocate for a supportive district culture that responds to the needs of each student.

Function 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for fair and effective access to educational resources,

technologies, and opportunities that support the success and well-being of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.2.1 CK Research on how access or lack of access to resources and opportunities impacts student success and well-being.

3.2.2 CK Effective allocation and use of district resources (e.g., staff, instructional materials, technologies, supports, and interventions) to support the success of each student.

3.2.3 CK Factors that influence the distribution and use of resources and opportunities.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.2.4 PS Analyze data to identify gaps in access to resources, opportunities, and supports.

3.2.5 PS Develop and implement systems that ensure resources are used effectively to meet each student's needs.

3.2.6 PS Advocate for the allocation and use of resources that support student success and well-being.

Function 3.3: Program completers understand and demonstrate the capacity to use data and evidence to evaluate, design, cultivate, and support effective instruction and student support practices across the district that meets the needs of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.3.1 CK Responsive instructional and behavior support practices that meet the needs of each student.

3.3.2 CK Characteristics of effective teaching, learning, and support environments for each student.

3.3.3 CK Research on implications of instructional practices, student support systems, and student outcomes that meets the needs of varied student populations.

3.3.4 CK Factors that influence instructional quality and consistency in schools and districts.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.3.5 PS Use data to identify barriers to student learning, participation, and performance.

3.3.6 PS Develop and implement policies, procedures, and systems that advocate for effective instruction and student support practices among teachers and staff

3.3.7 PS Promote the use of differentiated instructional strategies, materials, and supports to address the needs of each student.

3.3.8 PS Advocate for instructional and support practices that improve outcomes for each student.

Standard 4: Learning and Instruction

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.adapting.and.applying.emerging.knowledge?skills?and.commitments.necessary.to.evaluate?design?cultivate?and.implement.coherent.instructional.leadership.including¿leading.change·.curriculum·.instruction·.literacy.curriculum.aligned.with.the.science.of.reading.to.include.the.content.and.principles.of.structured.literacy·.assessments·.support.systems·.technology.integration·.and.data.systems.throughout.the.district¡

Function 4.1: Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality evidence-based, technology-rich curricula programs and other supports for all academic and non-academic student programs.

Content Knowledge: Program provides evidence of candidate knowledge of

4.1.1 CK Research on the leadership of academic and non-academic programs.

4.1.2 CK Research-based curricula, technologies, and other supports for academic and non-academic programs.

4.1.3 CK Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.

Professional Skills: The candidate demonstrates skills required to

4.1.5 PS Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports.

4.1.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.

Function 4.2: The candidate demonstrates the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders,

including themselves, that promote reflection, digital literacy, distributed leadership, and data literacy to improve outcomes for each student.

Content Knowledge: Program provides evidence of candidate knowledge of

4.2.1 CK Research on instructional leadership at the school and district level.

4.2.2 CK Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success.

4.2.3 CK Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.).

4.2.4 CK Approaches and strategies for supporting district and school collaboration.

Professional Skills: The candidate demonstrates skills required to

4.2.5 PS Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders.

4.2.6 PS Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, improvement, and student success.

Function 4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, responsive, accessible balanced assessment system, data collection management, and analysis to provide tiered systems of support leading to improved outcomes for each student

Content Knowledge: Program provides evidence of candidate knowledge of

4.3.1 CK Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.).

4.3.2 CK Research on assessment practices that are responsive and accessible.

4.3.3 CK Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.

Professional Skills: The candidate demonstrates skills required to

4.3.4 PS Evaluate the quality of formative and summative assessments of student learning.

4.3.5 PS Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership.

4.3.6 PS Use research to propose designs and implementation strategies for district-wide assessment systems that are responsive and accessible.

Function 4.4: Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Content Knowledge: Program provides evidence of candidate knowledge of

4.4.1 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.

4.4.2 CK Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices.

4.4.3 CK Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

Professional Skills: The candidate demonstrates skills required to

4.4.4 PS Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non- academic services.

4.4.5 PS Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems.

4.4.6 PS Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results.

Standard 5: Community and External Leadership

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.applying.the.knowledge?skills?and.commitments.necessary.to.understand.and.engage?communicate?and.intentionally.collaborate.with.families?communities?and.other.constituents.in.the.work.of.schools.and.the.district.and.to.advocate.for.district?student?and.community.needs¡

Function 5.1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Content Knowledge: Program provides evidence of candidate knowledge of

5.1.1 CK Research on the role of families in supporting student learning in and out of school.

5.1.2 CK Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.1.3 PS Represent the district and its schools.

5.1.4 PS Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school.

5.1.5 PS Make decisions about when and how to engage families.

Function 5.2: Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate, build partnerships, and communicate with, through oral, written, and digital means, diverse families, community members, business stakeholders, and other constituencies to benefit learners, schools, and the district as a whole.

Content Knowledge: Program provides evidence of candidate knowledge of

5.2.1 CK Research on student, family, and community diversity.

5.2.2 CK Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success.

5.2.3 CK Effective practice for communicating through oral, written, and digital means.

5.2.4 CK Strategies for understanding and engaging district constituents.

5.2.5 CK Governance and decision-making processes that support family-school communications and engagement.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.2.6 PS Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies.

5.2.7 PS Collaborate with diverse community members, partners, and other constituencies.

5.2.8 PS Foster regular, two-way communication with community members, partners, and other constituencies.

5.2.9 PS Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community.

5.2.10 PS Engage community members, partners, and other constituents in district efforts.

Function 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Content Knowledge: Program provides evidence of candidate knowledge of

5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.

5.3.2 CK Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community.

5.3.3 CK Strategies for cultivating relationships with members of the business, civic, and policy community.

5.3.4 CK Public relations.

5.3.5 CK Educational advocacy.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.3.6 PS Conduct a needs assessment of the district, school, students, and community.

5.3.7 PS Develop a plan for accessing resources that addresses district needs.

5.3.8 PS Cultivate collaborative relationships with district constituencies.

5.3.9 PS Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts.

5.3.10 PS Advocate for district and community needs.

Standard 6: Operations and Management

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation.program.understand.and.demonstrate.the.capacity.to.promote.the.current.and.future.success.and.well_being.of.each.student.and.adult.by.adapting.and.applying.the.knowledge?skills?and.commitments.necessary.to.lead.change?develop?monitor?evaluate?and.manage.data_informed.and.equitable.district.systems.for.operations?resources?technology?and.human.capital.management¡

Function 6.1: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Content Knowledge: Program provides evidence of candidate knowledge of

6.1.1 CK Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations.

6.1.2 CK Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems.

6.1.3 CK Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity.

6.1.4 CK Use of technology to enhance learning and the management of systems.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.1.5 PS Evaluate management and operation systems.

6.1.6 PS Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems.

6.1.7 PS Communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision.

6.1.8 PS Develop an implementation plan to support improved district systems.

Function 6.2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan, including financial management, fiscal budgeting and planning, and support schools in developing their school-level resourcing plans.

Content Knowledge: Program provides evidence of candidate knowledge of

6.2.1 CK School and district-based fiscal budgeting and financial management.

6.2.2 CK Processes for gathering, synthesizing, and evaluating data to develop resourcing plans.

6.2.3 CK Research and best practices for allocating district- and school-level resources to support equity and excellence.

6.2.4 CK Methods for accessing and integrating external resources into the district and schools.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.2.5 PS Use data to evaluate district resource needs and practices.

6.2.6 PS Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs.

6.2.7 PS Communicate about district resources needs and plans.

6.2.8 PS Develop an implementation plan for the district's resourcing plan.

Function 6.3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Content Knowledge: Program provides evidence of candidate knowledge of

6.3.1 CK Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff.

6.3.2 CK Strategies for engaging school and district staff in the recruitment and selection process.

6.3.3 CK Strategic data-informed staffing based on student, school, and district needs.

6.3.4 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.

6.3.5 CK Strategies for cultivating leadership among school and district staff.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.3.6 PS Use data to evaluate district human resources needs.

6.3.7 PS Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel.

6.3.8 PS Evaluate candidates' materials for instructional and leadership positions.

6.3.9 PS Implement systems of leadership supervision, evaluation, feedback, and support.

Standard 7: Policy, Governance, and Advocacy

Candidates.who.successfully.complete.a.district_level.educational.leadership.preparation. program.understand.and.demonstrate.the.capacity.to.promote.the.present.and.future. success.and.well_being.of.students.and.district.personnel.by.adapting.and.applying.the. knowledge?skills?and.commitments.necessary.to.cultivate.relationships·.lead.district. transformation?collaborative.decision.making?and.governance·.and?represent.and. advocate.for.district.needs.in.broader.policy.conversations¡

Function 7.1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Content Knowledge: Program provides evidence of candidate knowledge of

7.1.1 CK Research and best practice focused on school board governance and relations.

7.1.2 CK Management Theory.

7.1.3 CK Communication Strategies.

7.1.4 CK Negotiation Strategies.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.1.5 PS Represent the district and its mission, strengths, and needs to the board of education.

7.1.6 PS Cultivate a positive, respectful, and responsive relationship with the board.

7.1.7 PS Advocate for board actions that will support the mission and vision of the district and meet district needs.

Function 7.2: Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, students, community stakeholders, and board members.

Content Knowledge: Program provides evidence of candidate knowledge of

7.2.1 CK Research and best practice concerning effective systems for district governance.

7.2.2 CK Processes for engaging multiple community stakeholders.

7.2.3 CK Developing and sustaining effective board and stakeholder relations.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.2.4 PS Evaluate district governance and stakeholder engagement systems.

7.2.5 PS Design governance systems that engage multiple stakeholder groups.

7.2.6 PS Implement strategies (i.e., communication) that support stakeholder engagement in district governance.

7.2.7 PS Cultivate and coordinate an effective and collaborative system for district governance.

Function 7.3: Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Content Knowledge: Program provides evidence of candidate knowledge of

7.3.1 CK State and national educational policy, laws, rules, and regulations.

7.3.2 CK State and national educational policy systems, formulation, adoption, and actors.

7.3.3 CK Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts.

7.3.4 CK Strategies for engaging and collaborating with and/or influencing local, state, and federal policy and policy leaders.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.3.5 PS Evaluate and share the implications of educational policy for district practices.

7.3.6 PS Develop and receive feedback on a plan for the implementation of laws, rights, policies, and regulations.

7.3.7 PS Communicate about district, state, and national policy, laws, rules, and regulations.

7.3.8 PS Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities.

Function 7.4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Content Knowledge: Program provides evidence of candidate knowledge of

7.4.1 CK Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts.

7.4.2 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

7.4.3 CK Approaches for collaboratively identifying and addressing district and school needs.

7.4.4 CK Prioritization processes.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.4.5 PS Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges.

7.4.6 PS Represent the district and its priorities and needs at the local, state, and national level.

7.4.7 PS Advocate for the needs and priorities of the district at the local, state, and national level.

Crosswalk of Building Leadership PreK-12 Educator Preparation Standards

Current Standards (June 2020) vs. Proposed Draft Standards (2026)

Current Standard (2020)	Proposed Standard (2026)	Change Summary
Standard 1: Mission, Vision, and Improvement	Standard 1: Mission, Vision, and Improvement	Standard remains intact. The draft replaces references to **equity, diversity, and digital citizenship** with **structured literacy, digital literacy, and social-emotional well-being** as core priorities within mission and vision development.
Standard 2: Ethics and Professional Norms	Standard 2: Ethics and Professional Norms	Standard remains largely unchanged. The draft reduces references to equity, diversity, and inclusiveness while increasing emphasis on serving the school community and stakeholder constituencies through ethical leadership and professional norms.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	Standard 3: Student Access, Student Success, School Culture and Climate	Major revision and renaming. The focus shifts from **equity, inclusiveness, cultural responsiveness, and advocacy for equitable practices** to **student access, student success, school culture, climate, resource access, instructional effectiveness, and student support systems**. References to cultural responsiveness and equity are substantially reduced and replaced with broader language centered on meeting the needs of all students.
Standard 4: Learning and Instruction	Standard 4: Learning and Instruction	Standard remains but incorporates explicit expectation for **literacy curriculum aligned to the Science of Reading and principles of structured literacy**. Additional emphasis is placed on evidence-based instruction, balanced assessment systems, tiered systems of support, digital literacy,

		rigorous grade-level content, and improved outcomes for each student.
Standard 5: Community and External Leadership	Standard 5: Community and External Leadership	Core focus remains consistent. The draft places greater emphasis on authentic and reciprocal partnerships, community asset mapping, and engaging all community members rather than emphasizing diversity-focused language.
Standard 6: Operations and Management	Standard 6: Operations and Management	Standard remains largely unchanged. The draft removes several references to equity in operations and resource allocation and places greater emphasis on supporting outcomes for each student through management, operations, resource planning, and compliance systems.
Standard 7: Building Professional Capacity	Standard 7: Building Professional Capacity	Standard remains intact with several refinements. The draft de-emphasizes workforce diversity language and adds a stronger focus on **staff development, structured literacy, professional learning, leadership development, and preparing staff to serve all students effectively**.

Executive Summary of Major Changes

1. Significant Revision to Standard 3

The largest change is the transformation of **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness** into **Standard 3: Student Access, Student Success, School Culture and Climate**. The revised standard shifts attention from:

- Equity and inclusiveness
- Cultural responsiveness
- Addressing inequity and bias

to a stronger focus on:

- Student success
- School culture and climate

- Access to resources and opportunities
- Effective instruction
- Student support systems
- Meeting the needs of each student

2. Integration of Structured Literacy and Science of Reading

The draft introduces explicit expectations regarding:

- Structured literacy
- Science of Reading
- Literacy curriculum
- Digital literacy

These additions appear most prominently in Standards 1, 4, and 7, signaling a new statewide emphasis on literacy leadership.

3. Shift from Equity-Focused Language to Student Outcomes Language

Across several standards, references to:

- Equity
- Diversity
- Inclusiveness
- Cultural responsiveness

are replaced or reduced in favor of language emphasizing:

- Student success
- Student outcomes
- Access
- School climate
- Well-being
- Effective instruction

4. Stronger Focus on Evidence-Based Practices

The proposed standards increasingly emphasize:

- Evidence-based curriculum
- Evidence-based instructional practices
- Balanced assessment systems
- Tiered systems of support
- Data-informed decision making

particularly within Standards 3 and 4.

5. Stability Across Leadership and Operations Standards

Standards 5, 6, and 7 retain their overall structure and intent. Most changes are refinements in terminology, stakeholder language, and expectations around literacy and staff development rather than substantial conceptual shifts.

Crosswalk of District Leadership PreK-12 Educator Preparation Standards
Current Standards (Adopted 2020) vs. Proposed Draft Standards (2026)

Current Standard (2020)	Proposed Standard (2026)	Change Summary
Standard 1: Mission, Vision, and Improvement	Standard 1: Mission, Vision, and Improvement	Standard remains intact. The proposed version shifts emphasis from **equity, diversity, and digital citizenship** to **structured literacy, digital literacy, social-emotional well-being, and academic needs** within the mission and vision framework.
Standard 2: Ethical Decisions and Professional Norms	Standard 2: Ethical Decisions and Professional Norms	Standard title and overall focus remain largely unchanged. The proposed version narrows language related to equity, diversity, and inclusiveness and places greater emphasis on professional culture, stakeholder constituencies, organizational capacity, and ethical decision-making.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	Standard 3: Student Success, Culture, and Access	Significant revision and renaming. Focus shifts from **equity, inclusiveness, cultural responsiveness, and advocacy for equitable practices** to **student success, safe and supportive culture, access to resources, effective instruction, student supports, and well-being**. References to cultural responsiveness and equity are largely replaced by broader language centered on meeting the needs of each student and ensuring access and support.
Standard 4: Learning and Instruction	Standard 4: Learning and Instruction	Standard remains in place but expands instructional leadership expectations to specifically include **literacy curriculum aligned with the Science of Reading and structured literacy principles**. There is also an increased emphasis on evidence-based curricula, balanced assessment systems, tiered supports, and improving outcomes for each student.
Standard 5: Community and External Leadership	Standard 5: Community and External Leadership	Minimal substantive changes. Core expectations related to family engagement, community partnerships, communication, collaboration, and advocacy remain consistent.
Standard 6: Operations and Management	Standard 6: Operations and Management	No significant standard-level changes. Focus remains on operations, resource management, technology, governance, and human capital systems that support district goals and student success.
Standard 7: Policy, Governance, and Advocacy	Standard 7: Policy, Governance, and Advocacy	Standard remains largely unchanged. Minor refinements strengthen stakeholder engagement, policy implementation, collaboration, and communication. Greater specificity is added regarding state and national policy contexts and stakeholder involvement.

Executive Summary of Major Changes

1. Shift from Equity-Centered Language to Student Success-Centered Language

The most notable change occurs in Standard 3, where the focus moves away from equity, inclusiveness, and cultural responsiveness toward student success, supportive culture, access to resources, effective instruction, and student well-being.

2. Addition of Literacy Priorities

The draft standards introduce explicit references to:

- Structured literacy
- Science of Reading
- Literacy curriculum
- Digital literacy

These concepts appear most prominently in Standards 1 and 4.

3. Increased Focus on Student Outcomes and Well-Being

Throughout the draft standards, language is more directly tied to:

- Student success
- Academic needs
- Social-emotional well-being
- Effective instruction
- Responsive support systems

rather than broader concepts of equity and cultural responsiveness.

4. Stability Across Most Standards

Standards 5, 6, and 7 remain substantively consistent with the current standards, with only minor wording refinements and clarifications rather than major conceptual changes.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**11/9/2026**
Deborah Bremer		Jake Steel		

Item Title:

Act on Policy Regarding the Effective Use of Instructional Technology in Kansas Schools

Recommended Motion:

It is moved that the Kansas State Board of Education approve the policy regarding the effective Use of Instructional Technology in Kansas Schools.

Explanation of Situation Requiring Action:

Commissioner Steel will present the final version of the Policy.

The draft as attached has one policy item for the Board to decide on prior to voting.

C. Parental Consent. No later than the 2028 – 2029 school year, prior to a student receiving access to a school-issued device, the district shall provide the student's parent(s) or guardian(s) access to the district's technology-use plan and obtain permission from a parent or guardian granting their student access to school-issued devices. Each public school district and accredited nonpublic school shall establish procedures for maintaining documentation of acknowledgment.

OR

D. Parental Acknowledgment. No later than the 2028 – 2029 school year, prior to a student receiving access to a school-issued device, the district shall provide the student's parent(s) or guardian(s) access to the district's

technology-use plan and obtain acknowledgment from a parent or guardian. Each public school district and accredited nonpublic school shall establish procedures to engage parents who have concerns and for maintaining documentation of acknowledgment.

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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

Policy Regarding the Effective Use of Instructional Technology in Kansas Schools

I. Purpose and Rationale

The Kansas State Board of Education recognizes the role instructional technology plays in modern education and acknowledges the benefits instructional technology may provide to students and educators, including expanded access to information and resources, opportunities for digitally interactive and personalized learning, and preparation for participation in an increasingly technology-driven society and workforce.

At the same time, the Kansas State Board of Education recognizes the importance of ensuring that technology is utilized in a manner that supports and does not harm the academic, social, emotional, and physical well-being of students. Research has demonstrated that prolonged or inappropriate use of digital devices can present challenges related to student engagement, attention, social interaction, and the overall health and well-being of children. Therefore, the board emphasizes the importance of the appropriate use of instructional technology within educational settings.

Schools should engage with families and caregivers in the development of their policy and plan regarding instructional technology and provide clear, complete, and beneficial information regarding their school's use of digital devices.

The Kansas State Board of Education believes technology should only be utilized to enhance teaching and in support of effective instructional practices and meaningful human interaction.

Instructional strategies, including those that incorporate instructional technology, that are adopted or utilized to support student learning should be aligned to the curriculum and state content standards, support the intended learning objective, and demonstrate effectiveness. For instructional technology, effectiveness should be demonstrated through ESSA Tier I or Tier II evidence (as defined in the Every Student Succeeds

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Act), an outcomes-based contract, ongoing evaluation through an Institutional Review Board (IRB)-approved study, or other research-based evidence. For instructional technology with evidence-based implementation conditions (e.g., frequency, duration, or intensity of use), educators should implement the technology with fidelity to those conditions. Districts should have a known and efficient process to both select and communicate the types of instructional technology that have been approved for use at school.

All instructional technology should add value that a non-digital approach cannot, otherwise the board recommends the use of a non-digital method. Public school districts and accredited nonpublic schools are encouraged to maintain a human-centered educational experience that incorporates instructional technology when it can meaningfully support student learning. The board encourages public school districts and accredited nonpublic schools to enact learning opportunities rooted in hands-on learning, physical activity, creative problem solving, and interpersonal relationships.

This policy is intended to apply to schools' general use of instructional technology within educational settings and is not intended to limit the use of technology necessary to meet individual student needs or legal requirements. Students with an Individualized Education Program (IEP), Section 504 plan, or other individualized needs may require different or increased use of technology to access instruction, communicate, receive accommodations or services, or address sensory, behavioral, medical, or other needs. Instructional technology use may also differ from these expectations when necessary to support English learners, administer assessments, screeners, diagnostic or progress-monitoring tools, or meet other educational or medical needs. When an individual student's documented needs, accommodations, services, or other applicable legal requirements differ from these expectations, those needs and requirements shall take precedence. A public school or accredited nonpublic school's policy and plan should address exceptions for students to comply with state and federal law and for students' use of technology for medical or translational purposes, assessments, screeners, diagnostic, or progress-monitoring tools.

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Within this framework, the Kansas State Board of Education is committed to supporting public school districts and accredited nonpublic schools in the development of policies and plans that promote the education, health, safety, and well-being of students when incorporating the use of instructional technology. A cautious and intentional approach to technology use for instruction, combined with meaningful engagement of parents, educators, students, and community stakeholders, can help ensure that the use of instructional technology enhances the educational experience and contributes to positive student outcomes while promoting the developmental, social, emotional, and physical well-being of students.

II. Definitions

As used in this policy,

(1) "AI chatbot, assistant, or companion" means a software-driven, interactive conversational tool that uses artificial intelligence to simulate human dialogue, answer questions, or provide personalized academic support.

(2) "Artificial intelligence" or "AI" means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments.

(3) "CIPA" means the *Children's Internet Protection Act*, a U.S. federal law passed in 2000 that requires schools and libraries to block harmful online content.

(4) "COPPA" means the *Children's Online Privacy Protection Act*, a U.S. federal law passed in 1998 that controls how online services and apps collect data from children under the age of 13.

(5) "Digital citizenship" means the ability to safely, responsibly, and ethically use communication technologies and digital information technology tools and platforms to access, evaluate, interpret, create, and share media content using principles of social and civic responsibility, including an understanding of legal and ethical issues; demonstrate appropriate online behavior and etiquette; maintain digital security, privacy, and internet safety; prevent and respond appropriately to cyberbullying; and participate in the political, economic, social, and cultural aspects of life related to technology, communications, and the digital world.

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(6) "FERPA" means the Family Educational Rights and Privacy Act, a U.S. federal law passed in 1974 that protects the privacy of student education records.

(7) "Generative AI" means the use of advanced technologies such as predictive algorithms, machine learning, and large language models to process natural language and produce synthetic content in the form of text, images, or other types of media.

(8) "Grade band" means the grouping of multiple, consecutive grade levels.

(9) "Instructional technology" means technology that is used to support the implementation of academically rigorous curriculum.

(10) "Plan" means a document that translates the expectations established through policy into a coherent approach for practice and implementation of educational technology in the district.

(11) "Policy" means a formal statement that establishes the expectations, commitments, responsibilities, and requirements regarding the use of educational technology in the district.

(12) "PPRA" means the *Protection of Pupil Rights Amendment*, a U.S. federal law passed in 1974 that gives parents and guardians certain rights regarding student surveys, physical exams, and the collection of personal data for marketing.

(13) "School Community Stakeholder" means anyone invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives.

(14) "School-issued device" means any school-owned electronic device provided to students for instructional purposes that can access, process, store, or transmit data, including laptops, tablets, chromebooks, or any similar device that has internet capability.

A. **Instructional Technology Use Policy.**

Each public school district and accredited nonpublic school within the state of Kansas shall adopt and implement a policy governing the safe and purposeful use of instructional technology in elementary and secondary education settings. The policy shall be developed in consultation with families, caregivers, and other relevant school community stakeholders, approved by the local board of education, and reviewed annually.

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B. **Instructional Technology Use Plan.**

Each public school district and accredited nonpublic school within the state of Kansas shall adopt and implement a plan for enacting their policy governing the safe and purposeful use of instructional technology in elementary and secondary education settings. The plan shall be developed in consultation with families, caregivers, and other relevant school community stakeholders, approved by the local board of education, and reviewed annually.

At a minimum, the instructional technology-use plan of every district or school shall address:

1. **Purpose and Rationale.** A statement describing the purpose and rationale supporting the intended uses of instructional technology by students and teachers to support learning in elementary and secondary education settings.

2. **Student technology access and use.** The technology-use plan shall establish clear expectations in plain language for student access to school-issued devices and the use of instructional technology by grade level or grade band. At a minimum, the plan shall identify:

    a. **Technology access and availability.** The types of instructional technology and school-issued devices made available to students within each grade level or grade band, including whether technology is implemented through full-class instruction, shared or rotating devices, individually assigned devices, or another model;

    b. **Expectations for student use.** The purposes and expectations for student use of school-issued devices within each grade level or grade band, including the types of activities for which instructional technology is intended to be used and any grade-level or developmental considerations governing its use; and

    c. **Take-home access.** Whether school-issued devices may be taken home by students within each grade level or grade

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band and, if so, the conditions governing take-home use, including any applicable responsibilities of students and parents or guardians and the resources available for students and parents or guardians in need of technical support.

3. **Digital citizenship and student well-being.** Methods for developing students' digital citizenship skills by grade level or grade band while promoting online and personal safety and supporting the physical, mental, and social well-being of students with corresponding education and support for educators and families, such as providing access to digital citizenship education courses from unbiased resources, sharing peer reviewed research, hosting discussions on mental health issues related to excessive technology usage, or the development of a district website that educators and families can access for additional information.

4. **Artificial intelligence.** The manner in which artificial intelligence technologies, such as generative AI and AI chatbots, assistants, or companions, are accessed and appropriately incorporated into teaching and learning, including:

    a. **Expectations for educator use.** The prohibited, limited, or permitted use of artificial intelligence technologies by educators for instructional purposes, including lesson planning, differentiation, individualized student support, content creation, assessment, grading, feedback, or other instructional-based uses; and

    b. **Expectations for student use.** The prohibited, limited, or permitted use of student-facing artificial intelligence technologies, including generative AI and AI chatbots, assistants, or companions, by student grade level or grade band.

5. **Privacy and security.** Assurance that physical security and cybersecurity measures are in place and enforced to protect student data, privacy, and other personally identifiable information from unauthorized access, use, alteration, or disclosure, ensuring

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compliance with all applicable state and federal laws including, but not limited to, the Kansas Student Data Privacy Act, FERPA, PPRA, COPPA, and CIPA.

6. **Technology-use expectations and violations.** Procedures for communicating expectations for the appropriate use of technology and for submitting, reviewing, and responding to alleged violations of those expectations.

C. **Public accessibility and submission.** Each public school district and accredited nonpublic school shall make its adopted technology-use policy and plan readily accessible to the public on their district or school website and shall submit the adopted plan to the Kansas State Department of Education no later than July 1st, 2027.

D. **Parental Consent.** No later than the 2028 – 2029 school year, prior to a student receiving access to a school-issued device, the district shall provide the student's parent(s) or guardian(s) access to the district's technology-use plan and obtain permission from a parent or guardian granting their student access to school-issued devices. Each public school district and accredited nonpublic school shall establish procedures for maintaining documentation of acknowledgment.

OR

D. **Parental Acknowledgment.** No later than the 2028 – 2029 school year, prior to a student receiving access to a school-issued device, the district shall provide the student's parent(s) or guardian(s) access to the district's technology-use plan and obtain acknowledgment from a parent or guardian. Each public school district and accredited nonpublic school shall establish procedures to engage parents who have concerns and for maintaining documentation of acknowledgment.

E. **Communication of revisions.** Any substantive revisions of the technology-use policy or plan must be communicated to parents or guardians, students, and staff, with the revised plan submitted to KSDE.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 1

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** 11/10/2026
Frank Harwood		Jake Steel	

Item Title:

Receive Legislative Priorities for the 2027 session

Recommended Motion:

It is moved that the Kansas State Board of Education ….. to be determined. Voted on in December.

Explanation of Situation Requiring Action:

Each year, the state board approves legislative priorities for the upcoming legislative session. At the November meeting, we will discuss previous priorities, as well as introduce possible additional priorities.

The Board will be asked to approve the 2027 legislative priorities at the December meeting.

The 2026 legislative priorities are included for reference.

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.

• 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 and equitable 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 all 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.

- 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.

- Adequate funding for the Kansas State School for the Blind and the Kansas State School for the Deaf to allow for the implementation of their constitutional and statutory duties.

- Funding to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.

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; including the State Board's authority to accredit school systems through the continued implementation of the Kansas Education System of Accreditation
The governance responsibilities assigned to the Kansas State High School Activities Association.
The authority of local boards of education.
Collaboration with the Legislature to eliminate, align, and design regulations and statutes in preK-12 to enhance the school improvement process, allowing school systems to focus on student success.

Agenda Number: 2

Meeting Date: 11/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Report: Kansas State High School Activities Association KSHSAA

From: Deborah Bremer

Bill Faflick, Executive Director of KSHSAA, will give his annual report to the Board on the state of Kansas High School Activities.

Agenda Number: 3

Meeting Date: 11/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Presentation: Kansas Open Meetings Act

From: Deborah Bremer

Matt Bingesser, Office of the Attorney General, will provide a training with the Board on the Kansas Open Meetings Act. KOMA.

Agenda Number: 4

Meeting Date: 11/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Highlights: Kansas School for the Deaf

From: Deborah Bremer

Interim Superintendents Joelle Allen and Joan Macy will present a brief report on the highlights and events happening this year at the Kansas School for the Deaf.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** 11/10/2026
Deborah Bremer		Jake Steel	

Item Title:

Receive Board Policy Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education ... to be voted on in December

Explanation of Situation Requiring Action:

The Board Policy Committee will have recommendations to the Board for various policy updates.

Attached:

(note: additions in highlighted yellow and subtractions crossed out)

Updated Policy 1006 "Board Code of Conduct"

Updated Policy 1007 "Officers - Election, Tenure, and Duties"

NEW Policy: Requests for Information

NEW Policy form: Request for Information Form

NEW GUIDELINE XI: Selection of State Board Attorney

NEW GUIDELINE XII: Payment of Travel Expenses

More may be added at a later date.

POLICY: BOARD CODE OF CONDUCT

Policy Type: Governance Process

A. Board members are expected to:

1) Be fully prepared and informed on all issues on the monthly Board agenda.
2) Maintain an open and civil dialogue with each other.
3) Listen and show courtesy and respect for one another and staff.

   Treat the public and all presenters with professional courtesy.
4) Respect other Board members and their opinions, accept

   there will be differences which should not be taken personally.

   Always attempt to find common ground.
5) ~~Feel free to~~ Ask questions for clarification as needed.
6) ~~During the public forum,~~ Board members should only ask

   clarifying questions during public forum without expressing an

   opinion on the matter being presented.
7) Follow Board policy and procedures and abide by the decision of the Board majority.
8) Attend all regular meetings and notify the Board secretary

   and Chair if not able to attend.
9) Matters that are shared in executive session must not be discussed in public. ~~Never publicly discuss matters that are shared in executive session.~~
10) Shall not misrepresent the Board's official position on issues.
11) Remember that Board members only have authority to act as a body, not individually.

~~**B. Perceived Violations of Boardsmanship Expectations**~~
PROFESSIONAL MISCONDUCT

1. **Breach of Confidentiality:** Sharing sensitive information i.e. personnel matters, or privileged discussions from executive sessions.
2. **Conflict of Interest**: failing to disclose personal or financial interests; allowing outside group allegiances to improperly influence judgment when it comes to matters before the Board.
3. **Micromanagement:** interfering directly in staff operations.
4. **Neglect of Duty:** Consistently failing to attend meetings or not completing given assignments.
5. **Destructive Behavior:** Openly refusing to adhere to established Board decisions/directions and protocols by demonstrating actions that undermine the integrity of the Board.

C. PERCEIVED VIOLATIONS OF EXPECTATIONS/MISCONDUCT

1. Any perceived violation of board expectations or professional misconduct can be voiced to the chair by any Board member at the time of the perceived violation, by indicating which board policy is being violated.

2. The chair will rule on the alleged violation.

3. If any member is dissatisfied with the ruling of the chair, an Appeal may be made to the entire Board. The motion to Appeal the chair's ruling must be made and seconded in order for further discussion or action to take place.

4. A Board vote of 6 or greater makes the final decision.

D. Board members also expect the Chair and Vice Chair of the Board to work as a team with the Commissioner.

1007 Policy: Officers - Election, Tenure and Duties

Policy Type: Governance Process

At its January meeting in odd-numbered years, the State Board shall organize by election of a chair, vice chair and appointment of an attorney for the Board and secretary to the Board.

Election of officers shall be by signed ballot. Each signed ballot shall be open for inspection as provided by law. Election of officers will occur bi-annually and interested candidates must submit their name to the Board Secretary on or before the last Friday in December.

The Board Secretary shall prepare ballots for the position of Chair and Vice Chair showing the candidate's name and position sought.

Voting will be completed by ballot and collected by the Board Secretary. Ballots will be counted by the Board Secretary and the Board Attorney, or another designated and impartial representative. Until a majority vote is received, subsequent voting will continue. If the Board is at an impasse, the temporary Chair will continue to serve as an interim until the next meeting.

REQUESTS FOR INFORMATION

The Commissioner, Kansas State Department of Education (KSDE) staff, and Board members must maintain open lines of communication. The Board has a responsibility and a right to be informed. The Board must decide how much information it expects the Commissioner and/or administration to provide, how the information will be provided, the way it will be provided, and the time frame in which it should be provided.

Implemental Procedures:

1. All individual Board requests for reports, analysis, or research shall be made in writing and in such form as the Board Secretary may request ("Board Request Form").
   a. No reports, analysis, or research shall be provided by KSDE staff except pursuant to a Board Request Form.
2. Following each Board meeting, the Commissioner will consult with the Board Chair concerning the handling of outstanding Board requests for information.
3. The Commissioner will assign a staff person to fulfill each Board request and will provide an anticipated completion date to the Board Chair and the Board member who made the request.
   a. If the Commissioner reviews a request with staff and estimates it will take more than two hours to complete, the Commissioner will communicate with the Board member who made the request about the amount of time estimated to complete the request. This will allow the Board member the opportunity to revise the request so it will take less than two hours to complete, or to withdraw the request. The Board will receive a report of the requests and the progress made on each.
   b. If a Board member agrees to withdraw a request, this will be noted in the next Board request report that is sent to the Board. The request will then be deleted from the Requests report.
   c. If a request is not revised or withdrawn, the Commissioner will bring the request back to the Board at its next business meeting for the Board's consensus or a vote.
   d. If a request is not fulfilled in a timely manner the Board member can consult with Board Chair and the Commissioner about the completion date. If necessary, the Board member, Board leadership, and/or Commissioner can bring a request back to the Board for further discussion.
4. Once a response has been prepared to any Board request, <u>all Board members</u> shall be offered a copy of the information at the same time.
5. Board members shall not bypass the Commissioner to request reports, analysis or research from staff. While a Board member may on occasion discuss issues with other staff members, it is important each member understand these discussions are brief and shall be limited only to information gathering. In order to achieve equitable access to information, any staff prepared documents will be offered to all Board members.

SAMPLE Board of Education Request Form

Board Member Name:_____

Requested Completion Date: _____

Area: □ Reports □ Education □ Consent □ Policy □ Operations □ Finance

Request:_____

_____

_____

_____

Board Goal relevant to request:_____

How is your request related to this Board Goal?_____

_____

_____

Type of Response: □ Agenda Item □ Report mailed to Board Members

_____

Board Member Signature Date Submitted

GUIDELINE XI
SELECTION OF STATE BOARD ATTORNEY

K.S.A. 72-254 requires the State Board to appoint an attorney to represent it or any of its members in all litigation. The State Board's attorney is required to attend all meetings of the State Board and render such legal services as are directed by the State Board or the Commissioner.

To select its attorney, the State Board will issue a request for proposal through the State Department of Education. To ensure the RFP is completed in a timely manner, the following timeline will be used. The RFP process must start in the fall of an odd-numbered year to ensure it is started and completed by the same State Board.

A. The Commissioner and the State Department of Education's chief procurement officer shall write draft specifications for the RFP. The draft specifications shall be presented to the State Board at least nine (9) months prior to the expiration of the current contract. The State Board may request changes to the draft specifications during the meeting in which they are presented.

B. The State Board shall approve the RFP specifications at the next regularly scheduled Board meeting.

C. After the State Board approves the RFP specifications, the State Department of Education shall submit them to the Office of Procurement and Contracts so that the RFP can be publicly posted on the State's bidding website. The State Department of Education shall request the RFP be posted for at least 60 days.

D. The Chair and Vice Chair of the State Board shall serve as the agency representatives on the procurement negotiating committee and will sign the final recommendation to the Office of Procurement and Contracts. As required by State law and regulation, they will be required to sign non-disclosure agreements that cover the RFP.

E. Once bids are received, the State Department of Education's chief procurement office shall review the received bids with the State Board in an executive session. All State Board members, the Commissioner, and any State Department of Education staff present in the meeting will be required to sign non-disclosure agreements that

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cover the RFP. If the current State Board attorney is involved in the bidding process, they will not be allowed to participate in the executive session.

F. Before the recommendations are returned to the Office of Procurement and Contracts, the State Board will vote to approve the recommendation of the State Board in a public meeting. Due to confidentiality requirements, the vote can only be to approve a de-identified vendor (for example, Bid A or Vendor 1).

G. Only after the State Board approves the recommendation will the recommendation be transmitted to the Office of Procurement and Contracts by the State Department of Education's chief procurement officer.

H. The Office of Procurement and Contracts will then draft the contract, which will be signed by the State Department of Education on behalf of the State Board.

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GUIDELINE XII
PAYMENT OF TRAVEL EXPENSES
(BOARD MEMBER TRAVEL)

Travel Expenses Allowable Under State Law

KSA 75-3212 allows State Board members to receive the following travel expenses for attendance at in-state meetings.

1) For attending in-state meetings, the subsistence (per diem) allowance prescribed in KSA 46-137a. This is the sum of the current CONUS rates for lodging and meals and incidental expenses for Topeka. CONUS rates are updated by the Department of Administration each quarter; KSDE staff will inform the Board of any changes to these rates.
2) For traveling to and from in-state meetings on days other than the days of the meeting, the subsistence (per diem) allowance prescribed in KSA 46-137a. This only applies to State Board members who live more than 100 miles from the location of the meeting.
3) The mileage rate authorized by KSA 75-3203a for each mile actually traveled by the usual route when traveling to and from in-state meetings. For regular and special meetings of the State Board, this is limited to one round trip for all days of the meeting. The mileage rate is updated annually by the Department of Administration.

KSA 75-3212 allows State Board members to receive the following travel expenses for attendance at out-of-state meetings.

1) For attending out-of-state meetings, the subsistence (per diem) allowance prescribed in KSA 46-137a OR actual expenses if such expenses are greater than the subsistence (per diem) allowance.
2) The mileage rate authorized by KSA 75-3203a for each mile actually traveled by the usual route when traveling to and from out-of-state meetings.

Payment of In-State Travel Expenses

For all approved in-state meetings, State Board members will be eligible to receive the travel expenses allowed in state law based on the following guidelines. This does not cover the daily salary for State Board members while traveling; this only covers the payment of travel expenses.

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1) For attending all regular and special meetings (including any retreats) of the State Board, members shall receive the subsistence (per diem) allowance. This will apply even if a member attends the regular or special meeting virtually.
2) If traveling to or from a regular or special meeting of the State Board on a day other than the days of the meeting, members shall only receive the subsistence (per diem) allowance if they live more than 100 miles from the location of the meeting. If the second day of a meeting is located in a different city than the first day of the meeting, the location of the second day will be used to determine the 100-mile threshold.
3) State Board members shall receive the mileage rate for any miles actually traveled to attend all regular and special meetings of the State Board. For regular and special meetings of the State Board, this is limited to one round trip for all days of the meeting. If a member attends the regular or special meeting virtually, they will not receive the mileage rate.
4) In the event of inclement weather during a regular or special meeting of the State Board that causes a Board member to stay an extra day after the end of the meeting, the Board member shall receive the subsistence (per diem) allowance for the extra day. This will apply to all Board members, even those who live within 100 miles of the meeting location.
5) For all other approved in-state meetings, State Board members shall receive the subsistence (per diem) allowance whenever a Board member attends a meeting in person. Members shall only receive the subsistence (per diem) allowance on days traveling to or from in-state meetings if the location of the meeting is more than 100 miles away from where the member lives.
6) State Board members may waive payment of the subsistence (per diem) allowance or mileage rate to which they are entitled.

Payment for Out-of-State Travel Expenses

For all approved out-of-state meetings, State Board members will be eligible to receive the travel expenses allowed in state law based on the following guidelines. This does not cover the daily salary for State Board members while traveling; this only cover the payment of travel expenses.

1) In addition to receiving approval from the State Board for the out-of-state trip, the member must work with the Executive Secretary and the Department of Education's out-of-state travel specialist to complete an out-of-state travel request in the

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Department's accounting system. This is required because under the State's regulations all out-of-state travel expenses must be approved before the travel begins. The request must note whether the Board member will be reimbursed for actual expenses or if they will be paid the subsistence (per diem) rate authorized in KSA 46-137a (the Topeka CONUS rates for lodging and meals and incidental expenses). Regardless of the choice, the Board member will receive the mileage rate.

2) All flights will be booked through the State's travel agent and paid directly by the Department of Education, unless a third party is directly paying for the flights.
3) If an approved out-of-state trip must be cancelled, the Board member shall notify the Executive Secretary and the Department of Education's out-of-state travel specialist so that all arrangements and required approvals can be cancelled.
4) Once the travel is complete, Board members will be paid either actual expenses or the subsistence (per diem) rate, depending on which was chosen before the trip. To be reimbursed for actual expenses, Board members *must* provide receipts to support the expenses. If no receipt is provided, the Board member will not be reimbursed for that expense.
5) If a third-party organization is reimbursing or directly paying for all or a portion of the out-of-state travel, that must be noted on the out-of-state travel request in the Department's accounting system. If the organization is directly paying for costs (this is usually limited to flights, hotels, and some meals), then those costs would not be included on the out-of-state travel request. If the organization is reimbursing expenses, then those costs would be included on the out-of-state travel request. The Department of Education will then pay those travel expenses, and the third-party organization will reimburse the Department of Education. Third party organizations should *not* reimburse Board members directly. Instead, the Department of Education will reimburse the Board member, and the third party will reimburse the Department of Education. This aligns with the Department's policy for employee travel and ensures an accurate accounting of all costs for out-of-state travel by State Board members.
6) When a third-party organization is reimbursing for all or a portion of the out-of-state travel, all paperwork to request the reimbursement will be completed by the Department of Education's out-of-state travel specialist.

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