900 S.W. Jackson Street, Suite 600
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Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Connie O'Brien District 4
Cathy Hopkins District 5
Dr. Beryl A New District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

KANSAS STATE BOARD OF EDUCATION

July 14 and 15, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- DRAFT Minutes for June 8, 9, and 10, 2026 meeting
- Agenda for July 2026 meeting
- Consent Agenda Items

TUESDAY ITEMS

- Commissioner's Report
- Citizen's Open Forum
- Presentation: America's Origin: From Colonies to a Country (Adam Topliff)
- Presentation: Licensed Personnel Report, an update of educator demographics across Kansas (Shane Carter)
- BOARD VISIT TO CONSTITUTION HALL (OVER LUNCH) with presentation from Thomas Fullbright (429 S. Kansas Avenue)
- Act on Professional Practices Commission (Scott Gordon w/Mischel Miller)
- Quality Instruction: Reading Corner (Amy Bybee, Curriculum Director, Ottawa School District)
- Presentation: Training of Administrators and Instructional leaders to stay in step with new teachers and new practices (Catherine Chmidling and Higher Ed Guests)
- Act on KSDE Budget Options for FY 2028 (John Hess)
- Act on Nomination for Professional Standards Board Vacancy (Shane Carter)
- Act on Nominations for Licensure Review Committee Vacancy (Shane Carter)
- Act on Higher Ed Accreditation and Math Standards (Catherine Chmidling)
- Receive Science State Assessment Cut Scores (Zach Conrad)

WEDNESDAY ITEMS

- Presentation on Tech in the Classroom: the view from a large school district in Kansas (Dyane Smokorowski, Kelly Bielefeld and Wichita USD 259 Staff)

- Quarterly Report from the Special Education Advisory Council (Renee Nugent, Lena Kisner and Brooke Moore)
- Act on Cell Phone Policy Certification (Gabrielle Hull)
- Act on Student Walkout Complaint Procedures (Gabrielle Hull)
- Receive Life and Employability Skills Assessment for Special Purpose Schools (Jay Scott)
- Receive Accreditation Review Council Recommendations (Jay Scott)
- Board member reports, comments, travel and future requests

Please use the bookmarks. Many of them drop down into attachments that are relevant to the agenda item.

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Agenda Tuesday, July 14, 2026

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

Note: Lunch will be held at Constitution Hall with a presentation by Thomas Fulbright on the history of Topeka's 1854 building and recent renovation (429 S Kansas Avenue)

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 *Singing of National Anthem by Emree Gabriel, junior at Eudora High School	10 min	Chair Hopkins
(AI)	1. Approval of June 2026 meeting minutes		Chair Hopkins
(AI)	2. Approval of Agenda		Chair Hopkins
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Director Wendy Fritz, Human Resources
	b. **Act** on Licensure Review Committee Recommendations		Director Shane Carter, Teacher Licensure
	c. **Act** on request from USD 259 Wichita, Sedgwick County for a Bond		Director Dale Brungardt, School Finance
	d. **Act** on request from USD 259 Wichita, Sedgwick County for Capital Improvement		Director Dale Brungardt
	e. **Act** on request from USD 266 Maize for a Bond		Director Dale Brungardt
	f. **Act** on request from USD 266 Maize for Capital Improvement		Director Dale Brungardt
	g. **Act** to approve the yearly fee to participate in the National Association of State Boards of Education $20,080		

Kansas Leads the world in the success of each student.

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

TIME	ITEM	DURATION	PRESENTER
	h. **Act** to approve contracts for Central Regional Executive duties for the 2026-2027 school year.		Director Dr. Jay Scott, Implementation and Supports
	i. **Act** to approve the Safe and Secure Schools grants		John Calvert, Safe and Secure Schools
10:10 a.m.	4. Commissioner's Report	20 min	Dr. Jake Steel
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m.	Break	10 min	
10:55 a.m. (IO)	6. **Presentation:** America's Origin: From Colonies to a Country	20 min 5 Q & A	Adam Topliff, Humanities program manager, Teaching and Learning Division
11:20 a.m. (IO)	7. **Presentation:** Licensed Personnel Report, an update of educator demographics across Kansas.	40 min	Shane Carter, Director, Teacher Licensure
12:00 – 1:30 p.m.	BOARD VISIT TO CONSTITUTION HALL 429 S Kansas Avenue With presentation from Thomas Fulbright	1.5 hours	Thomas Fulbright, History Teacher, Hope Street Academy
1:30 p.m. (AI)	8. **Act** on Professional Practices Commission (PPC) with Dr. Mischel Miller (2 cases)	30 min	Scott Gordon Chair Ricardo Sanchez
2:00 p.m. (IO)	9. **Quality Instruction:** *Reading Corner* Building Readers, Changing Futures: Ottawa USD 290's Journey Toward Literacy Excellence.	20 min 10 Q & A	Dr. Laurie Curtis Amy Bybee Curriculum Director Ottawa School District
2:30 p.m.	Break	10 min	
2:40 p.m. (IO)	10. **Presentation:** Training of Administrators and Instructional leaders • Susan C. Bon, J.D., Ph.D., Executive Vice President and Provost and Acting Dean of the College of Education, Pittsburg State University • Douglas Huffman, Ph.D., Associate Dean for Teacher Education & Undergraduate Programs, KU • Jennifer Bessolo, Ed.D., Professor of Practice, Dept of Educational Leadership & Policy Studies, KU	15 min 5 Q & A	Dr. Catherine Chmidling and Guests
3:00 p.m. (AI)	11. **Act on KSDE Budget** Options for 2027 - 2028 *With breaks*	1 hour	Dr. John Hess, Director, Fiscal Services and Operations
4:00 p.m.	Breaks as necessary		

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

TIME		ITEM	DURATION	PRESENTER
4:10 p.m.	(AI)	12. **Act on** Nominations for Professional Standards Board Vacancy	20 min	Shane Carter Director, Teacher Licensure
4:30 p.m.	(AI)	13. **Act on** Nominations for Licensure Review Committee Vacancy	5 min	Shane Carter Director, Teacher Licensure
4:35 p.m.	(AI)	14. **Act** on Higher Ed Accreditation and Math Standards	15 min	Dr. Catherine Chmidling, Teacher Licensure
4:50 p.m.	(RI)	15. **Receive** Science State Assessment Cut Scores and addressing assessments vs. tests	20 min	Deputy Commissioner Dr. Zach Conrad
5:10 p.m.	(AI)	16. **Act** on Cell Policy Certification Procedure	10 min	Gabrielle Hull, Legislative Coordinator
5:20 p.m.	(AI)	17. **Act** on Student Walkout Complaint Procedures	10 min	Gabrielle, Hull, Legislative Coordinator
5:30 p.m.		Recess until Wednesday morning at 9 a.m.		

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

Agenda Wednesday, July 15, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (IO)	1. **Presentation:** Tech in the classroom: the view from a large school district in Kansas	40 min 10 Q & A	Dyane Smokorowski USD 259 Wichita Superintendent Kelly Bielefeld
9:50 a.m.	Break	10 min	
10:00 a.m. (IO)	2. **Quarterly Report:** Special Education Advisory Council (SEAC)	15 min	Deputy Commissioner Renee Nugent Dr. Lena Kisner Brooke Moore
10:15 a.m. (IO)	3. **Quality Instruction:** Kansas Eco System	20 min 5 Q & A	Deputy Commissioner Renee Nugent
10:40 a.m. (IO)	4. **Colin Burke,** Winner of the Kansas Civics Bee	15 min	
10:55 a.m.	Break	10 min	
11:05 a.m. (RI)	5. **Receive** Life and Employability Skills Assessment for Special Purpose Schools	10 min	Dr. Jay Scott, Director Implementations and Supports
11:15 a.m. (RI)	6. **Receive** Accreditation Review Council Recommendations	15 min	Dr. Jay Scott, Director Implementation and Support
11:30 a.m. (IO)	7. Chair Report and Committee Reports **Act** on Travel Approvals	10 min	Chair Hopkins and All Board members
11:40 a.m.	8. Board Comments	5 min	All Board members
11:45 a.m.	9. Future Agenda Requests	5 min	All Board members
11:50 a.m.	Short Lunch Break until 12:30		
12:30 p.m.	10. Kansas Open Records Act Training	90 minutes	Matt Bingesser, Office of the Kansas Attorney General
1:45 p.m.	Adjourn until next meeting on August 11, 2026		

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

The time stamps correlate to the KSDE Livemedia YouTube Channel Video Archives

Kansas State Board of Education
June 8, 2026

WORKING SESSION

The meeting was designed as a "working session" and focused entirely on presentations and discussions about the topic of screentime and technical devices in the classroom. There was not a formal beginning to the meeting, but it was public and livestreamed on YouTube.

ROLL CALL

Nine Board members were present:
Mrs. Betty Arnold
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter (joining virtually)
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair

Mr. Mark Ferguson, Board Attorney and Commissioner Steel were in attendance at the Board table. Mrs. Dombrosky was not able to be present as she was traveling.

Chair Hopkins framed the session as a discussion-oriented work session — not a regular meeting — and invited Board members to engage freely without relying on the hand-raising app, asking only that members be respectful and avoid talking over one another.

She described the day as a chance for the Board to spend some time to discuss and begin the work of looking deeply at the topic of student-facing devices in the classroom. Guests from teacher training colleges will discuss how teachers are trained to instruct in the classroom regarding use of technology. Peyton Lynn will describe how screen time policies in other states and hear about some research. As well, there will be much time given for the Board to share thoughts and have discussion.

Beginning of video Devices

OVERVIEW ABOUT DEVICES IN SCHOOLS

Vice Chair Danny Zeck, Board Representative, District 1
Melanie Haas, Board Representative, District 2

Mrs. Haas began the conversation with gratitude and excitement that the Board members were willing and able to come a day early to focus on the issue of devices in schools. This discussion began in May and today is a continued conversation about this vital issue. She went over the vision of Kansas education quality academic instruction, and how one-to-one devices fit with the goal of preparing every student for success. The task is not to judge whether technology is good or bad, but to craft policy that is intentional and evidence based.

She asked the Board to keep in mind that this conversation is being held across the country in school Boards and legislatures. This is the right time to do this work. She believes AI will come next and it will come fast. One concern that she has heard is concern for those who need assistive devices, and she wanted to assure everyone that federal and state law will always be followed. She noted that putting a device in students' hands does not necessarily prepare them for a technology driven world. Specific, intentional instruction does prepare them. Digital literacy is key. Parents must be kept in mind during this discussion. Parents cannot be partners in student learning if they cannot see the work.

Leading now, she warned, is imperative. The legislature took action on cell phones in the past session because the Board did not. The Board "accepted" the Blue Ribbon task force recommendations but did not put forward guidance to the districts. She believes the Board cannot let this happen again. The Board needs to be mindful of what the consequences of an all-out ban would be. The policy must taken into account the realities of district staff who are constantly thinking about procurement.

Vice Chair Zeck followed by referring to a UCLA study that found adding as little as ten minutes of Artificial Intelligence (AI) assistance could cause a student's performance to drop once AI help is removed. Students who rely on AI performed approximately 20% worse than those who worked independently. His takeaway is not to quit AI completely, but to use it differently. He expressed concerns about parent communication and opt-in vs. opt-out frameworks for technology use.

PRESENTATION ON HIGHER ED TEACHER TRAINING FOR USING DEVICES IN SCHOOLS

12:22
Higher Ed

Dr. Catherine Chmidling, Teacher Licensure
Dr. Sara Schwerdtfeger, Emporia State University
Dr. Cecil Short, Emporia State University
Dr. Shane Kirchner, McPherson College

Dr. Chmidling made these key points:

- Accreditation standards are intentionally general regarding technology — nothing is device-specific, software-specific, or time-specific.
- Candidates are prepared to use whatever technology a district expects them to use if it benefits the individual child learner and is appropriate and ethical.
- Clinical experiences expose candidates to real-world technology environments.

Employer and completer surveys assess whether graduates were adequately prepared.

Dr. Sarah Schwerdtfeger explained the systemwide technology course for teacher candidates (variously titled "Technology for Educators" or similar).
Key points:

- The course is aligned across all community colleges and regent institutions through a Kansas Core Outcomes Group (KCOG) process, which meets yearly to review outcomes.
- Outcomes are built on ISTE (International Society for Technology and Education) standards, which address student outcomes, educator outcomes, and educator leader outcomes.
- Students (teacher candidates) are prepared to make decisions about whether technology benefits individual child learners, is appropriate to the setting, and is safe, ethical, and responsible.

Dr. Cecil Short provided a detailed presentation on the research and pedagogical frameworks informing teacher preparation.

Key points included:

- Central message: Technology policy should not be pro-screen or anti-screen, but pro-learning, pro-child, pro-educator, and pro-family. The question is not whether a device is present but whether the method of instruction is developmentally appropriate, instructionally sound, ethically responsible, and tied to a learning purpose.
- The EDU 2030 Technology for Teachers course outcomes were revised October 6, 2023, with 20 institutions represented and all 32 Kansas public institutions approving. The outcomes require candidates to: (1) assess and evaluate educational technologies; (2) develop lessons across in-person, online, and blended modalities; (3) prepare accessible and equitable materials; (4) identify social, ethical, and legal issues; and (5) explain digital citizenship through safe, responsible, and positive technology use.
- Child development considerations: WHO recommends no screen time under 18 months; no more than 1 hour/day for 2-year-olds. The American Academy of Pediatrics shifted in 2025 to a developmental framework for K–12 called the Five Cs: Child, Content, Calm, Crowding Out, and Communication.
- Three levels of student engagement: cognitive, behavioral, and affective. Technology can support engagement but can also fake it — a quiet child clicking through a platform may look behaviorally engaged while being cognitively passive.
- The Clark vs. Kozma debate (1994) informed 30+ years of ed tech research. The current framework is the Three M: Media (the tools), Modality (the environment), and Method — and method matters most.
- Violin metaphor: We do not blame the violin or the concert hall when a student

plays poorly, nor credit the instrument alone when a professional performs beautifully. Poor instruction with a device is always poor instruction.
- PICRAT framework: Teachers evaluate what students are doing with technology (Passive, Interactive, or Creative) and how technology relates to instruction without it (Replacing, Amplifying, or Transforming).
- Transformation means learning could not reasonably happen without technology; replacement is not the same as innovation.
- Research-supported skepticism: Reading on paper often supports comprehension better than reading on screen. Writing by hand supports memory better than typing. Technology can produce more data than educators can analyze — data is different from understanding a child.

Dr. Shane Kirchner participated virtually with significant audio difficulties and acknowledged he had heard little of the preceding discussion.

Key points:

- Private colleges operate with more autonomy in creating their own courses, but all rely on Kansas Association of Private Colleges of Teacher Education (KAPCOTE) standards that require technology and follow the International Society for Technology in Education (ISTE) standards — similar to the public institutions.
- McPherson College is adjacent to McPherson Middle School, which has gained national attention for removing its one-to-one program.
- Core courses across private institutions include special education (adaptive technology), educational/instructional technology, developmental psychology, and educational psychology.
- About half of private colleges use the Kansas Teacher Work Sample tool, which includes ethical use of technology as a requirement and is part of the licensure process.
- A joint student teaching evaluation tool is used across many private institutions, bringing course learning to practice in the culminating experience.
- KAPCOTE meetings allow private institutions to share topics and practices across institutions.

1:01:20
Steel

Commissioner Steel, noting this was his second week in the role and acknowledging it as a 'training wheels day,' offered framing remarks:

- The focus must remain on quality instruction — not technology-first. If we focus on quality instruction and build a system of supports, tools that do not fit will become apparent.
- Important distinction: entertainment tech vs. research-based, evidence-backed technology. 'Does edtech work?' is like asking 'Does food work?' — it depends what you are consuming.

- The Board should focus on purpose-built, evidence-based tools with defined dosage rather than anything that labels itself 'edtech.'
- The levers available include pedagogy-first thinking, outcomes, and potentially time restrictions — to be discussed further.

1:07:20
Other States

PRESENTATION ON SCREENTIME POLICY IN OTHER STATES
Payton Lynn, Research, Division of Learning Services

Miss Lynn presented a high-level overview of national legislative activity:

- 40 states have passed at least some form of student data privacy law applicable to ed tech vendors; Kansas is among them (Kansas Student Data Privacy Act).
- At least 16 states introduced legislation in the most recent session to re-evaluate, limit, or vet educational technology; very few actually passed legislation.

State-by-state highlights of enacted legislation:

- Virginia: Shifted from screen time limits to requiring districts to provide instruction on responsible device use and the addictive potential of electronic devices.
- Maine: Directed the Institute of Education Policy Research to conduct a comprehensive study on classroom technology use.
- Alabama: Established standards for early childhood (ages 0–5); prohibits screen use for children ages 0–2 in state-licensed childcare facilities; requires guidelines for limited screen time for ages 0–5.
- Utah: The most prescriptive state. Requires the state Board to create model policies with age-based screen exposure limits: K–3, all screen time prohibited except for computer science standards or state-mandated assessments; grades 4–6, balance instructional technology with teacher-led, print-based, analog methods.
- Tennessee: Requires districts to develop policies for age-appropriate instructional use in K–5; policies must prioritize in-person teacher-led instruction on non-electronic materials; limit devices to clear educational benefit; prohibit access to social media on school internet during instructional hours.

Kansas Senate Bill 350 (Did Not Pass)

Miss Lynn reviewed SB 350, introduced in the most recent Kansas legislative session. It did not pass and did not come out of committee:

Grades K–5:

- No digital devices; all instruction to be print-based and hands-on
- All tests and assessments conducted using printed materials (including Kansas State Assessments — which currently do not have a paper/pencil version)

Grades 6–8:

- No one-to-one devices (classroom sets permitted)
- Device use limited to instructional purposes only; no access to non-instructional content
- No online or digital textbooks
- Device use limited to one hour per day

Grades 9–12:

- Limited to one and a half hours per day for instructional purposes
- Homework requiring devices limited to one hour per day
- Age-appropriate media literacy required
- If districts issue one-to-one devices: cameras must be disabled, social media blocked, and parental screen time tracking enabled

All Grades:

- Parent opt-out required for: one-to-one device issuance, any requirement to take devices home, and use of devices for standardized testing/assessments

RESEARCH ON EFFECT OF USING TECHNOLOGY ON STUDENT LEARNING AND OUTCOMES

1:28:35
Tech

Dr. Zach Conrad, Deputy Commissioner, Division of Accountability and Technology

Dr. Conrad introduced himself, noting his official KSDE start date is July 1, 2026. His background includes classroom teaching (fifth grade), and research, evaluation, and technology leadership roles at Lawrence USD 497 and Kansas City, KS USD 500. He is heading a new KSDE division that consolidates accountability, research and evaluation, and technology.

Core message: Data is meaningless without a narrative. He used the analogy of scoring a '10' — the meaning changes entirely depending on context. The new division is designed to bring in the right data, store it appropriately, and allow KSDE to tell the right story to support Board policy decisions.

He offered to take direction from the Board on what data points would be most useful and noted he can provide timelines for data collection and analysis on any question the Board identifies. There was a discussion with the Board members on plans for gathering

EXECUTIVE SESSION (ATTORNEY CLIENT) ON THIS ISSUE

2:12:02
Exec Session

The motion to move into Executive Session was made and passed by all members present. Invited into the executive session were Commissioner Steel, Dr. Conrad,

Attorney Ferguson, Attorney Gordon, and Deputy Commissioner Nugent.

Next Steps and Future Meeting Planning

The Board discussed logistics for continuing this conversation:

- July regular meeting: Add a Board discussion agenda item in which KSDE presents its thinking on data collection, survey methodology, and recommendations on communication channels. Consensus was not to hold another full retreat-style work session in July — that can wait for August.
- August regular meeting: Tentative plan for a full Monday pre-meeting work session (similar format to June 8) the day before the regular Tuesday Board meeting. The Board discussed starting the Tuesday meeting earlier (e.g., 9:00 a.m.) if members are already in Topeka from Monday. Chair indicated the calendar change may require a formal vote given the Board had previously voted to adopt the schedule.
- KSDE Great Ideas Conference (late July): The Chair proposed approaching KSDE's Pat Bone about reserving space at the conference for Board members to hold an open listening session — 'We'll be in this room. Come talk to us.' The Chair indicated she plans to attend the full conference and intends to pursue this.
- Pilot district: Board Member Melanie Haas floated the idea of identifying a district willing to pilot a low-tech approach, with the Board tracking outcomes.
- Teacher and parent voices: Strong consensus that the Board needs to hear directly from these groups — not just administrators coming before the Board, but a structured outreach mechanism. KSDE asked to come back with options.
- Vendor accountability: Ongoing interest in requiring tech companies — who already hold student usage data — to provide that data back to districts and the state in usable form, rather than placing the data burden on already-stretched districts.

The Chair thanked all presenters and Board members for their engagement. She adjourned the work session, noting the regular Board meeting would begin the following morning (Tuesday, June 9) at 10:00 a.m.

TUESDAY MINUTES *to be Approved on July 14, 2026*

Kansas State Board of Education
June 9, 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, June 9, 2026, in the Boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

ROLL CALL
Ten Board members were present:

Mrs. Betty Arnold
Mrs. Michelle Dombrosky (attended virtually)
Mrs. Melanie Haas
Mr. Dennis Hershberger
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter (attended virtually)
Mr. Jim Porter
Mr. Danny Zeck, Vice Chair

Mr. Mark Ferguson, Board Attorney and Commissioner Steel were in attendance at the Board table.

ACT ON MAY MINUTES
Mrs. Arnold moved to approve the minutes for the May 12 and 13, 2026 Kansas State Board of Education meeting. Mr. Hershberger seconded the motion. Motion carried 9-0-1, with Mrs. Potter present not voting.

APPROVE JUNE AGENDA
Mrs. Arnold moved to approve the agenda for June 9 and 10, 2026. Mrs. Haas seconded the motion. Motion carried 10-0.

Consent Agenda
Chair Hopkins moved Items G, H. K AND L to Wednesday.
*NOTE THEY WERE ACTUALLY ACTED UPON TUESDAY AFTERNOON.

Mr. Porter made the motion to approve the consent agenda, with the removal of g, h, k, and l for further discussion. Mrs. Haas seconded the motion. Motion carried 9-1 with Vice Chair Zeck voting no.

Consent Items that were approved were:

a. Receive monthly personnel report and appointments to unclassified positions
b. Act on local professional development plans
c. Act on recommendations for visiting scholar license
d. Act on request from USD 400 Smoky Valley, McPherson County on:
   a. Bond and b. Capital Improvement
e. Act on request from USD 215 Lakin, Kearny County on:
   a. Bond and b. Capital Improvement
f. Act on Kansas High School Activities Association 500 mile rule for competitions
i. Act to approve Special Education Advisory Council renewal of second term members
m. Act to approve the dissolution of the Wyandotte County Special Ed Coop
n. Notification to the Kansas State Board of Education of the intent for Christ Classical Academy to participate in the TCLISSP program

COMMISSIONER'S REPORT — 7:30 Steel

Commissioner Jake Steel delivered his inaugural report, framing a forward-looking plan anchored in four core commitments:

1. A unified vision around high-quality instruction.
2. A focus on a concise set of priorities, with permission to prune excess work.
3. Alignment of policies, resources, and accountability with those priorities.
4. Organizational change to bring coherence to the agency, with cost-neutral or cost-cutting moves.

He emphasized three primary aims for Kansas State Department of Education:

1. School improvement across all districts, with a learning cycle driven by evidence and shared purpose.
2. Strong accountability to ensure taxpayer dollars yield meaningful outcomes, without shaming or blaming.
3. A financially sustainable school finance formula that supports all students.

A four-bucket organizational structure was described: accountability, support, policy/regulatory alignment, and a coherence-driven structure led by Dr. Zack Conrad (accountability/tech) and Dr. Nugent (coherence/support). All agency actions would be cost-neutral or cost-cutting, with a commitment to returning each month with clear progress.

Data-driven goals were foregrounded: a longitudinal look at student performance (to be presented next month), focusing on clear baselines and evidence-based progress.

CITIZENS' OPEN FORUM — 31:51 Forum

Speakers included:

Steve Roberts, former Board member, Overland Park, discussing the Universal Declaration of Human Rights (Article 26) and its implications for education (right to education, development of personality, and parental rights to direct their child's education).

Lisa Huesers, Leawood, Kansas, raising concerns about one-to-one technology and data privacy, parental consent, and the potential monetization of student data. She urged robust protections for privacy and parental rights.

RECAP OF THE MONDAY WORKING SESSION ON DISTRICT DEVICES — 39:16 Recap

Mrs. Melanie Haas
Vice Chair Danny Zeck

Mrs. Haas reminded the Board of the process they took with cell phones in schools. The Blue Ribbon Task Force was formed and made recommendations which are available on the KSDE website. The Board accepted the report but did not make recommendations on the topic. The legislature and the Governor then stepped in and banned cell phones in schools. As the conversation now continues with 1-1 devices, laptops and tablets in schools, the question again comes to the State Board. The working session focused on this issue so that the Board can make an informed plan for how to move forward and continue the conversation with the goal of creating policy and guidance in the fall. She noted that the next issue for the Board will be AI.

Vice Chair Zeck made an appeal to the public, to parents, teachers and administrators, to reach out to the Board and share their experiences and advice. The Board will be at the Annual KSDE Conference at the end of July and will have a time for the attendees to come and share their thoughts on technology in the classroom.

PRESENTATION ON AUTHORITY FOR ACCEDITATION OF PUBLIC AND NON-PUBLIC SCHOOLS IN KANSAS — 53:26 Harwood

Deputy Commissioner Frank Harwood, Fiscal and Administrative Services

Dr. Harwood reviewed the regulatory landscape: House Bill 2299 clarifies that "accredited by the State Board" is the statutory standard, while non-public schools may also pursue third-party accreditation but with different implications (e.g., "qualified" status for tax credits and other programs).

The State Board's authority remains centralized on licensing and accreditation; third-party accreditation can affect eligibility for certain programs but does not transfer accreditation power to private entities.

A committee would compile stakeholder input and prepare for a summer/early fall decision.

RECEIVE CELL PHONE POLICY CERTIFICATION (to be voted on in July)
Gabrielle Hull, Legislative Coordinator

Cell Phone
1:05:00

Mrs. Hull explained House Bill 2299 which bans the use of cell phones in schools. Each Board of education of a school district and the governing authority of an accredited non-public school have to adopt a policy related to personal electronic devices and social media use. Personal electronic devices are prohibited during the school day. They must be powered off, security stored away and not on the student's person but put into an inaccessible location. The policy must be clear, and it must have enforcement policies. On social media the policy must prohibit employees of the school district from privately or directly communicating with students through social media unless it is for official school purposes (defined in the bill). Schools cannot require students to use social media for an assignment or extracurricular activity. The only involvement for the State Board is to certify that each district have adopted policies and procedures that are requited in the bill. The districts are NOT required to provide us with a copy of that policy, and the State Board is NOT required to review or approve the policy.

KSDE proposes that a survey be sent to each district administrator to certify that they have adopted a policy which meets the state law.

RECEIVE STUDENT WALK OUT POLICY (to be voted on in July)
Gabrielle Hull, Legislative Coordinator

Walkout
1:22:45

Mrs. Hull explained House Bill 2513 defines a student walkout as an organized to violate attendance policies, with penalties tied to district leadership, with the equivalent of the contract based salary for the superintendent being the penalty for each school day with a walkout that fails to secure parental consent or fails to enforce attendance laws.

The State Board is directed to adjudicate any complaints and determine whether the district should be assessed a penalty. The State Board has the authority to delegate all or a portion of the adjudication process to a hearing officer (because of the potential costs of the penalty).

KSDE staff recommends that a consistent form should be provided to complainants to complete and return to the department within 30 days of the alleged student walkout. The designed hearing officer would be the Office of the General Counsel (KSDE), and they would conduct an initial review of the facts and follow-up with the complainant as needed and then bring a recommendation to the State Board to take action on.

ACT ON REGULATIONS AND RULES: OUT OF STATE FOREIGN APPLICANTS AND INTERSTATE MOBILITY COMPACTS
Shane Carter, Director, Teacher Licensure

Regs/Rules
1:40:40

Mrs. Haas moved that the Kansas State Board of Education approve the conceptual change to licensure regulations to align licensure requirements with the State Board's Goal #3 Policy, Regulation and Alignment as presented. Dr. New seconded the motion. Motion carried 10-0.

ACT ON LICENSURE APPLICATION FEE CHANGES
Shane Carter, Director, Teacher Licensure

Fee Changes
1:45:00

Mr. Hershberger moved that the Kansas State Board of Education approve changes to the application fee structure by increasing all licensure fees by $20.00, effective October 1, 2026. Mrs. Haas seconded the motion. Motion carried 10-0.

QUALITY INSTRUCTION (Reading and Math)
Dr. Laurie Curtis, Assistant Director, Literacy
Jennifer Hamlet, Assistant Director, Teaching and Learning

Quality
3:30:18

READING CORNER:
Carrie Mugridge, Reading Teacher in USD 434, Sante Fe Trail District

Mrs. Mugridge shared the story of her district. Santa Fe Trail USD 434 has implemented a comprehensive literacy framework designed to ensure reading success for every student through a coordinated Multi-Tiered System of Supports (MTSS). The district emphasizes collaboration across all grade levels, from preschool through high school, to align instructional practices, analyze student data, and provide timely interventions when needed.

A key component of the district's approach is ongoing collaboration among educators. Preschool staff meet monthly to align developmental goals, while special education teams convene regularly to coordinate support services. Across grades K–12, educators participate in bi-weekly data meetings to review student performance, identify academic needs, and adjust instructional supports based on evidence of student progress.

The district follows a structured process for identifying and supporting students. Universal screening is conducted using FastBridge assessments, with preschool students screened prior to enrollment and all PK–12 students participating in fall screening measures. Students who perform below benchmark levels receive diagnostic assessments to determine specific areas of need. These results guide intervention placement and support decisions. Progress monitoring occurs frequently, with students in grades K–8 monitored every one to two weeks and students in grades 9–12 monitored monthly to ensure interventions are producing the desired outcomes.

Parent communication is an integral part of the literacy system. Families receive information about MTSS processes at the beginning of each school year and are informed of screening results following each of the three annual screening windows. Parents are contacted whenever students enter or exit intervention services, and ongoing progress is communicated through conferences, report cards, and teacher comments. These practices support transparency and align with the requirements of the *Kansas Every Child Can Read Act*.

The district's instructional model includes a continuum of support that combines strong core instruction with targeted and intensive interventions. Students receive increasingly individualized support based on their assessed needs, and decisions about movement between support levels are driven by data and ongoing progress monitoring.

The effectiveness of this literacy framework is demonstrated through significant student achievement gains. The percentage of students scoring at Levels 3 and 4 on state English Language Arts assessments increased from 24 percent in Spring 2022 to 38.9 percent in Spring 2026. Early literacy outcomes have shown particularly strong growth, with first grade reading proficiency increasing from 19 percent in Fall 2022 to 72 percent in Spring 2026. District-wide proficiency for students in prekindergarten through first grade rose from 49 percent to 68 percent during the same period. In the middle grades, eighth grade reading performance improved from 45 percent of students performing successfully within Tier 1 supports in Fall 2022 to 60 percent by Spring 2026.

Overall, Santa Fe Trail USD 434's literacy implementation model reflects a systematic, data-driven approach that combines collaboration, early identification, targeted intervention, frequent progress monitoring, and strong family engagement. The district's sustained focus on literacy has resulted in measurable improvements in student reading achievement across multiple grade levels and demonstrates its commitment to ensuring that every student develops the literacy skills needed for long-term academic success.

MATH CORNER

Samantha Wright, Math Teacher, USD 219, Minneola High School

Minneola High School's Technical Math program was developed in response to both workforce demands and student needs. The course recognizes that a growing number of Kansas careers require education and training beyond high school, while also acknowledging that many students are more engaged by career-focused and hands-on learning opportunities than by traditional college-preparatory pathways. The program was designed to address challenges such as student disengagement, chronic absenteeism, and avoidance behaviors while capitalizing on students' interests in technical education, employment experiences, and career exploration. Its overarching

goal is to honor students' interests and aspirations while preparing them for successful futures in the workforce and postsecondary education.

The curriculum provides a practical approach to mathematics by connecting academic standards to real-world applications. Students build foundational skills in numbers, measurement, geometry, precision, accuracy, and problem solving while applying the Standards for Mathematical Practice throughout the course. Instruction includes the study of geometric figures and their properties, geometric constructions, perimeter, area, midpoint, distance, slope, transformations, symmetry, and mathematical modeling. Students learn how mathematics is used to understand and solve authentic problems that arise in technical and workplace settings.

As the course progresses, students expand their understanding of ratio, proportion, scale drawing, unit conversions, similar figures, indirect measurement, and scaled dimensions. They also develop proficiency in trigonometry, including applications of the Pythagorean Theorem and trigonometric relationships. Additional learning focuses on three-dimensional measurement concepts such as surface area, volume, density, and the interpretation and use of formulas. Throughout the course, students engage in mathematical modeling and learn how quantitative reasoning supports technical and career-related decision-making.

A defining feature of the program is its emphasis on experiential and project-based learning. Students participate in activities that connect mathematics to potential career paths, including career interviews, scavenger hunts, city planning projects, tessellation and tiling investigations, blueprint analysis, roof design projects, and HVAC-related applications. These experiences help students see the relevance of mathematics in architecture, construction, engineering, manufacturing, and other technical fields while strengthening their problem-solving and critical-thinking skills.

The course is supported by guidance documents and instructional resources that encourage collaborative learning, guided practice, and differentiated support. Students work through real-world examples and varying levels of complexity to build confidence and mastery. By combining rigorous mathematical content with authentic applications, Technical Math provides students with meaningful opportunities to develop both academic skills and career readiness. The program demonstrates how mathematics can serve as a bridge between classroom learning and future employment, helping students understand the value of mathematics in everyday life and in the careers they may pursue after graduation.

CONSENT ITEMS (PREVIOUSLY PULLED) G, H, K, AND L

4:37:00 Consent g & h

(ITEMS 3. G and H) Mrs. Haas moved that the Kansas State Board of Education approve recommendations for continued funding of the Kansas 21st Century Community Learning Centers for 2026-2027 and for the funding of new Kansas 21st Century

Community Learning Centers for 2026-2027. Mr. Porter seconded the motion. Motion passed 8-1-1 with Mrs. Potter voting no and Mrs. O'Brien present not voting.

*Please note that in the meeting the consent item letters were accidentally changed. G and I were identified as being the 21st Century funding motions, but they should have been identified as G and H. That has been corrected in these minutes as it was clear that the intention was to review and vote on both 21st Century funding motions which were G and H on the consent agenda.

(Item 3. K and L)

Mrs. Potter moved that the Kansas State Board of Education delay the vote on consent items K and L (except for ACERI). Mrs. O'Brien seconded the motion. Motion failed 2-7-1 with Mrs. Haas, Mr. Hershberger, Dr. New, Chair Hopkins, Vice Chair Zeck, Mrs. Arnold, and Mr. Porter voting no and Mr. Hershberger present not voting.

Mrs. Haas moved that the Kansas State Board of Education approve the supplementation of the current contract for investigation of special education formal complaints (PRISIM and 5 other vendors) as presented. Mrs. Arnold seconded the motion. Motion passed 7-3 with Mrs. Potter, Mrs. O'Brien and Mrs. Dombrosky voting no.

ACT ON ORION ADULT ALTERNATIVE EDUCATION WAIVER APPLICATION — Orion 5:01:26

Deputy Commissioner Frank Harwood, Division of Fiscal and Administration Services

Mrs. Arnold moved that the Kansas State Board of Education approve the waiver applications for school districts whose school Boards approve partnership with the Orion for Adult Alternative Education Pilot for the 2026-2027 and the 2027-2028 school years as presented. Mr. Porter seconded. Motion carried 8-0-1 with Mrs. Dombrosky present not voting and Mrs. Potter absent.

ACT ON STANDARDS AND THE EVALUATION REVIEW COMMITTEE RECOMMENDATIONS FOR HIGHER EDUCATION ACCREDITATION APPROVAL./ROGRAM REVIEWS — Ag Speech 5:05:30

Dr. Catherine Chmidling, Teacher Licensure

Mr. Porter made a motion to approve the following: a) Agriculture and Speech/Theatre standards as presented and b) Evaluation Review Committee recommendations for higher education accreditation approval/program reviews as presented.
Mrs. Arnold seconded the motion. The motion carried 9-0 with Mrs. Potter absent.

RECEIVE (2) HIGHER ED RECOMMENDATIONS AND MATH STANDARDS (To be voted on in July) — Standards Higher Ed 5:09:30

Dr. Catherine Chmidling, Teacher Licensure

Dr. Chmidling provided an overview of proposed revisions to Kansas educator preparation program standards in mathematics and summarizes recommendations from the Evaluation Review Committee regarding educator preparation provider accreditation and program approvals.

The first section focuses on educator preparation program standards used by institutions of higher education to develop, monitor, evaluate, and improve teacher preparation programs. These standards are intended to ensure that future educators are prepared to meet current instructional expectations and the needs of today's learners. The presentation explains that preparation programs are guided by two categories of standards: professional education standards, which define the foundational knowledge and skills expected of all teachers, and content program standards, which address the specific knowledge and competencies required within individual subject areas.

The proposed mathematics standards for Mathematics 5–8, General Mathematics 6–12, and Advanced Mathematics 6–12 were developed through a collaborative process involving higher education faculty, P–12 educators, the Kansas Professional Information and Research Center, and the Kansas State Department of Education. The revisions were informed by extensive stakeholder feedback, current research, and national standards. While Standards 2 through 8 remain consistent across all mathematics licensure pathways, Standard 1 differs according to endorsement level, reflecting the depth and breadth of mathematical content expected for each credential.

For middle-level mathematics, teacher candidates are expected to demonstrate understanding of foundational mathematics concepts, including number and quantity, algebra, geometry, statistics, probability, basic calculus, and basic discrete mathematics. Candidates seeking General Mathematics 6–12 licensure must additionally demonstrate knowledge of non-Euclidean geometry and unit circle trigonometry. Advanced Mathematics 6–12 candidates are expected to possess deeper content knowledge, including abstract algebraic concepts, advanced geometry, analytical geometry, calculus, and discrete mathematics.

The remaining standards emphasize essential aspects of mathematics teaching and learning. Candidates must demonstrate proficiency in mathematical processes such as problem-solving, reasoning, communication, modeling, technology integration, and making mathematical connections. They are expected to understand the historical and social contexts of mathematics and create learning environments that are accessible and supportive for all students. Additional standards address planning rigorous instruction, implementing effective mathematics pedagogy, assessing student learning through multiple measures, participating in meaningful field and clinical experiences, and engaging in ongoing professional learning and collaboration. Collectively, the revised standards reflect a shift toward stronger alignment with national expectations and contemporary best practices in mathematics education.

The second half of the presentation outlines Kansas's educator preparation accreditation and program approval processes. Accreditation reviews involve a comprehensive examination of evidence provided by educator preparation providers, including self-studies, site visits, interviews, and team reports. Recommendations are ultimately reviewed by the Evaluation Review Committee and forwarded to the Kansas State Board of Education for final action. Possible accreditation outcomes include full accreditation, accreditation with stipulations, probationary accreditation, or denial of accreditation.

The presentation explains the distinction between areas for improvement and stipulations. Areas for improvement identify weaknesses that should be corrected during the accreditation cycle, while stipulations represent more significant deficiencies that require corrective action within a defined timeframe to maintain accreditation. Accreditation reviews evaluate preparation programs in areas such as content and pedagogical knowledge, clinical practice, candidate quality and recruitment, program impact, and continuous improvement systems.

Several accreditation and program approval recommendations are presented. Barclay College is recommended for continued accreditation through December 2029 after successfully addressing previous areas for improvement and stipulations related to its quality assurance and continuous improvement system. The presentation highlights that concerns identified during an earlier review were fully resolved through improvements in data collection, analysis, and program evaluation processes.

The Evaluation Review Committee also recommends approval of several preparation programs at Kansas institutions of higher education. Bethany College is recommended for continued approval of multiple programs, including Art Pre-K–12, Elementary Pre-K–6, English for Speakers of Other Languages Pre-K–12, and History, Government, and Social Studies 6–12. Newman University is recommended for approval of its Reading Specialist PreK–12 program, and Ottawa University is recommended for approval of its Elementary PreK–6 program. These recommendations indicate that the programs met all required standards without areas for improvement.

Two new programs are recommended for approval with stipulations. Kansas State University's Innovative Secondary Master of Arts in Teaching program and the University of Saint Mary's Innovative Elementary Education Unified LERP program are both recommended for approval through June 2028 with the required new-program stipulation. This status allows institutions to implement and operationalize new programs while providing progress reports demonstrating successful implementation and adherence to preparation standards.

Overall, the presentation highlights Kansas's ongoing efforts to strengthen educator preparation through updated mathematics standards, rigorous accreditation processes,

and continuous oversight of teacher preparation programs. The proposed standards emphasize strong content knowledge, effective instructional practice, equity, assessment, and professional growth, while the accreditation and program review recommendations demonstrate the state's commitment to ensuring high-quality preparation pathways for future educators.

ACT ON INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY ITEM DEVELOPMENT FUNDING

5:49:30
IADA

Deputy Commissioner Frank Harwood, Division of Fiscal and Administrative Services

Earlier, the Board authorized the Kansas State Department of Education to apply for participation in the federal IADA pilot, which is designed to explore a through-year assessment system that could potentially replace the current statewide assessment model. The pilot aims to provide a new approach to measuring student learning throughout the school year rather than relying solely on traditional end-of-year assessments.

To launch the pilot on schedule in fall 2026, participating districts must begin developing assessment items and testing a secure assessment platform immediately. Although KSDE has applied for federal grant funding to support this work, those funds are not expected to be available until at least October 2026. As a result, KSDE is proposing to use existing federal assessment funds to provide districts with upfront financial support.

The proposal would distribute a total of $482,654 to six participating school districts based on the number of students involved in the pilot. Funding would help offset costs associated with assessment development, technology preparation, and implementation activities necessary to begin the project.

Because the work is time-sensitive, KSDE is asking the Board to suspend its normal practice of delaying votes until a subsequent meeting and instead take action at the meeting in which the proposal is introduced. Approval would allow districts to begin preparations immediately and help ensure the pilot remains on track for implementation during the 2026–27 school year.

Overall, the presentation seeks Board approval to distribute funding to participating districts so that Kansas can move forward with the development and implementation of an innovative assessment system intended to provide more timely and meaningful measures of student learning.

Mrs. Arnold moved that the Kansas State Board of Education suspend the rules to allow a vote to be taken on the Innovative assessment system. Mr. Porter seconded the motion. **Motion carried 8-2 with Mrs. Potter and Mrs. Dombrosky voting no.**

Mrs. Haas moved that the Kansas State Board of Education approve federal assessment funding up to $483,014 to be granted to the participating districts to facilitate the process of testing. Mrs. Arnold seconded the motion. Motion carried 7-3 with Vice Chair Zeck, Mrs. Dombrosky and Mrs. Potter voting no.

ACT ON THE KANSAS PROFESSIONAL PRACTICES COMMISSION (PPC) CASES WITH ORAL ARGUMENT

PPC 5:57:25

R. Scott Gordon, General Counsel, KSDE
Ricardo Sanchez, Chair of Professional Practices Commission

Scott Gordon explained the process that the Board would be involved in to make a adopt or not adopt the recommendation of the PPC on the cases 24-PPC-27 and 24-PPC-28. Oral arguments from himself as KSDE General Counsel and from Attorney Vince Cox as defense for one of the cases will be heard. The Board will then recess into executive session, as moved by Vice Chair Zeck and seconded by Mr. Porter with a vote of 10-0, to discuss the case and then return and take a public vote on whether to adopt or not adopt the PPC recommendations.

(The actual oral arguments are not included in the minutes but may be viewed in total on the YouTube KSDE Livemedia June 9 meeting video starting at time stamp 6:12:49.)

Oral Argument 6:12:30

The Board went into Executive Session which included Commissioner Steel and Board Attorney Mark Ferguson.

Motions

Mrs. Arnold moved that the Kansas State Board of Education not adopt the findings of fact and conclusions of law of the Professional Practices Commission and renew the license in the case of 24-PPC-27. Mr. Hershberger seconded the motion. Motion carried 8-2 with Mr. Porter and Dr. New voting no.

7:39:00

Board Attorney Ferguson noted that he would write up a final order which incorporates the rationale for this action.

Mrs. Haas moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in denying the application in case of 24-PPC-28. Mrs. Arnold seconded the motion. Motion carried 6-4 with Mr. Hershberger, Mrs. O'Brien, Mrs. Potter and Mrs. Dombrosky voting no.

The Chair recessed the meeting until Wednesday morning at 9:00 a.m.

WEDNESDAY MINUTES

Kansas State Board of Education
June 10, 2026

(Taping was started about 5 minutes late)

All members were present, with Mrs. Dombrosky and Mrs. Potter attending virtually.

ACT ON REQUEST FOR PROPOSAL FOR A UNIVERSAL SCREENER RELATED TO THE BLUEPRINT FOR LITERACY
Deputy Commissioner Nugent, Division of Learning Services

Mrs. Arnold moved that the Kansas State Board of Education approve the Request for Proposal (RFP) for a statewide universal screening tool. Dr. New seconded the motion. Motion carried 10-0.

PRESENTATION ON SCHOOL IMPROVEMENT: END OF THE YEAR REPORT AND PLANS FOR THE FUTURE

Starts the Video

Deputy Commissioner Nugent, Division of Learning Services
Dr. Jay Scott, Director, Accreditation and Design

Dr. Renee Nugent, Deputy Commissioner of Learning Services, and Dr. Jay Scott, Director of Accreditation and Design, presented an update on Kansas school improvement efforts and outlined the work that had been undertaken to build a more coherent and effective statewide improvement system focused on improving student outcomes.

She explained that Kansas had defined school improvement as the intentional alignment of systems, resources, and instructional practices to improve student learning. The Kansas School Improvement Model had been organized around four core fundamentals: structured literacy, standards alignment, balanced assessment, and quality instruction. These fundamentals were supported by organizational structures such as resource allocation, educator evaluation, professional learning, professional collaboration, tiered systems of support, and family, community, and business partnerships. Dr. Nugent emphasized that the model built upon work already occurring within school systems rather than introducing entirely new initiatives.

Throughout the presentation, Dr. Nugent stressed the importance of coherence. She stated that school improvement had never been the ultimate goal; rather, the goal had been to help students develop greater knowledge and skills that would lead to expanded opportunities and fewer limitations. She described a theory of action in which strengthening coherence across Kansas, focusing on a small number of high-leverage

actions, aligning support and accountability systems, and reducing fragmentation would allow educators and schools to concentrate more effectively on teaching and learning.

Dr. Nugent explained that coherence had required a shared understanding of the purpose of the work, common language and expectations, clearly defined roles and responsibilities, and continuous monitoring and adjustment. She noted that without coherence, schools often received mixed messages, faced competing priorities, and experienced disconnected supports, all of which limited improvement efforts.

Dr. Nugent then discussed opportunities created through the Kansas State Department of Education's reorganization. Accountability and support had served distinct but connected roles within the improvement system. Accountability teams had focused on identifying needs and monitoring outcomes, while Learning Services had concentrated on providing support to address those needs. Improvement efforts had been most successful when these functions worked together within a coordinated system.

Dr. Nugent highlighted the importance of focusing on high-leverage actions that addressed root causes rather than symptoms. She argued that sustainable improvement had occurred when systems targeted the conditions that most significantly influenced teaching and learning. She cautioned that even valuable work could have had limited impact if it were disconnected from a larger strategy or carried out in isolation.

Dr. Scott described the work of the School Improvement Workgroup, which had been developing a strategic plan to establish shared priorities, identify high-impact actions, create alignment across teams and partners, clarify available supports, and reduce duplication of effort. The group had also been working to develop a coherent statewide system in which educators clearly understood available resources, knew who provided support, and could access assistance through consistent processes.

Dr. Scott shared feedback from the 2025–2026 School Improvement Days. Participants had most frequently identified collaboration with educators from other districts and time spent working with their own district leadership teams as the most valuable aspects of the experience. Respondents had also praised the organization of the event, the flexibility of the process, and the quality of facilitation. Areas for improvement had included requests for additional team planning time, refinements to logistics, and the reduction of activities perceived as less meaningful. Overall, feedback had reflected strong appreciation for the collaborative and practical nature of the sessions.

He reviewed information about action plan development and implementation and encouraged consideration of how data regarding selected fundamentals and structures could support district leadership teams in determining future improvement priorities.

Looking ahead, Dr. Scott previewed the 2026–2027 School Improvement Days. He explained that participating systems would reflect on progress made toward their current KESA Action Plans, share implementation successes and challenges, collaborate with peers, and begin drafting their next plans. He also described a needs-assessment process that would examine fundamentals, organizational structures, and student data to help districts identify the highest-leverage actions for future improvement efforts.

In closing, Dr. Scott conveyed that effective school improvement had depended on coherent systems, aligned supports, and a concentrated focus on high-impact actions. He maintained that by strengthening coordination across Kansas, supporting districts through a unified system, and helping educators focus on the factors that most influence teaching and learning, the state had been creating stronger conditions for improved student achievement and long-term success.

RECEIVE NOMINATIONS FOR PROFESSIONAL STANDARDS BOARD VACANCY AND RECEIVE NOMINATIONS FOR LICENSURE REVIEW COMMITTEE VACANCY — PBS 58:30

Shane Carter, Director, Teacher Licensure

Shane Carter presented nominations for vacancies on the Professional Standards Board (PSB) and the Licensure Review Committee (LRC). He reviewed the statutes and regulations governing both groups and explained their roles in supporting Kansas educator standards, licensure, and professional practice.

Mr. Carter explained that the Professional Standards Board served as an advisory body responsible for recommending standards and regulations related to educator preparation, entry into the profession, and ongoing professional practice. He noted that Board members were required to hold active Kansas licensure and possess significant professional educational experience.

He reported several vacancies on the Professional Standards Board, including positions for a public school teacher at-large, a public high school teacher, a private school teacher, a public middle school principal, a public elementary school principal, and a public career and technical education administrator. Nominees for the public school teacher at-large and public high school teacher positions included Amy Turner of Great Bend USD 428, Gretl Shelton of Gardner Edgerton USD 231, Sharon Mueller of Leavenworth USD 453, and Sydney Rummery of Andover USD 385. Sydney Rummery was recommended by the Professional Standards Board for the teacher at-large position, while nominees for the high school teacher position were presented for State Board consideration.

For the vacant private school teacher position, Mr. Carter presented Amy Ward, an elementary teacher at St. James Catholic School in the Wichita Catholic Diocese. The Professional Standards Board had recommended her appointment to serve in that position through June 30, 2029.

Mr. Carter also reported that no applications had been received for the vacant administrator positions on the Professional Standards Board. As a result, the department planned to reopen the nomination process and seek additional candidates for those vacancies.

The presentation then turned to vacancies on the Licensure Review Committee. Mr. Carter explained that the committee reviewed appeals from licensure applicants who did not meet all Kansas licensure requirements but qualified for review under established criteria. He noted a vacancy for a secondary teacher representative and introduced two nominees: Phillip Wrigley, a social studies teacher with Topeka USD 501, and Stacy Wall, a mathematics teacher with Seaman USD 345.

Mr. Carter informed the Board that the Professional Standards Board had not made a recommendation for the Licensure Review Committee vacancy because of a conflict of interest. Phillip Wrigley was serving as chair of the Professional Standards Board through June 30, 2026, and therefore the nomination was presented directly to the Kansas State Board of Education for consideration.

The presentation concluded with recommended motions for the Board's consideration regarding appointments to both the Professional Standards Board and the Licensure Review Committee, with terms extending through June 30, 2029.

ACT ON THE CODE OF ETHICS FOR EDUCATORS — Code 1:13:23

R. Scott Gordon, KSDE General Counsel
Shane Carter, Director, Teacher Licensure

Mrs. Arnold moved that the Kansas State Board of Education formally adopt the Model Code of Ethics for Educators (MCEE) as recommended by the Professional Standards Board with slight modifications from the national model. Mrs. Haas seconded the motion. Motion carried 10-0.

RECEIVE KANSAS STATE DEPARTMENT OF EDUCATION BUDGET OPTIONS FOR 2027-2028 — Budget 1:21:51

Deputy Commissioner Harwood, Fiscal and Administrative Services
Dr. Hess, Director, Fiscal Services and Operations

Dr. Frank Harwood, Deputy Commissioner of Fiscal and Administrative Services, and Dr. John Hess, Director of Fiscal Services and Operations, presented an overview of the Kansas State Department of Education budget and reviewed budget options for fiscal year 2028.

The presenters provided an overview of the FY 2027 approved KSDE budget, which totaled approximately $6.66 billion and included funding from the State General Fund,

federal grants, the 20-mill statewide levy, the School District Finance Fund, Mineral Production Education Funds, fee funds, and other revenue sources. They explained that the majority of KSDE funding was distributed directly to school districts through various state aid programs, while a smaller portion supported agency operations. They also reviewed recent organizational changes to the agency budget structure, including the creation of new program areas such as Teaching and Learning, Teacher Licensure, Research and Accountability, Career and Technical Education, and Implementation and Supports.

Dr. Harwood and Dr. Hess outlined the annual budget development process, explaining that KSDE begins budget planning after receiving cost indices and funding allocations from the Division of the Budget. Agency teams then develop proposed budgets based on salaries, lease costs, contractual obligations, planned initiatives, and projected expenditure increases before submitting the final budget request each September.

The presenters reviewed the State Board of Education budget, noting that expenditures included Board member compensation, the Executive Secretary position, travel, legal services, membership dues, communications, meeting registrations, and office supplies. Travel and compensation costs represented the largest components of the Board budget.

The Board then received information regarding major categories of K-12 state aid. Dr. Harwood and Dr. Hess reviewed projected increases in Base Aid for Student Excellence (BASE) and State Foundation Aid, noting that BASE was projected to increase from $5,778 in FY 2027 to approximately $5,940 in FY 2028 under current law. They also reviewed projected funding levels for Supplemental State Aid, Capital Improvement State Aid, and Capital Outlay State Aid and recommended adoption of the consensus estimates for those programs.

A substantial portion of the presentation focused on Special Education State Aid. The presenters reviewed historical funding trends and demonstrated that, while overall funding had increased over time, the percentage of excess special education costs covered by state aid had gradually declined. They presented several options for consideration, including maintaining current funding levels, increasing funding to target specific percentages of excess-cost reimbursement, or implementing a multi-year plan to reach 92 percent reimbursement of excess costs. Various funding scenarios were presented, ranging from moderate increases to significant enhancements depending upon the reimbursement goal selected by the Board.

The Board also reviewed funding options for Career and Technical Education Transportation Aid. The presenters explained that the program reimbursed districts for a portion of transportation costs associated with student participation in Excel in CTE courses. They noted that current funding levels reimbursed approximately 74 percent

of eligible costs and presented an option to fully fund the program through a $600,000 enhancement.

Dr. Harwood and Dr. Hess next reviewed the Mentor Teacher Program and the Professional Development Program. They explained that both programs had historically received dedicated appropriations but had more recently relied on existing agency resources. Options presented included maintaining current funding practices, restoring previous funding levels, or fully funding the programs. Funding options ranged from $1.3 million to $2.3 million for the Mentor Teacher Program and from $1.77 million to $7.25 million for Professional Development.

The presenters also reviewed funding options for National Board Certification support. They explained that the program provided scholarships for teachers pursuing National Board Certification and stipends for districts employing National Board Certified teachers. An option was presented to request $360,000 to fully fund the program.

The Board received information regarding the Kansas Safe and Secure Schools Grant Program, which supports school safety improvements, communication systems, security technology, and school resource officer initiatives. Dr. Harwood and Dr. Hess reported that funding requests had historically exceeded available resources. Budget options included maintaining current funding levels, restoring funding to previous levels through a $2.5 million enhancement, or fully funding anticipated requests through a $12.5 million increase.

Additional discussion focused on the E-Rate Infrastructure Match Program. The presenters explained that federal recovery funds had previously been used to support the state match requirement for broadband infrastructure projects. They presented an option to request $500,000 to continue the program in FY 2028. They also noted that federal administrative funding previously used to manage E-Rate activities had been eliminated and presented an option to request $95,920 to continue supporting districts with the E-Rate application process.

The Board also reviewed the issue of State Board member compensation. The presenters noted that while the Board had authority to establish its own compensation rates, no additional state funding had been provided for compensation increases. An option was presented to request $138,500 to align Board member compensation more closely with legislative compensation rates.

Finally, Dr. Harwood and Dr. Hess discussed funding associated with the statewide universal reading screener. They explained that the 2026 Legislature had directed the State Board to select a universal reading screener for accredited Kansas schools but had not appropriated funding for implementation. As a result, an option was presented to request $10 million to cover the statewide cost of the program.

The presentation concluded with a review of the various budget enhancement options available for Board consideration as development of the FY 2028 budget recommendations moved forward.

RECEIVE/ACT ON PUBLIC INNOVATIVE DISTRICT

Innovative
2:39:40

Deputy Commissioner Harwood, Fiscal and Administrative Services

Dr. Frank Harwood, Deputy Commissioner of Fiscal and Administrative Services, presented information regarding the Coalition of Innovative Districts Act and an application submitted by USD 329 Wabaunsee to become a Public Innovative District.

Dr. Harwood reviewed the history and purpose of the Coalition of Innovative Districts Act, explaining that the legislation was enacted in 2013 to allow approved school districts to receive exemptions from certain state laws, rules, and regulations in order to support innovative educational practices. He noted that the first coalition was established in 2014 with the participation of McPherson and Concordia school districts and that the coalition expanded to six districts by 2016. However, the coalition requested to be disbanded in 2017, and there had been no active coalition members for the previous nine years.

The Board was informed that legislation approved during the 2026 session amended the application timeline for Public Innovative District status. The amendment changed the application deadline from December 1 to May 1 and shortened the State Board's review period from ninety days to forty-five days. No other substantive changes were made to the law, and the application form and procedures established by the State Board in 2013 remained in effect.

Dr. Harwood outlined the application process, which consisted of two parts. The first part required general information about the district along with signatures from the superintendent and Board president. The second part required a narrative addressing the district's educational programs, parental and community support, specific goals and measurable student outcomes, methods for measuring and reporting progress, and identification of any state laws, rules, or regulations from which the district sought exemption.

He reported that, because there was no active coalition Board, the first two applications for Public Innovative District status were required to receive approval from the Governor, the Chair of the Senate Committee on Education, and the Chair of the House Committee on Education before State Board review could occur. KSDE worked with the Governor's Office to collect and forward applications for the required approvals.

Dr. Harwood then reviewed the application submitted by USD 329 Wabaunsee. He explained that the district initially submitted only Part 2 of the application on April 28, 2026. KSDE subsequently notified the district that the submission was incomplete and

provided information regarding the required Part 1 documentation. After further communication, the district submitted the completed application materials, and both parts were forwarded to the Governor's Office. The Governor's Office confirmed that all required approvals had been obtained on May 28, 2026.

The presentation concluded with a review of the State Board's responsibilities under the statute. Dr. Harwood explained that the Board was required to review the application for compliance with statutory requirements and determine whether to approve or deny the request.

Board options included finding the application compliant and granting Public Innovative District status, determining that the application had not been submitted in the required form and manner before the deadline and denying it, or denying the application for other compliance-related reasons. The item was presented to prepare the Board for its consideration of the application and the statutory requirements governing its decision.

(There was a fire alarm during this time. The Board took a break.)

Returning to the meeting, the Superintendent of the Wabaunsee School District, Dr. Troy Pitsch, answered questions from the Board.

Motion 3:31:00

Mrs. Arnold moved that the Kansas State Board of Education suspend the rules that would allow the Board the opportunity to vote on the application of Wabaunsee. Mr. Hershberger seconded the motion. **Motion carried 8-1 with Mrs. Haas voting no and Mr. Porter absent.**

Motion 3:33:35

Mr. Hershberger moved that the Kansas State Board of Education approve the application of USD 329 Wabaunsee to become a Public Innovative District. Mrs. Arnold seconded the motion. **Motion carried 8-1 with Mrs. Haas voting no and Mr. Porter absent.**

COMMITTEE REPORTS

The Chair reminded the members of the KSDE Annual Conference at the end of July.

TRAVEL REQUESTS

Mrs. Haas added her out of state travel for the Education Council of States for early July.

Vice Chair Zeck moved that the Kansas State Board of Education approve the travel requests for May 2026 as presented. Mrs. Arnold seconded the motion. **Motion carried 9-0. Mr. Porter was absent.**

FUTURE AGENDA REQUESTS

Mrs. Arnold asked for a Kansas Learning Institute/TASN presentation.
Mrs. O'Brien asked for more information on how a local school is officially closed.

Mrs. Dombrosky asked for clarification of assessments vs. testing, opt out and how would a student's progress be tracked.
Vice Chair Zeck wants continued work on screen time and opt in vs. opt out.

BOARD COMMENTS

Mrs. Dombrosky liked shifting items when there is time. She shared that scheduling the "heavy" item at the end of Tuesday was difficult.
Mrs. Haas loved the Sante Fe Trail presentation because it tied so many things together.
Mrs. Arnold would like a little more time to engage with presenters.
Mrs. Haas explained her vote on the Wabaunsee district request. She wants districts to feel free to be innovative. She did not see anything the Wabaunsee district wanted that was not already possible.
Mr. Hershberger agreed that the districts need to be encouraged to be innovative.
Dr. New would like to know how instructional educators in the buildings are being taught.
Dr. New loved Dr. Steel's outline of the direction for the next five years. She reflected that everything should funnel through his vision.
Mrs. Arnold enjoyed the new superintendent's dinner on Tuesday evening.

Chair Hopkins adjourned the meeting until July 14th at 10 a.m.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

Note: Some of the presentation summaries were developed using Copilot (AI tool). Primarily this was used to summarize the PowerPoint presentations.

Agenda Number: **3 a.**

Meeting Date: **7/14/2026**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: 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 271 as of pay period ending 6/6/2026. 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	4	4	3	4	0	0	1	2	0	2	0	2
Unclassified	4	4	3	4	0	0	1	2	0	2	0	2
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	0
Total Separations	5	1	4	2	1	2	0	0	5	4	4	6
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	4	1	3	2	1	1	0	0	5	4	4	4
Unclassified Regular (leadership)	1	0	1	0	0	1	0	0	0	0	0	2
Recruiting (data on 1st day of month)	2	3	5	3	1	1	0	0	2	2	9	1
Unclassified	2	3	5	3	1	1	0	0	2	2	7	1
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	2	0

Chris Carter to the position of Sr. Education Research Analyst on the Research and Accountability team, effective June 8, 2026, at an annual salary of $84,720.74. This position is funded by State General Fund.

Sai Sindhu Venigandla to the position of System Software Staff Consultant on the Information Technology team, effective June 15, 2026, at an annual salary of $74,672. This position is funded by State General Fund and ESEA State Assessment Grant.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Shane Carter	Shane Carter	Jake Steel		

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.

Case # 3531

Request for initial Kansas Building Leadership (PK–12) licensure. Review is required because the applicant does not hold a valid out-of-state building leadership license.

Educator earned a Bachelor of Science degree from the University of Kansas in 1996. Educator later completed a Master of Science degree from Pittsburg State University in 2023 and an Education Specialist degree from Northwest Missouri State University in 2025. Educator currently holds a Kansas Standard Technical Education license with an endorsement in Food Production and Services.

Educator completed a building leadership preparation program at Northwest Missouri State University, as verified by the university licensure officer. Educator also passed the required administrator examination for Missouri licensure. However, Missouri does not recognize Standard Technical Education certificates, which made the educator ineligible for a Missouri administrator license. In contrast, Kansas does allow holders of Standard Technical Education licenses to qualify for leadership licensure.

Educator verified teaching experience as a Culinary and Pastry instructor in an approved Hospitality and Management pathway program. Educator served in this role within the Turner School District from 2020 to 2026.

The Licensure Review Committee recommends approval of an initial building leadership license based on meeting all requirements for the license except for a valid out of state license. Moved by Bird, seconded by Adams and approved unanimously.

Case # 3532

Request for initial Kansas District Leadership (PK–12) licensure. Review is required because the applicant does not hold a valid out-of-state district leadership license.

Educator earned a Bachelor of Science degree from Portland State University in 1985. Educator later completed a Master of Science degree from Portland State University in 1990. Educator also completed supplemental district leadership coursework at the University of Denver in 2004.

Educator completed a building leadership preparation program at Portland State University and supplemental coursework to qualify for a Colorado superintendent license. Educator held a professional principal license that expired 2011 and an initial administrator license for a superintendent position that expired in 2022.

Educator verified experience as a superintendent from 2017 through 2024. Educator has accredited experience from 2019-2022.

With the implementation of Statute 48-3406, Educator would have qualified for a district leadership license if educator had a valid Colorado license. Since the Colorado license is expired, educator is eligible for an appeal. The appeal is to waive the valid out of state license.

The Licensure Review Committee recommends approval of an initial district leadership license based on meeting requirements for the license except for a valid out of state license. Moved by Adams, seconded by Bird and approved unanimously.

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 # 9101

Applicant requests initial Kansas licensure in Deaf or Hard of Hearing (PreK-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 Harrison and approved unanimously.

Case # 9102

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth – 3rd grade). 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 # 9103

Applicant requests initial Kansas licensure in Biology (6-12). 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 Harrison and approved unanimously.

Case # 9104

Applicant requests initial Kansas licensure in Advanced Math (6-12) 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 Harrison and approved unanimously.

Case # 9105

Applicant requests initial Kansas licensure in Art (PreK-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 Harrison and approved unanimously.

Case # 9106

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 Ralston, seconded by Galloway and approved unanimously.

Case # 9107

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 Ralston, seconded by Schechter and approved unanimously.

Case # 9108

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth – 3rd grade). 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.

Case # 9109

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 Schechter, seconded by Harrison and approved unanimously.

Licensure Review Committee

Board Materials

July 2026

Case # 3531

Request for initial Kansas Building Leadership (PK–12) licensure. Review is required because the applicant does not hold a valid out-of-state building leadership license.

Educator earned a Bachelor of Science degree from the University of Kansas in 1996. Educator later completed a Master of Science degree from Pittsburg State University in 2023 and an Education Specialist degree from Northwest Missouri State University in 2025. Educator currently holds a Kansas Standard Technical Education license with an endorsement in Food Production and Services.

Educator completed a building leadership preparation program at Northwest Missouri State University, as verified by the university licensure officer. Educator also passed the required administrator examination for Missouri licensure. However, Missouri does not recognize Standard Technical Education certificates, which made the educator ineligible for a Missouri administrator license. In contrast, Kansas does allow holders of Standard Technical Education licenses to qualify for leadership licensure.

Educator verified teaching experience as a Culinary and Pastry instructor in an approved Hospitality and Management pathway program. Educator served in this role within the Turner School District from 2020 to 2026.

The Licensure Review Committee recommends approval of an initial building leadership license based on meeting all requirements for the license except for a valid out of state license. Moved by Bird, seconded by Adams and approved unanimously.

Case # 3532

Request for initial Kansas District Leadership (PK–12) licensure. Review is required because the applicant does not hold a valid out-of-state district leadership license.

Educator earned a Bachelor of Science degree from Portland State University in 1985. Educator later completed a Master of Science degree from Portland State University in 1990. Educator also completed supplemental district leadership coursework at the University of Denver in 2004.

Educator completed a building leadership preparation program at Portland State University and supplemental coursework to qualify for a Colorado superintendent license.

Educator held a professional principal license that expired 2011 and an initial administrator license for a superintendent position that expired in 2022.

Educator verified experience as a superintendent from 2017 through 2024. Educator has accredited experience from 2019-2022.

With the implementation of Statute 48-3406, Educator would have qualified for a district leadership license if educator had a valid Colorado license. Since the Colorado license is expired, educator is eligible for an appeal. The appeal is to waive the valid out of state license.

The Licensure Review Committee recommends approval of an initial district leadership license based on meeting requirements for the license except for a valid out of state license. Moved by Adams, seconded by Bird and approved unanimously.

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 # 9101

Applicant requests initial Kansas licensure in Deaf or Hard of Hearing (PreK-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 Harrison and approved unanimously.

Case # 9102

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth – 3rd grade). 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 # 9103

Applicant requests initial Kansas licensure in Biology (6-12). 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 Harrison and approved unanimously.

Case # 9104

Applicant requests initial Kansas licensure in Advanced Math (6-12) 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 Harrison and approved unanimously.

Case # 9105

Applicant requests initial Kansas licensure in Art (PreK-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 Harrison and approved unanimously.

Case # 9106

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 Ralston, seconded by Galloway and approved unanimously.

Case # 9107

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 Ralston, seconded by Schechter and approved unanimously.

Case # 9108

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth – 3rd grade). 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.

Case # 9109

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 Schechter, seconded by Harrison and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Frank Harwood		Jake Steel		

Item Title:

Act on request from USD 259 Wichita, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259, Wichita, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 259, Wichita, Sedgwick County has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.
USD 259 plans to use the bond proceeds (not to exceed **$615,000,000**) to pay costs to:

Project 1: Construct, furnish and equip a new Trades Future Ready Center; 2. Construct, furnish, equip: HVAC and air quality improvements at five high schools, eleven middle schools, and Manufacturing FRC; Vehicle and pedestrian improvements at existing District facilities, including Isely K-8 Academy, Seltzer Elementary School and Christa McAuliffe K-8 Academy; 3. Preservation improvements at: North High School; East High School; 4. Rebuild, renovate, construct, furnish, and/or equip for: Truesdell Middle School; Black Elementary School; McLean Magnet Elementary School; Chisholm Trail Elementary School into a new K–8 facility; Cessna Elementary School including a middle school addition; 5. Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the bonds; and pay fees, costs and expenses incidental thereto ("Project No. 1"). And

Project 2: 1. Upgrade, remodel, rebuild, renovate, furnish, equip, and/or construct improvements to: repurpose the existing Hadley facility to serve as the new Horace Mann Dual Language K-8 Magnet; repurpose the existing Horace Mann facility to serve as the new Irving Elementary School; repurpose the existing OK Elementary School to serve as a new early childhood center; 2. Preservation improvements at high schools aged 50 years and older; 3. Construct, furnish and equip improvements to career and technical education facilities at South, Northwest, Heights, and West High Schools, auditorium improvements at Heights High School, and parking improvements at West High School; 4. Rebuild, renovate, furnish, equip, and/or construct improvements to: Rebuild a new Coleman Middle School, renovate the existing school to repurpose for alternative programs; Adams Elementary School; Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the bonds; and pay fees, costs and expenses incidental thereto ("Project No. 2").

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

1. The vote to submit the bond application by the local board of education was unanimous.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

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

Unified School District Wichita **County: Sedgwick**

1. Current equalized assessed tangible valuation *	$4,537,251,014	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$635,215,142	
4. State Aid Percentage	0%	2025-26 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$70,450,000	1.6%
6. Amount of bond indebtedness requested	$615,000,000	13.6%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$685,450,000	15.1%
8. Estimated amount of bond indebtedness authorized without approval	$635,215,142	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$50,234,858	1.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 19, 2026
Date

Dale Brungardt
Director, School Finance

June 19, 2026
Date

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 259 Wichita**

Yes 6-0, 1 absent	1. The vote to submit the bond application by the local board of education passed unanimously.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
No	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/14/2026**
Frank Harwood		Jake Steel		

Item Title:

Act on request from 259, Wichita, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259, Wichita, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 259, Wichita, Sedgwick County has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held July 6, 2026.

USD 259 plans to use the bond proceeds (not to exceed $615,000,000) to pay costs to:

Project 1: Construct, furnish and equip a new Trades Future Ready Center; 2. Construct, furnish, equip: HVAC and air quality improvements at five high schools, eleven middle schools, and Manufacturing FRC; Vehicle and pedestrian improvements at existing District facilities, including Isely K-8 Academy, Seltzer Elementary School and Christa McAuliffe K-8 Academy; 3. Preservation improvements at: North High School; East High School; 4. Rebuild, renovate, construct, furnish, and/or equip for: Truesdell Middle School; Black Elementary School; McLean Magnet Elementary School; Chisholm Trail Elementary School into a new K–8 facility; Cessna Elementary School including a middle school addition; 5. Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the bonds; and pay fees, costs and expenses incidental thereto ("Project No. 1"). And

Project 2: 1. Upgrade, remodel, rebuild, renovate, furnish, equip, and/or construct improvements to: repurpose the existing Hadley facility to serve as the new Horace Mann Dual Language K-8 Magnet; repurpose the existing Horace Mann facility to serve as the new Irving Elementary School; repurpose the existing OK Elementary School to serve as a new early childhood center; 2. Preservation improvements at high schools aged 50 years and older; 3. Construct, furnish and equip improvements to career and technical education facilities at South, Northwest, Heights, and West High Schools, auditorium improvements at Heights High School, and parking improvements at West High School; 4. Rebuild, renovate, furnish, equip, and/or construct improvements to: Rebuild a new Coleman Middle School, renovate the existing school to repurpose for alternative programs; Adams Elementary School; Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the

bonds; and pay fees, costs and expenses incidental thereto ("Project No. 2").

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

1. The vote to submit the bond application by the local board of education was unanimous.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

Date of Application	Election Date	Last Election	Last Successful Election
11-Jun-26	4-Aug-26	1-Feb-2025	1-Nov-2008

Amount of Bond	Length of Bond	Mill Rate Prop 1	Mill Rate Prop 22.180
$ 615,000,000	20	5.500	2.180
			Total Mills 7.680

Mail In Ballot	Interest Rate
No	5.000%

Prop 1	Prop 2
Bonds in an amount not to exceed $407,100,000 are to be issued to pay the costs to make improvements in the District, including the following: 1. Construct, furnish and equip a new Trades Future Ready Center; 2. Construct, furnish, equip: • HVAC and air quality improvements at five high schools, eleven middle schools, and Manufacturing FRC; • Vehicle and pedestrian improvements at existing District facilities, including Isely K-8 Academy, Seltzer Elementary School and Christa McAuliffe K-8 Academy; 3. Preservation improvements at: • North High School; • East High School; 4. Rebuild, renovate, construct, furnish, and/or equip for: • Truesdell Middle School; • Black Elementary School; • McLean Magnet Elementary School; • Chisholm Trail Elementary School into a new K–8 facility; • Cessna Elementary School including a middle school addition; 5. Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the bonds; and pay fees, costs and expenses incidental thereto (“Project No. 1”), at an estimated cost of $407,100,000.	Bonds in an amount not to exceed $207,900,000 are to be issued to pay the costs to make improvements in the District, including the following: 1. Upgrade, remodel, rebuild, renovate, furnish, equip, and/or construct improvements to: • repurpose the existing Hadley facility to serve as the new Horace Mann Dual Language K-8 Magnet; • repurpose the existing Horace Mann facility to serve as the new Irving Elementary School; • repurpose the existing OK Elementary School to serve as a new early childhood center; 2. Preservation improvements at high schools aged 50 years and older; 3. Construct, furnish and equip improvements to career and technical education facilities at South, Northwest, Heights, and West High Schools, auditorium improvements at Heights High School, and parking improvements at West High School; 4. Rebuild, renovate, furnish, equip, and/or construct improvements to: • Rebuild a new Coleman Middle School, renovate the existing school to repurpose for alternative programs; • Adams Elementary School; 5. Construct, furnish, renovate and equip other necessary building, technology, efficiency, and utility improvements at District facilities from remaining proceeds of the bonds; and pay fees, costs and expenses incidental thereto (“Project No. 2”), at an estimated cost of $207,900,000.

KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

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

Unified School District 259 Wichita **County: Sedgwick**

1. Current equalized assessed tangible valuation *	$4,537,251,014	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$635,215,142	
4. State Aid Percentage	0%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$70,450,000	1.6%
6. Amount of bond indebtedness requested	$615,000,000	13.6%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$685,450,000	15.1%
8. Estimated amount of bond indebtedness authorized without approval	$635,215,142	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$50,234,858	1.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 19, 2026
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To:	**State Board Members**
Re:	**Application for capital improvement state aid for 259 Wichita**
Yes 6-0, 1 absent	1. The vote to submit the bond application by the local board of education was unanimous.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
No	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/14/2026**
Frank Harwood		Jake Steel		

Item Title:

Act on request from USD 266, Maize, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 266, Maize, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 266, Maize, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 266 plans to use the bond proceeds (not to exceed **$213,000,000**) to pay costs to: (a) construct, furnish and equip a new K-4 elementary school facility; (b) acquire, construct, equip, furnish, repair, remodel, improve and make additions to existing buildings and facilities used for school district purposes, (c) make all necessary improvements related thereto; and (d) pay related fees and expenses.

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

1. The vote to submit the bond application by the local board of education passed unanimously.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does include facilities that may be used primarily for Extracurricular Activities.

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

Unified School District 266 Maize	**County: Sedgwick**

1. Current equalized assessed tangible valuation *	$884,488,069	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$123,828,329	
4. State Aid Percentage	0%	2025-26 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$99,075,000	11.2%
6. Amount of bond indebtedness requested	$213,000,000	24.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$312,075,000	35.3%
8. Estimated amount of bond indebtedness authorized without approval	$123,828,329	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$188,246,671	21.3%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 19, 2026
Date

Dale Brungardt
Director, School Finance

June 19, 2026
Date

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 266 Maize**

Yes 7-0	1. The vote to submit the bond application by the local board of education passed unanimously.
Yes	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
Yes	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 3. f.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date:
Frank Harwood	Frank Harwood	Jake Steel	7/14/2026

Item Title:

Act on request from 266, Maize, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 266, Maize, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. 266, Maize, Sedgwick County has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 94 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held July 6, 2026.

USD 266 plans to use the bond proceeds (not to exceed **$213,000,000**) to pay costs to: (a) construct, furnish and equip a new K-4 elementary school facility; (b) acquire, construct, equip, furnish, repair, remodel, improve and make additions to existing buildings and facilities used for school district purposes, (c) make all necessary improvements related thereto; and (d) pay related fees and expenses.

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

1. The vote to submit the bond application by the local board of education passed unanimously.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.
10. Bond Project does include facilities that may be used primarily for Extracurricular Activities.

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

Unified School District 266 Maize County: Sedgwick

1. Current equalized assessed tangible valuation *	$884,488,069	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$123,828,329	
4. State Aid Percentage	0%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$99,075,000	11.2%
6. Amount of bond indebtedness requested	$213,000,000	24.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$312,075,000	35.3%
8. Estimated amount of bond indebtedness authorized without approval	$123,828,329	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$188,246,671	21.3%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 19, 2026
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

*__Note:__ CI State Aid prorated at 94% ($198,410,000) for JV baseball and softball infields, dugouts, basckstops, concession stands, press boxes, and bleachers, and elementary school renovation to a community center.

To:	**State Board Members**
Re:	**Application for capital improvement state aid for 266 Maize**
Yes 7-0	1. The vote to submit the bond application by the local board of education was unanimous.
Yes	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
No	9. Several buildings are being consolidated under this propsal.
Yes	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

Date of Application	Election Date	Last Election	Last Successful Election
11-Jun-26	2-Mar-27	27-Aug-2019	27-Aug-2019

Amount of Bond	Length of Bond	Mill Rate	
$ 213,000,000	20	19.245	

Mail In Ballot	Interest Rate
No	5.000%

pay the costs to:
(a) construct,
furnish and equip a new K-4 elementary school facility;
(b) acquire, construct, equip, furnish, repair, remodel, improve and make additions to existing buildings and facilities used for school district purposes,
(c) make all necessary improvements related thereto; and
(d) pay related fees and expenses

NOTES:
1. District does mention safety of students and staff, but provided no further documentation.
2. Concessions and Locker Rooms at High Schools - 3.9% proration?

KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/14/2026**
Jay Scott	Jay Scott	Jake Steel		

Item Title:

Contracting for Central Region Executive position

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract process for Orion, ESSDACK, and Smoky Hill Educational service centers to provide KESA-related supports and services to the Central Region school districts in an amount not to exceed $82,000 for the period of August 1, 2026, through June 30, 2027.

Explanation of Situation Requiring Action:

Mindy Bruce, our current Central Region Executive for KESA, has resigned as of August 30, 2026. KSDE posted the position in mid-May and by mid-June, there were no viable candidates that had applied. In order for KSDE to continue to provide support and accountability to systems in the Central Region, the Accreditation and Design team at KSDE is seeking to contract for those services to be performed by the three educational service centers within the Central Region - Orion, ESSDACK, and Smoky Hill. The Central Region has 86 school districts served by the Central Region Executive so securing those support services is critical in all 86 school systems continuing to progress in KESA. One critical aspect of Region Executives are that they reside in the region they serve so that removes other KSDE staff from completing this work plus this is a full-time position serving 86 school districts. Educational service centers have been engaged in the creation and implementation of the KESA model and are uniquely qualified to provide these supports. Orion, ESSDACK, and Smoky Hill service centers have staff that already provide similar services to school districts that are provided currently by members of the Accreditation and Design team at KSDE.

This is a one-year-only contract. KSDE will fill this full-time position for 2027-2028.

Here are the specific services KSDE is seeking to secure:

1. Complete a KESA 6-month Check-in with Central school districts, beginning in August 2026 and ending in June 2027, that includes completing a summary posted in each system's KESA Action Plan.

2. Attend, support, and facilitate School Improvement Days that involve Central school districts.

3. Convene and facilitate three School Improvement Day Prep meetings

4. Attend/participate in one meeting each week with the KSDE's Accreditation & Design team.

5. Attend/participate in two in-person team meetings with the KSDE's Accreditation & Design team.

6. Send 6-month Check-in and School Improvement Day reminders to each Central school districts, at

least two weeks prior to the meeting.

7. Send relevant follow-up information to each of the Central school districts, including but not limited to, reminders of Action Plan due dates and summaries of 6-month Check-ins.

8. Schedule spring 2027 6-month Check-ins which begin in March and run through June.

9. Action Plan reviewing.

Here is the breakdown of school districts for each educational service center and the resulting total amount of the contract.

Total number of Central Region school districts = 86

Total amount of money for this work = $82,000

a. Orion - 32 school districts ($30,500)

b. ESSDACK - 32 school districts ($30,500)

c. Smoky Hill - 22 school districts ($21,000)

The breakdown of school districts was made based on proximity to each educational service center. As you can see, there are more systems located near Orion and ESSDACK as compared to Smoky Hill.

To ensure the 86 school districts in the Central Region receive the best support/services possible, it is critical for this agreement to be in place by August 1, 2026, so that Mindy Bruce and the Director of Accreditation and Design can train and orient educational service center staff before Mindy's last day (August 30th, 2026).

With accreditation being a major responsibility of the Kansas State Board of Education, the timing of this contract will be critically important to ensure the level of supports/services provided to the 86 school districts in the Central Region doesn't lapse in any way. The State Board of Education has high expectations for school districts in KESA, which results in school districts having high expectations for support in this work of school improvement. By authorizing this contract work, the State Board of Education will ensure a continuum of the supports and services school districts have come to expect in KESA.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 i.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Frank Harwood		Jake Steel		

Item Title:

Act on request to approve the recommendations for funds dispersal for the 160 districts that have applied for the Safe and Secure Schools Grant.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations for funds dispersal for the 160 districts that have applied for the Safe and Secure Schools grant.

Explanation of Situation Requiring Action:

2026 House Bill 2513 establishes a $2.5 million grant program available to public Unified School Districts (USDs) across the state of Kansas. **Funds can NOT be used for school buses or stand-alone Pre-K buildings or district offices.** This program operates on a dollar-for-dollar ($1:$1) matching basis and is intended to support the following eligible expenditures:

Secure infrastructure (locks, doors, etc.)
Secure technologies (cameras, etc.)
Communications systems (radios, office phones, etc.)
First-year School Resource Officer (SRO) positions
Naloxone

2026-2027	Safe & Secure Schools																				
		2,500,000	7.041941	Total Budget Request			Secured Entrance			Security Technology			School Resource Officer			Communications			Naloxone		
USD #	USD Name	Total Audited FTE of District as of 9-20-2025	Grant Award	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match
999	State	366,435.0	2,500,000	$22,132,719	$11,066,376	$11,066,376	$5,835,404	$2,917,710	$2,917,710	$7,742,900	$3,928,628	$3,871,461	$680,725	$340,363	$340,363	$7,667,998	$3,833,999	$3,833,999	$1,070	$535	$535
102	Cimarron-Ensign	545.0	3,813	$7,625	$3,813	$3,813	$7,625	$3,813	$3,813	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00
106	Western Plains	120.0	845	$3,500	$1,750	$1,750	$2,000	$1,000	$1,000	$1,200	$600	$600	$0	$0	$0	$300	$150	$150			
108	Washington Co. Schools	347.0	2,444	$19,440	$9,720	$9,720	$0	$0	$0	$0	$0	$0	$0			$19,440	$9,720	$9,720	$0.00		
109	Republic County	481.0	3,387	$42,799	$21,400	$21,400	$12,095	$6,048	$6,048	$28,676	$14,338	$14,338	$0	$0	$0	$2,028	$1,014	$1,014	$0.00	$0.00	$0.00
110	Thunder Ridge Schools	161.0	1,053	$2,106	$1,053	$1,053				$2,106	$1,053	$1,053									
112	Central Plains	1,454.0	10,239	$50,000	$25,000	$25,000							$50,000	$25,000	$25,000						
113	Prairie Hills	880.0	6,197	$129,494	$64,747	$64,747	$0	$0	$0	$129,494	$64,747	$64,747	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
114	Riverside	596.0	4,197	$30,000	$15,000	$15,000	$0	$0	$0	$30,000	$15,000	$15,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
115	Nemaha Central	697.0	4,908	$25,812	$12,906	$12,906	$0	$0	$0	$25,812	$12,906	$12,906	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
200	Greeley County Schools	216.0	1,521	$34,000	$17,000	$17,000	$20,000	$10,000	$10,000	$10,000	$5,000	$5,000	$0	$0	$0	$4,000.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00
202	Turner-Kansas City	3,703.0	26,076	$110,000	$55,000	$55,000	$0	$0	$0	$110,000	$55,000	$55,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
203	Piper-Kansas City	2,681.0	14,759	$29,517	$14,759	$14,759	$5,576	$2,788	$2,788	$23,941	$11,971	$11,971									
204	Bonner Springs	2,405.0	16,936	$272,581	$136,290	$136,290	$0	$0	$0	$272,581	$136,290	$136,290	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
205	Bluestem	476.0	3,352	$26,964	$13,482	$13,482	$9,065	$4,533	$4,533	$17,899	$8,950	$8,950	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
207	Ft Leavenworth	1,392.0	9,802	$62,400	$31,200	$31,200	$0	$0	$0	$62,400	$31,200	$31,200	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
212	Northern Valley	135.0	951	$20,349	$10,175	$10,175	$11,816	$5,908	$5,908	$8,533	$4,267	$4,267	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
214	Ulysses	1,414.0	9,957	$186,533	$93,267	$93,267				$186,533	$93,267	$93,267	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
220	Ashland	170.0	1,197	$20,000	$10,000	$10,000	$4,000	$2,000	$2,000	$16,000	$8,000	$8,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
223	Barnes	489.0	1,600	$3,199	$1,600	$1,600	$0	$0	$0	$3,199	$1,600	$1,600	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
226	Meade	296.0	2,084	$185,000	$92,500	$92,500	$130,000	$65,000	$65,000	$0	$0	$0	$0	$0	$0	$55,000.00	$27,500.00	$27,500.00	$0.00	$0.00	$0.00
229	Blue Valley	22,117.0	155,747	$493,225	$246,613	$246,613	$0	$0	$0	$400,000	$200,000	$200,000	$93,225	$46,613	$46,613	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
230	Spring Hill	5,998.0	42,238	$184,954	$92,477	$92,477	$0	$0	$0	$184,954	$92,477	$92,477	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
231	Gardner Edgerton	5,497.0	38,710	$5,060,627	$2,530,314	$2,530,314	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,060,627.00	$2,530,313.50	$2,530,313.50	$0.00	$0.00	$0.00
232	De Soto	7,227.0	50,892	$200,000	$100,000	$100,000	$0	$0	$0	$200,000	$100,000	$100,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
233	Olathe	27,307.0	192,294	$735,687	$367,844	$367,844	$188,284	$94,142	$94,142	$512,403	$256,202	$256,202	$0	$0	$0	$35,000.00	$17,500.00	$17,500.00	$0.00	$0.00	$0.00
234	Fort Scott	1,648.0	11,605	$180,000	$90,000	$90,000	$0	$0	$0	$180,000	$90,000	$90,000									
237	Smith Center	407.0	2,306	$4,612	$2,306	$2,306				$4,612	$2,306	$2,306									
241	Wallace County Schools	141.0	993	$9,668	$4,834	$4,834	$0	$0	$0	$5,918	$2,959	$2,959	$0	$0	$0	$3,750.00	$1,875.00	$1,875.00	$0.00	$0.00	$0.00
247	Cherokee	397.0	1,131	$2,262	$1,131	$1,131	$2,262	$1,131	$1,131												
250	Pittsburg	3,145.0	22,147	$52,513	$26,257	$26,257	$0	$0	$0	$52,513	$26,257	$26,257	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
252	Southern Lyon County	499.0	3,514	$42,000	$21,000	$21,000	$24,000	$12,000	$12,000	$18,000	$9,000	$9,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
253	Emporia	3,643.0	25,654	$294,000	$147,000	$147,000	$80,000	$40,000	$40,000	$50,000	$25,000	$25,000	$154,000	$77,000	$77,000	$10,000.00	$5,000.00	$5,000.00			
254	Barber County North	446.0	3,141	$124,285	$62,143	$62,143				$0	$0	$0	$0	$0	$0	$124,285.00	$62,142.50	$62,142.50			
257	Iola	1,024.0	3,895	$7,790	$3,895	$3,895	$0	$0	$0	$0	$0	$0	$0	$0	$0	$7,790.00	$3,895.00	$3,895.00	$0.00	$0.00	$0.00
258	Humboldt	943.0	6,641	$34,313	$17,157	$17,157	$0	$0	$0	$34,313	$17,157	$17,157	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
259	Wichita	43,012.0	302,888	$1,000,000	$500,000	$500,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,000,000.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00
260	Derby	7,239.0	50,977	$391,000	$195,500	$195,500	$233,000	$116,500	$116,500	$120,000	$60,000	$60,000	$0	$0	$0	$38,000.00	$19,000.00	$19,000.00	$0.00	$0.00	$0.00
261	Haysville	5,135.0	10,000	$20,000	$10,000	$10,000				$20,000	$10,000	$10,000									
262	Valley Center Pub Sch	3,133.0	4,680	$9,360	$4,680	$4,680	$0	$0	$0	$9,360	$4,680	$4,680	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
263	Mulvane	1,670.0	11,760	$50,000	$25,000	$25,000	$16,965	$8,483	$8,483	$27,013	$13,507	$13,507	$0	$0	$0	$1,400.00	$700.00	$700.00	$0.00	$0.00	$0.00
265	Goddard	6,077.0	42,794	$111,000	$55,500	$55,500				$61,000	$30,500	$30,500	$50,000	$25,000	$25,000						
266	Maize	7,710.0	54,293	$500,000	$250,000	$250,000	$120,000	$60,000	$60,000	$380,000	$190,000	$190,000									
267	Renwick	1,935.0	13,626	$76,735	$38,368	$38,368	$0	$0	$0	$16,735	$76,735	$8,368	$0	$0	$0	$60,000.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00
271	Stockton	235.0	1,655	$129,443	$64,722	$64,722	$107,233	$53,617	$53,617	$22,210	$11,105	$11,105	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
273	Beloit	783.0	5,514	$70,000	$35,000	$35,000	$45,529	$22,765	$22,765	$24,471	$12,236	$12,236	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
274	Oakley	456.0	3,100	$6,200	$3,100	$3,100	$0	$0	$0	$5,000	$2,500	$2,500	$0	$0	$0	$1,200.00	$600.00	$600.00	$0.00	$0.00	$0.00
281	Graham County	328.0	2,310	$117,000	$58,500	$58,500	$18,000	$9,000	$9,000	$36,000	$18,000	$18,000	$0	$0	$0	$63,000.00	$31,500.00	$31,500.00	$0.00	$0.00	$0.00
283	Elk Valley	2,357.0	16,598	$60,000	$30,000	$30,000	$60,000	$30,000	$30,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
286	Chautauqua Co Community	309.0	2,176	$40,000	$20,000	$20,000	$20,000	$10,000	$10,000	$20,000	$10,000	$10,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
289	Wellsville	795.0	5,598	$51,940	$25,970	$25,970	$25,620	$12,810	$12,810	$26,320	$13,160	$13,160	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
290	Ottawa	2,002.0	14,098	$57,000	$28,500	$28,500	$57,000	$28,500	$28,500												
293	Quinter Public Schools	289.0	2,035	$20,000	$10,000	$10,000	$20,000	$10,000	$10,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
298	Lincoln	286.0	2,014	$4,206	$2,103	$2,103	$0	$0	$0	$4,136	$2,068	$2,068	$0	$0	$0	$0.00	$0.00	$0.00	$70.00	$35.00	$35.00
303	Ness City	259.0	1,824	$10,910	$5,455	$5,455	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,910.00	$5,455.00	$5,455.00	$0.00	$0.00	$0.00
305	Salina Public Schools	6,464.0	45,519	$100,000	$50,000	$50,000	$0	$0	$0	$100,000	$50,000	$50,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

2026-2027	Safe & Secure Schools																				
		2,500,000	7.041941	Total Budget Request			Secured Entrance			Security Technology			School Resource Officer			Communications			Naloxone		
USD #	USD Name	Total Audited FTE of District as of 9-20-2025	Grant Award	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match
999	State	366,435.0	2,500,000	$22,132,719	$11,066,376	$11,066,376	$5,835,404	$2,917,710	$2,917,710	$7,742,900	$3,928,628	$3,871,461	$680,725	$340,363	$340,363	$7,667,998	$3,833,999	$3,833,999	$1,070	$535	$535
306	Southeast Of Saline	699.0	3,755	$7,509	$3,755	$3,755	$0	$0	$0	$7,509	$3,755	$3,755	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
307	Ell-Saline	450.0	3,169	$14,000	$7,000	$7,000	$0	$0	$0	$14,000	$7,000	$7,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
308	Hutchinson Public Schools	3,970.0	27,957	$930,979	$465,490	$465,490	$600,000	$300,000	$300,000	$248,479	$124,240	$124,240	$32,500	$16,250	$16,250	$50,000.00	$25,000.00	$25,000.00			
310	Fairfield	228.0	1,606	$5,000	$2,500	$2,500	$3,000	$1,500	$1,500	$0	$0	$0	$0	$0	$0	$2,000.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00
311	Pretty Prairie	253.0	1,782	$45,000	$22,500	$22,500	$5,000	$2,500	$2,500	$40,000	$20,000	$20,000	$0	$0	$0	$0.00	$0.00	$0.00			
313	Buhler	2,284.0	16,084	$100,000	$50,000	$50,000	$60,000	$30,000	$30,000	$25,000	$12,500	$12,500	$0	$0	$0	$15,000.00	$7,500.00	$7,500.00	$0.00	$0.00	$0.00
315	Colby Public Schools	898.0	6,324	$50,000	$25,000	$25,000	$10,000	$5,000	$5,000	$40,000	$20,000	$20,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
320	Wamego	1,529.0	10,767	$53,000	$26,500	$26,500	$53,000	$26,500	$26,500	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
321	Kaw Valley	984.0	6,929	$30,000	$15,000	$15,000	$30,000	$15,000	$15,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
322	Onaga-Havensville-Wheaton	287.0	2,021	$10,154	$5,077	$5,077	$10,154	$5,077	$5,077				$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
323	Rock Creek	1,307.0	9,204	$122,000	$61,000	$61,000	$95,000	$47,500	$47,500	$15,000	$7,500	$7,500	$0	$0	$0	$12,000.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00
327	Ellsworth	629.0	2,228	$4,456	$2,228	$2,228	$0	$0	$0	$4,456	$2,228	$2,228	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
331	Kingman - Norwich	829.0	5,838	$56,600	$28,300	$28,300	$47,000	$23,500	$23,500	$1,500	$750	$750	$0	$0	$0	$8,100.00	$4,050.00	$4,050.00	$0.00	$0.00	$0.00
333	Concordia	1,103.0	7,767	$28,675	$14,338	$14,338	$22,675	$11,338	$11,338	$6,000	$3,000	$3,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
335	North Jackson	476.0	3,352	$6,901	$3,451	$3,451	$6,901	$3,451	$3,451												
336	Holton	935.0	6,584	$33,810	$16,905	$16,905	$0	$0	$0	$33,810	$16,905	$16,905	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
337	Royal Valley	800.0	5,634	$19,000	$9,500	$9,500	$1,000	$500	$500	$18,000	$9,000	$9,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
338	Valley Falls	357.0	1,176	$2,352	$1,176	$1,176	$0	$0	$0	$1,490	$745	$745	$0	$0	$0	$862.00	$431.00	$431.00	$0.00	$0.00	$0.00
340	Jefferson West	866.0	6,098	$49,000	$24,500	$24,500	$0	$0	$0	$49,000	$24,500	$24,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
341	Oskaloosa Public Schools	467.0	3,289	$60,000	$30,000	$30,000	$40,000	$20,000	$20,000	$10,000	$5,000	$5,000	$0	$0	$0	$10,000.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00
342	McLouth	406.0	2,859	$11,000	$5,500	$5,500	$8,000	$4,000	$4,000	$3,000	$1,500	$1,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
345	Seaman	3,463.0	24,386	$49,000	$24,500	$24,500	$0	$0	$0	$22,000	$11,000	$11,000				$27,000.00	$13,500.00	$13,500.00			
346	Jayhawk	553.0	3,894	$28,000	$14,000	$14,000	$15,000	$7,500	$7,500	$13,000	$6,500	$6,500									
347	Kinsley-Offerle	251.0	1,768	$95,710	$47,855	$47,855	$14,754	$7,377	$7,377	$12,214	$6,107	$6,107				$68,742.22	$34,371.11	$34,371.11			
348	Baldwin City	1,310.0	9,225	$50,000	$25,000	$25,000	$10,000	$5,000	$5,000	$40,000	$20,000	$20,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
350	St John-Hudson	319.0	2,246	$41,300	$20,650	$20,650	$16,000	$8,000	$8,000	$5,500	$2,750	$2,750	$0	$0	$0	$19,800.00	$9,900.00	$9,900.00	$0.00	$0.00	$0.00
353	Wellington	1,373.0	9,669	$154,477	$77,238	$77,238	$5,281	$2,641	$2,641	$149,196	$74,598	$74,598	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
357	Belle Plaine	530.0	3,732	$42,000	$21,000	$21,000							$42,000	$21,000	$21,000						
358	Oxford	408.0	2,000	$4,000	$2,000	$2,000										$4,000.00	$2,000.00	$2,000.00			
360	Caldwell	224.0	1,577	$77,025	$38,513	$38,513	$0	$0	$0	$13,025	$6,513	$6,513	$0	$0	$0	$64,000.00	$32,000.00	$32,000.00	$0.00	$0.00	$0.00
362	Prairie View	838.0	5,901	$508,465	$254,233	$254,233	$395,000	$197,500	$197,500	$113,465	$56,733	$56,733	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
365	Garnett	845.0	5,950	$38,485	$19,243	$19,243	$38,485	$19,243	$19,243	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
366	Woodson	378.0	1,250	$2,500	$1,250	$1,250				$2,500	$1,250	$1,250									
372	Silver Lake	659.0	4,641	$28,500	$14,250	$14,250	$23,000	$11,500	$11,500	$5,000	$2,500	$2,500	$0	$0	$0	$0.00	$0.00	$0.00	$500.00	$250.00	$250.00
375	Circle	2,041.0	14,373	$260,000	$130,000	$130,000	$0	$0	$0	$200,000	$100,000	$100,000	$0	$0	$0	$60,000.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00
376	Sterling	475.0	3,345	$100,000	$50,000	$50,000	$78,000	$39,000	$39,000	$22,000	$11,000	$11,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
377	Atchison Co Comm Schools	470.0	3,310	$60,500	$30,250	$30,250	$20,000	$10,000	$10,000	$20,000	$10,000	$10,000	$0	$0	$0	$20,000.00	$10,000.00	$10,000.00	$500.00	$250.00	$250.00
378	Riley County	706.0	4,972	$15,548	$7,774	$7,774	$0	$0	$0	$15,548	$7,774	$7,774	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
380	Vermillion	586.0	4,127	$15,015	$7,508	$7,508	$15	$8	$8	$15,000	$7,500	$7,500									
382	Pratt	1,174.0	8,267	$24,270	$12,135	$12,135	$9,270	$4,635	$4,635	$15,000	$7,500	$7,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
383	Manhattan-Ogden	6,746.0	47,505	$345,000	$172,500	$172,500	$0	$0	$0	$345,000	$172,500	$172,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
384	Blue Valley	242.0	1,704	$27,820	$13,910	$13,910	$1,554	$777	$777	$13,940	$6,970	$6,970				$12,326.00	$6,163.00	$6,163.00			
385	Andover	10,822.0	62,463	$124,925	$62,463	$62,463	$62,605	$31,303	$31,303	$22,320	$11,160	$11,160	$0	$0	$0	$40,000.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00
386	Madison-Virgil	216.0	1,521	$97,800	$48,900	$48,900	$92,000	$46,000	$46,000	$5,800	$2,900	$2,900									
389	Eureka	495.0	3,486	$24,000	$12,000	$12,000	$24,000	$12,000	$12,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
390	Hamilton	87.0	613	$6,115	$3,058	$3,058	$0	$0	$0	$2,044	$1,022	$1,022	$0	$0	$0	$4,071.00	$2,035.50	$2,035.50	$0.00	$0.00	$0.00
392	Osborne County	317.0	2,232	$13,484	$6,742	$6,742	$0	$0	$0	$13,484	$6,742	$6,742	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
393	Solomon	386.0	2,718	$17,725	$8,863	$8,863	$14,225	$7,113	$7,113	$3,500	$1,750	$1,750	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
394	Rose Hill Public Schools	1,568.0	11,042	$200,000	$100,000	$100,000	$0	$0	$0	$200,000	$100,000	$100,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
396	Douglass Public Schools	525.0	3,697	$81,833	$40,917	$40,917	$0	$0	$0	$81,833	$40,917	$40,917	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
397	Centre	577.0	3,966	$7,932	$3,966	$3,966	$0	$0	$0	$7,932	$3,966	$3,966	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
398	Peabody-Burns	193.0	1,359	$10,000	$5,000	$5,000	$0	$0	$0	$10,000	$5,000	$5,000									
400	Smoky Valley	1,740.0	10,000	$20,000	$10,000	$10,000	$0	$0	$0	$20,000	$10,000	$10,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
402	Augusta	1,960.0	13,802	$30,000	$15,000	$15,000	$0	$0	$0	$30,000	$15,000	$15,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
403	Otis-Bison	155.0	1,092	$62,976	$31,488	$31,488	$18,526	$9,263	$9,263	$44,450	$22,225	$22,225	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

2026-2027	Safe & Secure Schools																				
		2,500,000	7.041941	Total Budget Request			Secured Entrance			Security Technology			School Resource Officer			Communications			Naloxone		
USD #	USD Name	Total Audited FTE of District as of 9-20-2025	Grant Award	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match	Budget Request	State Aid Request	Local Match
999	State	366,435.0	2,500,000	$22,132,719	$11,066,376	$11,066,376	$5,835,404	$2,917,710	$2,917,710	$7,742,900	$3,928,628	$3,871,461	$680,725	$340,363	$340,363	$7,667,998	$3,833,999	$3,833,999	$1,070	$535	$535
404	Riverton	644.0	4,535	$75,000	$37,500	$37,500	$25,000	$12,500	$12,500	$50,000	$25,000	$25,000									
405	Lyons	677.0	4,767	$320,000	$160,000	$160,000	$250,000	$125,000	$125,000	$20,000	$10,000	$10,000	$50,000	$25,000	$25,000						
407	Russell County	711.0	5,007	$20,416	$10,208	$10,208	$20,416	$10,208	$10,208												
408	Marion-Florence	489.0	3,444	$43,023	$21,512	$21,512	$18,812	$9,406	$9,406	$17,187	$8,594	$8,594	$0	$0	$0	$7,024.00	$3,512.00	$3,512.00	$0.00	$0.00	$0.00
413	Chanute Public Schools	1,589.0	11,190	$75,000	$37,500	$37,500	$20,000	$10,000	$10,000	$50,000	$25,000	$25,000	$0	$0	$0	$5,000.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00
416	Louisburg	1,680.0	11,830	$82,782	$41,391	$41,391	$0	$0	$0	$53,137	$26,569	$26,569	$0	$0	$0	$29,645.00	$14,822.50	$14,822.50	$0.00	$0.00	$0.00
417	Morris County	704.0	4,958	$55,000	$27,500	$27,500	$40,000	$20,000	$20,000	$15,000	$7,500	$7,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
421	Lyndon	389.0	2,739	$12,000	$6,000	$6,000				$12,000	$6,000	$6,000									
423	Moundridge	454.0	3,197	$25,000	$12,500	$12,500	$7,000	$3,500	$3,500	$13,000	$6,500	$6,500	$0	$0	$0	$5,000.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00
428	Great Bend	2,682.0	18,886	$185,000	$92,500	$92,500	$0	$0	$0	$185,000	$92,500	$92,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
429	Troy Public Schools	294.0	2,070	$34,418	$17,209	$17,209	$34,418	$17,209	$17,209	$0	$0	$0	$0	$0	$0						
430	South Brown County	535.0	3,767	$16,200	$8,100	$8,100	$16,200	$8,100	$8,100												
434	Santa Fe Trail	947.0	6,669	$60,000	$30,000	$30,000	$20,000	$10,000	$10,000	$40,000	$20,000	$20,000									
436	Caney Valley	768.0	5,408	$40,000	$20,000	$20,000	$15,000	$7,500	$7,500	$25,000	$12,500	$12,500									
437	Auburn Washburn	5,716.0	40,252	$132,000	$66,000	$66,000	$85,000	$42,500	$42,500	$47,000	$23,500	$23,500	$0	$0	$0						
439	Sedgwick Public Schools	480.0	3,380	$87,500	$43,750	$43,750	$30,000	$15,000	$15,000	$20,000	$10,000	$10,000	$15,000	$7,500	$7,500	$22,500.00	$11,250.00	$11,250.00	$0.00	$0.00	$0.00
440	Halstead	727.0	5,119	$118,531	$59,266	$59,266	$17,570	$8,785	$8,785	$100,961	$50,481	$50,481	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
443	Dodge City	6,730.0	47,392	$767,000	$383,500	$383,500	$0	$0	$0	$367,000	$183,500	$183,500	$0	$0	$0	$400,000.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00
444	Little River	286.0	2,014	$12,000	$6,000	$6,000	$5,000	$2,500	$2,500	$5,000	$2,500	$2,500	$0	$0	$0	$2,000.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00
446	Independence	1,807.0	12,725	$108,000	$54,000	$54,000	$0	$0	$0	$34,000	$17,000	$17,000	$74,000	$37,000	$37,000	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
447	Cherryvale	593.0	4,176	$43,000	$21,500	$21,500	$43,000	$21,500	$21,500	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
448	Inman	398.0	2,803	$127,428	$63,714	$63,714	$0	$0	$0	$7,428	$3,714	$3,714	$120,000	$60,000	$60,000	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
450	Shawnee Heights	3,577.0	25,189	$223,000	$111,500	$111,500	$100,000	$50,000	$50,000	$118,000	$59,000	$59,000	$0	$0	$0	$5,000.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00
452	Stanton County	415.0	2,922	$42,267	$21,134	$21,134	$2,895	$1,448	$1,448	$19,843	$9,922	$9,922	$0	$0	$0	$19,529.00	$9,764.50	$9,764.50	$0.00	$0.00	$0.00
453	Leavenworth	3,073.0	21,640	$149,742	$74,871	$74,871				$149,742	$74,871	$74,871									
457	Garden City	6,529.0	45,977	$500,000	$250,000	$250,000	$500,000	$250,000	$250,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
461	Neodesha	654.0	4,605	$753,117	$376,559	$376,559	$753,117	$376,559	$376,559	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
463	Udall	280.0	1,972	$200,000	$100,000	$100,000				$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
464	Tonganoxie	1,933.0	13,612	$104,455	$52,228	$52,228	$23,875	$11,938	$11,938	$0	$0	$0	$0	$0	$0	$80,580.00	$40,290.00	$40,290.00	$0.00	$0.00	$0.00
465	Winfield	1,883.0	13,260	$86,628	$43,314	$43,314	$0	$0	$0	$86,628	$43,314	$43,314	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
466	Scott County	885.0	6,232	$122,321	$61,161	$61,161	$107,586	$53,793	$53,793	$12,639	$6,320	$6,320	$0	$0	$0	$2,096.00	$1,048.00	$1,048.00	$0.00	$0.00	$0.00
469	Lansing	2,601.0	16,250	$32,500	$16,250	$16,250										$32,500.00	$16,250.00	$16,250.00			
470	Arkansas City	2,705.0	19,048	$100,000	$50,000	$50,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$100,000.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00
475	Geary County Schools	6,984.0	49,181	$120,000	$60,000	$60,000	$120,000	$60,000	$60,000	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
479	Crest	226.0	1,591	$50,000	$25,000	$25,000	$25,000	$12,500	$12,500	$25,000	$12,500	$12,500	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
480	Liberal	4,381.0	30,851	$150,000	$75,000	$75,000	$50,000	$25,000	$25,000	$80,000	$40,000	$40,000	$0	$0	$0	$20,000.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00
484	Fredonia	601.0	4,232	$60,081	$30,041	$30,041	$0	$0	$0	$53,131	$26,566	$26,566	$0	$0	$0	$6,950.00	$3,475.00	$3,475.00	$0.00	$0.00	$0.00
487	Herington	403.0	2,838	$17,000	$8,500	$8,500	$17,000	$8,500	$8,500												
493	Columbus	921.0	6,486	$30,000	$15,000	$15,000	$10,000	$5,000	$5,000	$20,000	$10,000	$10,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
496	Pawnee Heights	143.0	1,007	$5,000	$2,500	$2,500	$5,000	$2,500	$2,500	$0	$0	$0	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
497	Lawrence	9,954.0	70,095	$311,360	$155,680	$155,680	$179,200	$89,600	$89,600	$132,160	$66,080	$66,080	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
499	Galena	775.0	5,458	$33,500	$16,750	$16,750	$12,000	$6,000	$6,000	$19,000	$9,500	$9,500	$0	$0	$0	$2,500.00	$1,250.00	$1,250.00	$0.00	$0.00	$0.00
500	Kansas City	20,064.0	141,290	$335,000	$167,500	$167,500	$35,000	$17,500	$17,500	$300,000	$150,000	$150,000	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
501	Topeka Public Schools	11,977.0	84,341	$243,900	$121,950	$121,950	$115,800	$57,900	$57,900	$128,100	$64,050	$64,050									
503	Parsons	1,168.0	8,225	$36,417	$18,209	$18,209	$0	$0	$0	$36,417	$18,209	$18,209	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
505	Chetopa-St. Paul	343.0	2,415	$22,400	$11,200	$11,200	$0	$0	$0	$22,400	-	$11,200	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
506	Labette County	1,483.0	10,443	$75,000	$37,500	$37,500	$75,000	$37,500	$37,500												
507	Satanta	207.0	1,458	$30,800	$15,400	$15,400	$7,000	$3,500	$3,500	$23,800	$11,900	$11,900	$0	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
508	Baxter Springs	830.0	5,845	$30,000	$15,000	$15,000				$30,000	$15,000	$15,000									
509	South Haven	180.0	1,268	$13,043	$6,522	$6,522										$13,043.00	$6,521.50	$6,521.50			

Agenda Number: 7

Meeting Date: 7/14/2026

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

Item Title: Update on the Licensed Personnel Report

From: Shane Carter

K.S.R 91-31-34 Governing body requirements.

K.S.R. 91-31-34(b)(6) states, Each education system shall report the name of each licensed or certified staff member on the personnel report or the supplemental personnel report required by the state board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state board within 30 days after the staff change.

To meet this requirement, teacher licensure requires district's to submit the Licensed Personnel Report (LPR) through the Educator Data Collection System (EDCS). The collection period opens after July 1, of the school year and the collection period ends on March 1 of the school year.

In addition to collection of the LPR, teacher licensure also collects a Fall Vacancy Report and a Spring Vacancy report which requires to report any vacancies during the Fall semester of the school year and report any changes in vacancies and add new vacancies as applicable in the Spring semester of the school year. The Spring Vacancy report must be completed for districts to submit their LPR.

The update will share district reported professional and demographic characteristics of district staff across the state of Kansas and provide an update on the vacancies reported by districts during the 2025-2026 School Year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	TUES 8
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**July 14, 2026**
Scott Gordon	Scott Gordon	Jake Steel		

Item Title:

Act on Recommendations of the Professional Practices Commission PPC (Case 1)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law and censure the Licensee in 24-PPC-24.

Explanation of Situation Requiring Action:

On October 31, 2024, the Kansas State Department of Education filed a complaint seeking revocation and non-renewal of the teaching license in case 24-PPC-24. The complaint alleged that during the 2022-2023 school year, the Licensee engaged in a pattern of inappropriately and overly personal and intimate conduct toward or focus on a particular student. After the first day of the evidentiary hearing that started on June 13th, 2025, KSDE and the Licensee entered into an agreement whereby both he and KSDE would both ask the Professional Practices Commission and the State Board to issue an order of censure and to allow him to keep his teaching license if he successfully completed a 12-month term of professional oversight that included guided reflections, hard conversations with him and his current employer, and the NASDTEC Prevention and Correction Course.

The Professional Practices Commission agreed to hold the proceedings without receiving any further testimony for a term of 12 months. That term ended June 13, 2026. The Licensee has successfully fulfilled his obligations as reported by Dr. Mischel Miller of Kansas State University. Dr. Miller will give a summary of her involvement with the Licensee and will be available to answer questions regarding her recommendation.

KSDE's General Counsel R. Scott Gordon will explain why this case was handled this way and will share a possible new way to manage similar cases brought before the Professional Practices Commission. Mr. Gordon would like to acknowledge the work of Dr. Jeffrey Haverland of the University of Dubuque, whose work this process was based upon.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
redacted

24-PPC-24
25ED0008 ED

Initial Order based upon Stipulated Findings of Fact and Conclusions of Law

Recommendation

Having reviewed the Stipulated Findings of Fact and Conclusions of Law agreed upon by the parties, 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") and recommends to the State Board that redacted ("Licensee") be publicly censured for his professional misconduct.

Statement of the Case

This matter came for a hearing before the Commission upon the Complaint filed by the Kansas State Department of Education ("KSDE") on October 31, 2024, seeking revocation and non-renewal of Licensee's teaching license. Appearing for the Commission on June 12th and 13th, 2025 were Chairperson Ricardo Sanchez and members Erica Shook, Anita White, Carey Spaulding, Christy Ziegler, and Kori Lopez[1].

Licensee appeared in person and through counsel Samantha M. Fisher and Diane L. Bellquist.

KSDE appeared by and through counsel R. Scott Gordon

The above captioned matter, having been called for hearing before the Professional Practices Commission ("Commission") and after having evidence presented by the Complainant ("Kansas State Department of Education") and redacted ("Licensee") but prior to the conclusion of the hearing and prior to deliberations of the Commission, both Parties presented the following stipulated findings of fact, conclusions of law, and recommendation to be made to the Kansas State Board of Education ("State Board").

[1] Carey Spauling was present on June 12th only. Kori Lopez was present on June 13th only. Both parties agreed with allowing the case to proceed based on the circumstances and did not object to the substitution of one Commission member with the other.

Findings of Fact

1. redacted ("Licensee") #8342631745 is currently licensed by the Kansas State Board of Education ("State Board") with an initial teaching license. Licensee has been licensed by the State Board since 2022.

2. During the 2022/2023 school year, Licensee was employed as a teacher by the Shawnee Mission School District. This was Licensee's first year teaching.

3. Licensee acknowledges that during the 2022/2023 school year, he engaged in a pattern of inappropriate and overly personal and intimate conduct toward or focus on a student. The inappropriate conduct includes but is not limited to:

    a. Exchanging over 200 emails for personal, non-educational purposes with Student,
    b. Sharing personal information with Student about his own personal relationship(s),
    c. Sharing overly flattering messages via email and texts with Student about how much he loved talking and listening to Student,
    d. Telling Student how excited he is to not be her teacher anymore (after she graduates) so he can "just be some dude",
    e. Inviting Student to meet outside of school after she stopped attending high school but before Student officially graduated
    f. Giving Student his personal cell phone number to keep in touch after Student graduated, without "having to worry about getting in trouble" and how after doing so "everything will be easier." and
    g. Exchanging friendly dialogue via over 600 text messages with Student for personal, non-educational purposes starting the day after she stopped attending high school and continued between that day and the day she graduated and continued after graduation.

4. Licensee resigned from the Shawnee Mission School District in lieu of termination. Licensee became employed by the Rock Hill School District in 2023 and has been employed as a math teacher since that time. Licensee currently works as an Assistant Forensics coach as well.
5. Licensee's current employer is now aware of Licensee's past misconduct but feels he has learned from his past and fully supports his effort to retain his teaching license.
6. Licensee is willing and able to fulfill additional licensing requirements that may be necessary in order for him to show rehabilitation and remorse.

Conclusions of Law

1. Pursuant to K.S.A. 72-8501, the Legislature has declared teaching and school administration to be professions in Kansas with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. An educator is in a position of public trust.

2. Any license issued by the Kansas State Board of Education ("State Board") may be suspended or revoked, or the license holder may be publicly censured by the State Board for misconduct or other just cause. K.A.R. 91-22-1b(a)(4).
3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.
4. The Commission finds that Licensee engaged in professional misconduct by engaging in a pattern of inappropriate and overly personal and intimate conduct and focus on one of his students.
5. The Commission finds there is no evidence that Licensee engaged in any sexual or sexually-motivated conduct toward his student.
6. The Commission finds that discipline is warranted.
7. The Commission finds that further, directed efforts toward rehabilitation and preparation were necessary for Licensee to continue to maintain a teaching license. The Commission further finds that due to the unique nature of the facts of this case, and due to the willingness of the Kansas State Department of Education to take a unique approach to resolving this matter, the following was ordered:
   a. Licensee shall complete the National Association of State Directors of Teacher Education and Certification's Prevention and Correction Course at his own expense.
   b. Licensee shall complete an approved series of self-reflection exercises approved by the Chair of the Commission.
   c. Licensee shall either maintain his current employer or inform the Kansas State Department of Education's Office of General Counsel prior to accepting employment at any other school and shall fully disclose the terms of this agreement with any employing school.
   d. Licensee shall not have any outstanding allegations of misconduct that have not yet been reported to the Kansas State Department of Education nor shall he engage in any form of misconduct.

At the parties' request the Commission adopted these interim, temporary orders for a term of 12 months and further stayed the Commission proceedings during this term. The term began and was effective from June 13, 2025 to June 13, 2026 if all requirements have been completed. Upon successful completion of the 12-month term, the parties would notify the Commission which shall then issue an Initial Order recommending Licensee be censured for his conduct. If Licensee failed to satisfy these directives of the Commission, it shall recommend that Licensee's license be revoked effective the date of such recommendation.

WHEREAS the Licensee has successfully completed all obligations and abided by the interim, temporary orders of the Commission. The parties now jointly ask the Commission to issue its Initial Order based on these Stipulated Facts and Conclusions of Law and further ask the Commission to recommend that the Kansas State Board of Education censure the Licensee as authorized by K.A.R. 91-22-1b(a)(4).

THEREFORE the Professional Practices Commission, by a vote of 7-0 recommends the Kansas State Board of Education publicly censure redacted.

IT IS SO ORDERED.

Ricardo Sanchez, Chairperson
Professional Practices Commission

Stipulations agreed up by:

S. Gordon

S. Gordon (Jan 21, 2026 09:22:39 CST)

R. Scott Gordon, 23858
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Attorney for KSDE

redacted

Licensee

Samantha Fisher (Jan 20, 2026 11:51:13 CST)

Samantha M. Fisher #30490
JOSEPH, HOLLANDER & CRAFT, LLC
10104 W. 105th Street
Overland Park, Kansas 66212
Phone: 913-948-9490
Fax: 855-955-1318
sfisher@josephhollander.com

Diane L. Bellquist, #20969
Diane Bellquist (Jan 20, 2026 16:39:02 CST)
JOSEPH, HOLLANDER & CRAFT, LLC
1508 SW Topeka Boulevard
Topeka, Kansas 66612
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dbellquist@josephhollander.com

Attorneys for redacted

Initial Order Upon Stipulated Facts for signature -- 24-PPC-24

Final Audit Report 2026-01-21

Created:	2026-01-20
By:	KSDE Contracts [redacted]
Status:	Signed
Transaction ID:	CBJCHBCAABAAwIIPBIX58BtLnDFyuXO-uljB-BFpjWZi

"Initial Order Upon Stipulated Facts for signature -- 24-PPC-24" History

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Signer [redacted] entered name at signing as S. Gordon

2026-01-21 - 3:22:37 PM GMT- IP address: 170.85.8.125

Document e-signed by [redacted]

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Agreement completed.

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Formal Report: Restorative Practice Reflection Process – redacted
Submitted by: Dr. Mischel D. Miller, Kansas State University Assistant Professor

May 2026

Overview:
This report documents the restorative practice process completed with redacted during the spring 2026 semester. The purpose of this process was to support reflection, accountability, professional growth, and restoration following an identified incident requiring corrective and reflective action. The process emphasized restorative practices grounded in reflection, research, relationship repair, and future-oriented professional conduct.

Initial Communication and Meeting Attempts:
A Zoom meeting was originally scheduled for February 2, 2026. redacted did not attend this meeting. The meeting was subsequently rescheduled for February 9, 2026, at 1:00 PM, and later rescheduled again for February 16, 2026, at 4:00 PM.

February 16, 2026 – Initial Restorative Practice Meeting:
redacted and I met via Zoom on February 16, 2026, at 4:00 PM for approximately ten minutes. During this meeting, we discussed the expectations and structure for the restorative practice reflection paper assignment.

redacted was informed that the assignment should prioritize authentic reflection and meaningful content rather than length. Guidance was provided regarding the use of APA formatting and scholarly writing expectations. I also communicated that the paper was expected to reflect redacted redacted original thinking and personal reflection, rather than AI-generated responses. redacted assured me that he would complete the assignment in his own words.
The outline for the reflection paper was reviewed and included the following required components:

- Title Page
- Introduction, including a definition of restorative practice
- Acknowledgment of the Incident
- Reflection on Impact
- Lessons Learned
- Plan for Repair and Growth
- Implications for Future Practice
- Conclusion
- References

The outline emphasized restorative practice principles, including the understanding that harm is relational and impacts individuals and communities (Zehr, 2015), as well as the importance of concrete action steps for restoration and future growth (Morrison, 2015).
redacted was informed that the completed paper would be due March 9, 2026. The assignment was submitted on time.

March 23, 2026 – Follow-Up Reflection Meeting:
A follow-up Zoom meeting was held on March 23, 2026, at 4:00 PM to discuss the submitted reflection paper. During this conversation, we reviewed the rationale and purpose behind each section heading and discussed the deeper intent of restorative reflection practices. redacted was asked to strengthen the paper by adding three to five additional paragraphs supported by scholarly research. He agreed to revise and resubmit the paper by April 17, 2026. Plans were also made to hold a final in-person meeting in late April at Kansas State University in Bluemont Hall to discuss the completed reflection process and conclude our work together.

Schedule Adjustment:
The in-person meeting was originally scheduled for May 4, 2026; however, due to scheduling needs, the meeting was rescheduled to May 12, 2026.

May 7, 2026 – Professional Reference Conversation:
On May 7, 2026, I contacted redacted at redacted Schools to inquire whether there were any concerns regarding redacted teaching performance, conduct, or professional interactions. redacted indicated that she had no concerns and believed redacted had learned from the incident and demonstrated growth following the experience.

May 12, 2026 – Final Restorative Reflection Meeting:
redacted and I met in person on May 12, 2026, in Bluemont Hall, Room 123, at Kansas State University to discuss the final reflection paper and address any remaining questions related to the restorative process.

During this meeting, I determined that redacted had completed the assignment satisfactorily. The revised paper included additional scholarly references related to the purpose and principles of restorative practices and demonstrated thoughtful reflection regarding future professional conduct and personal growth.

Throughout the conversation, redacted appeared honest, maintained appropriate eye contact, and continued to express remorse regarding the incident. He reflected openly on the situation and acknowledged that, if given the opportunity to revisit the circumstances, he would respond differently and with greater clarity and self-control.

Conclusion:
The restorative practice process completed with redacted included multiple meetings, reflective writing, scholarly engagement, and professional dialogue focused on accountability, growth, and future practice. Based on the completed reflection paper, follow-up discussions, and professional feedback received, I believe redacted engaged meaningfully in the restorative process and demonstrated genuine reflection regarding the incident and its implications for his future professional conduct. I recommend redacted be given a professional teaching license from the Kansas State Department of Education.

References

Morrison, B. (2015). *Restorative justice in education: changing lenses on education's three Rs.* Restorative Justice, *3*(3), 445-452.

Zehr, H. (2015). *The little book of restorative justice: Revised and updated*. Simon and Schuster.

Certificate of Completion

THIS ACKNOWLEDGES THAT

redacted

HAS SUCCESSFULLY COMPLETED
NASDTEC ACADEMY COURSE:

Prevention and Correction: Overview

Academy@nasdtec.org



May 27, 2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	TUES 8
Meeting Date:	July 14, 2026

Staff Initiating:	Director:	Commissioner:
Scott Gordon	Scott Gordon	Jake Steel

Item Title:

Act on Recommendations of the Professional Practices Commission (breach of contract) (Case 2)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and retroactively suspend the Licensee in 25-PPC-47 until May 28th, 2026.

Explanation of Situation Requiring Action:

On December 15, 2025, the board of education for USD 512 (Shawnee Mission) filed a complaint with the Professional Practices Commission alleging that the Licensee had breached her teaching contract by abandoning her teaching position on or about November 10, 2025. Upon review of the complaint and the answer filed by the Licensee, the Professional Practices Commission voted 8-0-1 (abstention) to recommend to the State Board that Licensee's license be suspended until May 28th, 2026.

Pursuant to state law, upon a finding that a licensed teacher is in breach of an employment contract and there is no liquidated damages clause in place by which a Licensee may pay damages for said breach, the State Board *shall* suspend the license until the end of the then-current contract term.

ELECTRONICALLY FILED 05/18/2026 11:54:20 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In The Matter of the License Of:
redacted

Case No.: 25-PPC-47
OAH No.: 26ED0008 ED

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 with 1 abstention recommends to the Kansas State Board of Education (State Board) that the professional teaching license issued to redacted) be suspended until May 28, 2026.

Statement of the Case

This matter comes before the Commission for a hearing on the Complaint issued by Shawnee Mission Unified School District No. 512 (SMSD) on or about December 15, 2025, seeking suspension of redacted professional teaching license.

The hearing in this matter was conducted March 27, 2026. The parties agreed that neither would appear but rather would submit the matter to the Commission based solely on the Complaint issued by SMSD and the accompanying exhibits, as well as redacted Answer and accompanying exhibits.

Members of the Commission appearing at the hearing were Ricardo Sanchez, Chairperson; Dr. Christy Ziegler[1], Vice-chair; and members, Carey Spaulding, Kori Lopez, Anita White, Charrica Osborne, Clint Shipley, Erica Shook, and Brittney Jennings.

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

Evidentiary Rulings

Since an evidentiary hearing was not conducted, there was no formal ruling on the admission of evidence. The Commission reviewed and considered SMSD's Complaint, redacted Answer, and the accompanying exhibits, all of which were made part of the record.

[1] Dr. Christy Ziegler participated in the matter but abstained from the decision.

FINDINGS OF FACT

1. redacted was employed as a teacher in SMSD under a contract of employment for the 2025-2026 school year. [Exhibit A]. redacted was a math teacher at Indian Hills Middle School.

2. redacted Kansas State Teacher's License number is redacted [Exhibit B].

3. On October 17, 2025, redacted communicated via email to Dr. Chris Kase (Dr. Kase), SMSD Director of Secondary Human Resources, and her principal, Dr. Kelley Capper (Dr. Capper), her intent to resign from her teaching position at Indian Hills Middle School.

4. On October 21, 2025, Dr. Kase contacted redacted via phone and provided information about the late resignation provision in the 2025-2026 Professional Negotiated Agreement between SMSD and the National Education Association Shawnee Mission (Agreement). Dr. Kase explained to redacted that her position would be posted and that she could not resign until a suitable replacement for her position was secured. Dr. Kase explained to redacted that if she did not comply with the late resignation provision in the Agreement and breached her contract by leaving her position before a suitable replacement was secured, then SMSD could not accept her resignation and would be forced to proceed with termination of her employment. It was also stated that a complaint against her license would be filed with KSDE.

5. SMSD advised that on October 21, 2025, redacted provided a formal resignation to her principal, Dr. Capper. redacted checked the suitable replacement box on her formal resignation and listed November 7, 2025, as her last day of work. A copy of the formal resignation was not provided to the Commission.

6. SMSD advised that on October 29, 2025, Dr. Kase communicated via phone to redacted Dr. Kase provided information on the process of termination and potential action to be taken at the December 8, 2025, SMSD Board of Education meeting if redacted failed to report to work on November 10th. redacted communicated her intent not to report for duty after Friday, November 7, 2025.

7. On October 30, 2025, redacted received a follow-up email from Dr. Kase documenting the October 29, 2025, conversation between Dr. Kase and redacted Dr. Kase included information regarding the termination process and the consequences of non-compliance with the Agreement's late resignation provision. [Exhibit C].

8. As of November 10, 2025, redacted stopped reporting to work and abandoned her position.

9. The Agreement contains the following late resignation provision in Article V(H)(3):

> 3. Late Resignation. Professional Employees who desire to resign late, after the date designated in K.S.A. 72-2251, may resign under one of the following 3 options:

a. Liquidated Damages. For any written resignations tendered after the date established by Kansas law and before a Professional Employee's first contract day, a Professional Employee will be released from their contract upon the payment of liquidated damages to the Board in the following amounts:

Statutory Date - June 30	$500
July 1 - July 31	$1,500
August 1 - Day Before First Contract Day	$2,000

Such sum must be submitted by a personal check on the date the written resignation notice is tendered.

b. Suitable Replacement. As of their first contract day for the current school year, a Professional Employee will not be released from their contract unless and until the District has secured a suitable replacement for the Professional Employee. If a Professional Employee submits a written resignation notice during the school year pursuant to this provision, their resignation will be irrevocable and may be accepted at any time by the Board after a suitable replacement is secured. In the event that the District is able to secure a suitable replacement for a Professional Employee before the Professional Employee's last contract day, then the Professional Employee will be released from their contract as of the end of the contract day before the suitable replacement's first contract day.

c. Proof of Qualifying Exception. The Professional Employee must provide notice as provided below and documented proof that they meet one of the following qualifying exceptions:

i. Move of a spouse for employment purposes to a residence more than 75 miles from the District's central office building. The Professional Employee must provide a minimum of 10 contract days notice of resignation, counted from the first contract day after the written resignation notice is tendered.

ii. Job promotion to an administrative position with a pre-K-12 school or school district. The Professional Employee would only be released from their contract effective the first contract day of the Fall semester, or effective the first contract day of the Spring semester. The Professional Employee must provide a minimum of

21 calendar days written notice of resignation, counted from the first day after the resignation notice is tendered.

iii. Mutual benefit of the District and the Professional Employee. The Assistant Superintendent of Human Resources may agree in writing to release a Professional Employee from their contract.

iv. Professional Employee is approved by the District to take leave under the Family and Medical Leave Act (FMLA) due to a serious health condition of the Professional Employee or of the Professional Employee's spouse, child, or parent, and the certification indicates that the Professional Employee needs a minimum of 12 weeks of continuous leave. If a Professional Employee meets all eligibility requirements under the FMLA, their FMLA certification indicates a need for 12 continuous weeks of leave and such leave is approved by the District, and they have taken at least 4 continuous weeks of FML and determine they will be unable to work at the end of their FML, then the Professional Employee may provide a minimum of 21 calendar days advance written notice of resignation before the expiration of their 12 weeks of FML and they will be released from their contract as of the last date of approved FMLA leave (the last day of the 12-week leave period). Professional Employees with qualifying disabilities may request reasonable job accommodations under the Americans with Disabilities Act (ADA) and engage with administration in the ADA interactive process. In the event that the District and a Professional Employee reach a mutual agreement that the Professional Employee cannot perform the essential functions of their job with or without reasonable job accommodations, and the Professional Employee is not eligible for or has no available leave under the FMLA, then the Professional Employee may resign pursuant to a mutually agreed separation agreement under the "mutual benefit" exemption in provision c(iii). The purpose and intent of this exception is to ensure that Professional Employees who experience a medical condition that impacts their ability to work are treated objectively and equitably with regard to late resignation. This exemption in provision c(iv) will sunset at the end of the 2024-2025 school year.

[Exhibit D]. The Agreement is also publicly available on SMSD's website.

10. Under the late resignation provision in the Agreement, teachers who submit notice of resignation after their first contract day will not be released from their contract until a suitable replacement is secured for their position, unless they provide proof of a qualifying exemption.

11. As set forth in paragraphs 3-8, redacted failed to comply with the Agreement's late resignation provision.

12. Because redacted left her position before a suitable replacement could be secured, and because she did not qualify for any exemption from the Agreement's late resignation provision, she was not eligible to be released from her teaching contract.

13. redacted abandoned her position with no notice to SMSD. She breached her employment contract with SMSD, which incorporates the Agreement, by failing to wait for a suitable replacement to be secured before leaving her position. [Exhibits A and D].

14. The SMSD Board of Education could not accept redacted resignation because she did not comply with the late resignation provision in the Agreement. Because redacted did not comply with the late resignation provision, abandoned her position, and breached her contract, the SMSD Board of Education was forced to proceed with termination of redacted contract of employment.

15. At its November 10, 2025, meeting, the SMSD Board of Education adopted a Resolution of Intent to Terminate redacted contract of employment due to job abandonment and failure to fulfill her contract. [Exhibit E].

16. Notice of the November 10, 2025, Resolution by the SMSD Board of Education was provided to redacted on November 12, 2025. [Exhibit F].

17. At its December 8, 2025, meeting, the SMSD Board of Education adopted a Resolution to Terminate redacted contract of employment due to job abandonment and failure to fulfill her contract. The Resolution approved the filing of a written complaint with the Kansas State Board of Education seeking suspension of redacted license. [Exhibit G].

18. On or about December 15, 2025, Dr. Jeremy Higgins (Dr. Higgins), SMSD Associate Superintendent of Human Resources and a member of the school administration profession, signed a Complaint on behalf of the SMSD Board of Education.

19. On December 15, 2025, a copy of the Complaint was sent to redacted via both certified mail and email. [Exhibit H]. Pursuant to K.A.R. 91-22-lb(e) and K.S.A. 77-512, the Complaint included a Notice of Complaint and Right to a Hearing, which provided notice to redacted of: (a) the request to suspend her teaching license or take other appropriate disciplinary action against her; and (b) her right to request a hearing and the deadline to request a hearing.

20. On December 29, 2025, redacted submitted an Answer, along with a request for a hearing.

21. redacted stated that she had not emailed her principal, Dr. Capper, as suggested by SMSD, but rather had spoken to Dr. Capper in person before she emailed Dr. Kase and Dr. Capper. [*See* Answer].

22. redacted stated that she understood that SMSD had a retired teacher lined up to take her position until the new school year when they could hire a student teacher after graduation. [*See* Answer].

23. redacted included a type-written letter with her Answer, explaining the circumstances of her resignation. The letter is incorporated herein by reference. [*See* Answer].

24. redacted wrote that she had not received information regarding the possible termination until after she had submitted her letter of resignation and that having that information before would have influenced how she handled the situation. [*See* Answer].

CONCLUSIONS OF LAW

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

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

C. Regulation allows for suspension or revocation of a teacher's license for "breach of an employment contract with an education agency by abandonment of the position."[4]

D. "All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher's teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by ⅔ of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher's license suspended for the remainder of the term for which such contract was made."[5]

E. "(a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a and amendments thereto. The complaint shall be filed with the commission's secretary."[6]

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[2] Kan. Const., Art. VI and K.S.A. 72-255.
[3] K.A.R. 91-22-1a(a).
[4] K.A.R. 91-22-1a(a)(9).
[5] K.S.A. 72-2216.
[6] K.A.R. 91-22-9.

F. "A member of the ... school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied."[7]

G. A complaint seeking discipline against redacted State of Kansas teaching license, signed by Dr. Higgins, was filed by SMSD in compliance with K.A.R. 91-22-5a.

H. Dr. Higgins is a member of the school administration profession. Dr. Higgins's work address is: Shawnee Mission School District, Center for Academic Achievement, 8200 W. 71st Street, Shawnee Mission, KS 66204.

I. The Complaint requested Stone's teaching license be suspended for a time period deemed appropriate by the Commission, or that the Commission take other appropriate disciplinary action against Stone so that, should she apply for employment with a school district as a teacher in the future, that school district is able to make a decision on her employment application with the knowledge that disciplinary action previously was imposed against her by the Commission for abandoning a teaching position mid-school-year and failing to fulfill the terms of her teaching contract.

J. "A complaint filed directly with the state board pursuant to K.S.A. 72-1383 or K.S.A. 72-5412, and amendments thereto, alleging that a license holder is in breach of the license holder's employment contract with a local board shall be referred to the commission for investigation, hearing, and the entry of an initial order regarding licensure. If the investigation reveals a settlement provision or liquidated damages clause in local board policy or in the contract of the employee, so that the employee could make a financial settlement to a local district governing authority or be relieved of contractual commitment by other agreed means, the case shall be dismissed by the commission."[8]

K. Based upon redacted abandonment of her position of employment and failure to return to work, the SMSD Board of Education exercised its discretion and rejected redacted resignation and issued a Notice of Intent to Terminate Teacher's Contract of Employment (Notice). redacted was given an opportunity to appeal the Board's decision and did not do so. Having received no further information from redacted the Board of Education for the School District terminated redacted for failure to report to work, failure to fulfill the contract and job abandonment.

L. redacted was warned of the potential implications of her failure to comply with the terms of the Contract. redacted chose to abandon her teaching position with SMSD before a suitable replacement could be secured, in breach of her contract.

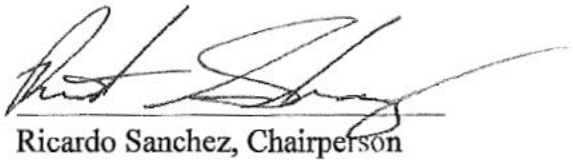
M. In considering the matter, the Commission concluded that redacted was responsible for knowing the terms of the Agreement. The Commission also concluded that redacted had been told she could not resign until a suitable replacement for her position was secured but chose to resign nonetheless.

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[7] K.A.R. 91-22-5a(a).
[8] K.A.R. 91-22-7.

N. On a vote of eight (8) in favor, zero (0) opposed and one (1) abstention the Commission recommends to the State Board that the Complaint filed by Dr. Jeremy Higgins, Associate Superintendent of Human Resources for Shawnee Mission Unified School District No. 512 and a member of the school administration profession, seeking to discipline the professional teaching license redacted be affirmed, and that redacted professional teaching license be suspended until May 28, 2026.

IT IS SO ORDERED.



Ricardo Sanchez, Chairperson
Professional Practices Commission

Notice

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

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **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 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 May 18, 2026, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

redacted

Rachel England
Shawnee Mission School District
8200 W 71st St
Shawnee Mission, KS 66204
Tel: (816) 875-0208

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: 11

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/14/2026**
Frank Harwood		Jake Steel		

Item Title:

Act on Kansas State Department of Education budget recommendations for 2027-2028 approval

Recommended Motions:

Major Categories of State Aid: It is moved that the State Board of Education recommend the adoption of the consensus estimates for State Foundation Aid, Supplemental State Aid, Capital Improvement State Aid, and Capital Outlay State Aid for FY 2028.

Special Education State Aid:
Option 1: It is moved that the State Board of Education request a budget enhancement for FY 2028 **to fund XX% of special education excess costs.**
Option 2: It is moved that the State Board of Education request a budget enhancement for FY 2028 **to increase funding for special education by $XX million.**

Career and Technical Education: It is moved that the State Board of Education request a budget enhancement of **$600,000** for the CTE Transportation program for FY 2028.

Mentor Teacher Program:
Option 1: It is moved that the State Board of Education request a budget enhancement of **$1.3 million** for the Mentor Teacher program for FY 2028.
Option 2: It is moved that the State Board of Education request a budget enhancement of **$2.3 million** for the Mentor Teacher program for FY 2028.

Professional Development
Option 1: It is moved that the State Board of Education request a budget enhancement of **$1.77 million** for the Professional Development program for FY 2028.
Option 2: It is moved that the State Board of Education request a budget enhancement of **$7.25 million** for the Professional Development program for FY 2028.

National Board Certification: It is moved that the State Board of Education request a budget enhancement of **$360,000** for the National Board Certification program for FY 2028.

Safe and Secure Schools:
Option 1: It is moved that the State Board of Education request a budget enhancement of **$2.5 million** for the Safe and Secure Schools grant program for FY 2028.
Option 2: It is moved that the State Board of Education request a budget enhancement of **$12.5 million** for the Safe and Secure Schools grant program for FY 2028.

E-Rate: It is moved that the State Board of Education request a budget enhancement of **$500,000** for the E-Rate Infrastructure Match for FY 2028.

State Board of Education Compensation (KSDE Agency Operating Budget): It is moved that the State Board of Education request a budget enhancement of **$138,500** to provide for State Board member compensation to be commensurate with legislator compensation for FY 2028.

Administrative Funding for E-Rate (KSDE Agency Operating Budget): It is moved that the State Board of Education request a budget enhancement of **$95,920** to replace funding required to support school districts with the E-Rate process for FY 2028.

Universal Reading Screener (KSDE Agency Operating Budget): It is moved that the State Board of Education request a budget enhancement of **$10.0 million** to cover the full cost of the universal reading screener required by State law.

Explanation of Situation Requiring Action:

KSDE Budget Recommendations: Every state agency is required to submit budget requests to the Governor's office by September 15th of each year. As part of that process, the state board approves the budget enhancement requests. Board members have been presented information about the FY 2028 budget requests to the Governor and about possible enhancement requests in June's meeting. The board is asked to act on the proposed budget enhancements.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Professional Standards Board Nominations

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint [**Amy Turner, Gretl Shelton, Sharon Mueller, or Sydney Rummer**] to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2029.

It is moved that the Kansas State Board of Education act to appoint [**Amy Turner, Gretl Shelton, Sharon Mueller, or Sydney Rummer**] to the Professional Standards Board representing a Public High School Teacher position, effective upon appointment through June 30, 2029.

It is moved that the Kansas State Board of Education act to appoint **Amy Ward**, to the Professional Standards Board representing a Private School Teacher position, effective upon appointment through June 30, 2029.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

There are three vacant teacher positions on the Professional Standards Board:
1. Public School Teacher at-large position.
2. Public High School Teacher position.
3. Private School Teacher position.

Recommended nominees to fill each category vacancies are:

1. Public School Teacher at-large position.

Amy Turner, High School Special Education Teacher, Great Bend USD 428, (SBOE District 7).

Gretl Shelton, High School English and Speech Teacher, Gardner Edgerton USD 231, (SBOE District 3,4)

Sharon Mueller, High School English Teacher and Librarian, Leavenworth USD 453, (SBOE District 1).

Sydney Rummery, High School Spanish Teacher, Andover USD 385, (SBOE District 8, 10).

2. <u>Public High School Teacher position.</u>

Amy Turner, High School Special Education Teacher, Great Bend USD 428, (SBOE District 7).

Gretl Shelton, High School English and Speech Teacher, Gardner Edgerton USD 231, (SBOE District 3,4)

Sharon Mueller, High School English Teacher and Librarian, Leavenworth USD 453, (SBOE District 1).

Sydney Rummery, High School Spanish Teacher, Andover USD 385, (SBOE District 8, 10).

3. <u>Private School Teacher position.</u>

Amy Ward, Elementary Teacher, St. James Catholic School, Wichita Catholic Diocese, (SBOE District 8).

Nomination forms and candidate resumes are attached as well as the PSB roster.

PSB Nominee Application

First Name	Last name
Sharon	Mueller
Name of Committee(s)	PSB
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	
Level you represent	High School
Which of the following do you teach	
Level you teach	
School district you work in	High School
Private school/diocese you teach in	
Name of the private school building	453 Leavenworth
Size of school district or post-secondary institution you represent	1201-2500
KSBE district(s) your district or institution is in	1
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	24 year KS educator, licensed in ELA and Library Sciences, Adjunct College Instructor, Professional member of ALA, KASL, NEA, KNEA.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

SHARON E. MUELLER

Librarian K-12
English Educator 9-12,
Adjunct Instructor, Comp 099-102

PROFILE

Career Educator who enjoys worklng with students to foster a love of reading, develop life long learning and study skills. Passionate advocate for public education and public libraries.

WORK EXPERIENCE

TEACHER AND LIBRARIAN, GRADES 9-12

USD 453, Leavenworth HS, Leavenworth, KS

August 2002-Presemt

- English Grades 9-12
- Dual Enrollment College Comp I/II (KCKCC)
- AVID Instructor, 9-12
- District Librarian
- Building Leadership Tea
- LNEA President

AJUNCT INSTRUCTOR

Kansas City Kansas Community College, KC, KS

August 2007-Present

- Intro To College Reading 099
- Pre-Composition EN099
- College Compostiion 101-102

EDUCATION

- UNIVERSITY OF SAINT MARY, 2002 B.A. ENGLISH
- UNIVERISTY OF KANSAS, 2005 M.S. ENGLISH EDUCATION
- PITT STATE UNIVERSITY 2019 M.S. LIBRARY SCIENCES

CERTIFICATIONS

- STATE OF KANSAS PROFESSIONAL LICENSES:
  K-12 LIBRARIAN, 7-12 ELA

PSB Nominee Application

First Name	Last name
Gretl	Shelton
Name of Committee(s)	Professional Standards Board
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	231- Gardner Edgerton
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	3,4
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	In my tenure as an educator, I have had the privilege of developing curriculum for multiple districts. I also had the unique experience of researching then starting the International Baccalaureate Programme at Robinson Middle School for Wichita Public Schools. In the capacity of IB Coordinator, I interviewed and helped hire instructors who would be appropriate for that program as well as trained teachers to implement quality instruction to address specific needs in the IB curriculum in order to ensure rigorous content. I was also involved in conversations with instructors regarding professional behavior in my role as a coordinator for that program. I have also always been an advocate for teachers while at the same time supportive of high standards that promote quality instruction and demand that qualified personnel are hired for Kansas students.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am a certified, currently employed instructor at Gardner Edgerton High School and have taught in both rural and urban districts. I feel I have a solid handle on the standards that need to be in place for schools to run efficiently while meeting necessary skills that we should want Kansas students to possess. I am fortunate to have been on Olathe's English Curriculum alignment team as well as the rural community of Prairie View where I headed the initiative to raise test scores and align curriculum. I also initiated a vocabulary enrichment program at Prairie View and wrote common assessments for the middle school and high school teachers to administer. Currently I'm serving on the Intervention Team with the GEHS Building Leadership Team. We are working on developing formative and summative assessments that can easily be built into the curriculum to identify advanced and struggling students, then provide streamlined intervention methods to address their needs. I look forward to bringing my expertise and experience to the KSDE position.

Gretl Shelton

Speech Communications & English

CONTACT

PROFILE

* Competent and dynamic classroom teacher capable of forging worthwhile connections with students while maintaining rigor and encouraging grit.

* Engages students where they are and walks alongside as they relish in attaining academic and personal goals.

* Enjoys advancing students outside their comfort zones until they realize and fulfill their full potential.

SKILLS

- Presenting & Engaging
- Facilitating Discussions
- Writing Coach
- Peer Collaboration
- Canva Skills

EXPERIENCE

Gardner-Edgerton High School (Gardner, KS)

2023-present **English, Speech Communications, and Debate & Forensics Coach**

-Taught 10th grade English & prepared students for state assessments.

-Selected to take over the Debate & Forensics Program—qualified two competitors for Nationals in Congressional Debate.

-Taught beginning and advanced forensics.

-Taught speech communications to 9-12th grade students.

-Implemented a school-wide speech contest.

-Served on the BLT committee.

Owner–Catfish Corner Investors (Linn Valley, KS)

2018-present **Business Owner for Private Investment Company**

-Developed partnership with real estate advisors to acquire properties and flip them in desirable markets.

-Purchased, held, and sold properties in response to market analysis.

-Worked with and employed contractors to provide skilled labor for sites.

Prairie View Middle School (LaCygne, KS)

2020-2023 **English Teacher & Cheer Coach**

-Taught 8th grade English & prepared students for assessments.

-Implemented a school-wide persuasive research speech contest.

-Prepared students for FastBridge testing & CBM assessments.

-Served as head of department and teacher mentor.

EDUCATION

Masters of Teaching

2001 **Friends University**

-Hybrid Masters Pilot Program

-Delivered Action Research Thesis on "Use of Rubrics in Raising Classroom Expectations & Competency"

-Cum Laude

Bachelor of Arts

1991 **Wichita State University**

-Studied English Literature & Theater

-Participated in Student Government

-Philanthropy Chair (Alpha Omicron Pi)

-Graduated Cum Laude

-Head middle school & high school cheer coach.

Olathe East High School (Olathe, KS)

2006-2020 **English & Speech Communications Teacher**

-Taught 9th-12th grade English & prepared students for assessments.

-Taught Advanced/Pre-AP English to 9th and 10th graders.

-Taught Speech Communications & competed in local competitions with students.

-Implemented initial speech curriculum in the district.

-Nominated for Teacher of the Year & wrote grants for the department.

-Served as the National Honor Society Sponsor.

-Served as a curriculum developer for district English curriculum.

Granite Direct–Hiring Manager (Overland Park, KS)

2006-2018 **Granite & Quartz Small Business Co-Owner**

-Began private business to service construction needs in KC Metro area.

-Worked to expand small business into a multi-million dollar company.

-Helped bid jobs and negotiated bids in a competitive market.

-Hired competent members of sales and labor teams.

-Assisted in overseeing the training of employees.

-Provided HR support to ensure smooth operations.

PSB Nominee Application

First Name	Last name
Amy	Turner
Name of Committee(s)	Professional Standards Board
	Evaluation Review Committee
	Licensure Review Committee
	Teacher Vacancy and Supply Committee
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	Pre K - 12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	SPED
Level you teach	Middle school and High school
School district you work in	428 - Great Bend
Private school/dicese you teach in	
Name of the private school building	
Size of school district or post-secondary stitution you represent	1201-2500
KSBE district(s) your district or institution is in	District 5
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am Amy Turner, Ed.S., and I currently serve as a special education teacher at Great Bend High School. My educational background includes an Education Specialist degree in Leadership and a master's degree in Special Education. I have experience working with students with a wide range of academic, behavioral, social-emotional, and adaptive needs. In addition to my classroom experience, I have been involved in leadership roles within the district, including problem-solving, staff collaboration, and helping support systems that improve outcomes for both students and educators.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am currently certified and have been actively practicing as an educator during the immediately preceding three years. My current role as a special education teacher allows me to bring practical classroom experience, knowledge of student needs, and an understanding of the challenges educators face. My background in special education, leadership, and collaboration would allow me to contribute thoughtfully and responsibly to this appointment.

Amy M. Turner

Professional Summary

Dedicated and experienced Educational Leader and Special Education Teacher with over 12 years of progressive experience in K–12 education. Recognized for fostering inclusive learning environments, mentoring peers, and advocating for professional standards through union leadership. Skilled in classroom management, behavior intervention, IEP implementation, and team collaboration to support student success.

Core Competencies

- Special Education Instruction
- Behavior & Cognitive Skill Development
- Classroom & Behavior Management
- IEP Development & Implementation
- Cross-Department Collaboration
- Scheduling & Organizational Proficiency
- Student Mentoring & Motivation
- Job Readiness Training
- Social Skills Development

Leadership & Affiliations

- President, Great Bend National Education Association (GBNEA)
- Collective Bargaining Team Member
- L.E.A.D. Teacher
- Boy Scout Leader
- Unity Co-Leader
- Active Member, Sigma Alpha Pi (National Society of Leadership and Success)

Professional Experience

- Special Education Teacher

USD 428 | Great Bend, KS
August 2020 – Present

- Support students with severe behavioral challenges through consistent implementation of individualized behavior intervention plans.

- - Deliver individualized instruction to students with diverse learning needs and disabilities.

- - Collaborate with general education teachers across multiple content areas to optimize student success.
- - Build rapport with students and families to foster trust and engagement.
- - Establish clear learning objectives and track student progress.
- - Address developmental delays through targeted behavioral and academic interventions.
- Special Education Teacher

USD 347 | Kinsley, KS
August 2017 – May 2019

- - Developed life skills programs for students with autism through explicit instruction and structured repetition.
- - Facilitated successful transitions for students moving between grade levels.
- - Integrated motivational tools and visual aids to bridge learning gaps.
- Adjunct Instructor

Dodge City Community College | Dodge City, KS
August 2018 – December 2018

- - Designed and delivered engaging coursework aligned with course objectives.
- - Provided additional academic support through tutoring and personalized guidance.
- - Maintained accurate academic records and communicated student progress.
- - Supported students in achieving personal and professional development goals.
- Special Education Teacher

USD 381 | Spearville, KS
February 2017 – October 2018

- - Led inclusive instruction for students with a range of developmental disorders.
- - Implemented individualized education plans in collaboration with school teams.
- - Supported student social, emotional, and functional skill development.
- Special Education Teacher

USD 502 | Lewis, KS
August 2014 – December 2016

- - Delivered small group and individualized instruction based on student needs.
- - Promoted inclusive, positive classroom environments.
- - Integrated physical, emotional, and social development into daily routines.

Education & Credentials

Specialist in Education (Ed.S.) – Educational Administration
Fort Hays State University | Hays, KS
Graduated: December 2019 | GPA: 3.90

Master of Science – Educational Administration
Emporia State University | Emporia, KS
Graduated: May 2017 | GPA: 3.80

Master of Science – Special Education
Fort Hays State University | Hays, KS
Graduated: May 2015 | GPA: 3.91

PSB Nominee Application

First Name	Last name
Sharon	Mueller
Name of Committee(s)	PSB
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	
Level you represent	High School
Which of the following do you teach	
Level you teach	
School district you work in	High School
Private school/diocese you teach in	
Name of the private school building	453 Leavenworth
Size of school district or post-secondary institution you represent	1201-2500
KSBE district(s) your district or institution is in	1
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	24 year KS educator, licensed in ELA and Library Sciences, Adjunct College Instructor, Professional member of ALA, KASL, NEA, KNEA.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

SHARON E. MUELLER

Librarian K-12
English Educator 9-12,
Adjunct Instructor, Comp 099-102

PROFILE

Career Educator who enjoys worklng with students to foster a love of reading, develop life long learning and study skills. Passionate advocate for public education and public libraries.

WORK EXPERIENCE

TEACHER AND LIBRARIAN, GRADES 9-12

USD 453, Leavenworth HS, Leavenworth, KS

August 2002-Presemt

- English Grades 9-12
- Dual Enrollment College Comp I/II (KCKCC)
- AVID Instructor, 9-12
- District Librarian
- Building Leadership Tea
- LNEA President

AJUNCT INSTRUCTOR

Kansas City Kansas Community College, KC, KS

August 2007-Present

- Intro To College Reading 099
- Pre-Composition EN099
- College Compostiion 101-102

EDUCATION

- UNIVERSITY OF SAINT MARY, 2002 B.A. ENGLISH
- UNIVERISTY OF KANSAS, 2005 M.S. ENGLISH EDUCATION
- PITT STATE UNIVERSITY 2019 M.S. LIBRARY SCIENCES

CERTIFICATIONS

- STATE OF KANSAS PROFESSIONAL LICENSES:
  K-12 LIBRARIAN, 7-12 ELA

PSB Nominee Application

First Name	Last name
Sydney	Rummery
Name of Committee(s)	Professional Standards Board
Nominated by	KANAAE
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	385 - Andover
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	401-1200
KSBE district(s) your district or institution is in	8, 10
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am going into my 10th year as a Kansas public educator. Throughout my time, I learned how to balance continuing education, receiving my Master's during COVID and taking many college hours afterward to continue my education to best serve my students. I've been through this recently, so I feel I have experience both as a newcomer and as a seasoned teacher to bring to the table.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am currently certified and have actively practiced educating in the public school system for 10 years. I have also been an adjunct at a private university, though I am not currently.

SYDNEY RUMMERY

CAREER GOALS

To leverage a decade of pedagogical expertise to mentor emerging teachers and foster a school culture of collaborative excellence, ensuring that the next generation of educators feels supported, empowered, and equipped to succeed.

PROFESSIONAL ATTRIBUTES

- Bilingual in Spanish and English, able to professionally communicate with stakeholders
- Previous experience educating Pre-K-Adults in Spain, Mexico, and Panama
- Strong project management skills, including creating, assessing, and problem-solving
- Experienced in grant-writing and data organization with a strong attention to detail
- Strongly commited to integrity, inclusion, and confidentiality
- Positive attitude and very technology-adept; including Microsoft Suite, Zoom, and Google

EDUCATION

MAY 2020

M.A. in Secondary Education (Educational Leadership)
Emporia State University - Emporia, KS

- GPA: 3.9/4.0 (Summa Cum Laude)
- Online education while teaching at Andover Central High School
- Completed Courses: Practicum/Action Research MEd, Curriculum Leadership: Models and Strategies

MAY 2017

B.A. in Spanish and Spanish Education (Translation and Interpretation)
Friends University - Wichita, KS

- GPA: 3.96/4.0 (Summa Cum Laude)
- Dual-sport athlete, president of Spanish Honor Society
- Completed courses: Advanced Spanish Conversation, Spanish Composition, Spain Today, Advanced Spanish Grammar, Spanish Culture Through Film, Advanced Spanish Translation

EXPERIENCE

AUG 2017 - PRESENT

SECONDARY EDUCATOR - SPANISH I-V • FORMER HEAD COACH XC/ASST. TRACK
Andover Central High School - Andover, KS

- Educates and manages ~150 students with experience in multiple Spanish classes
- Prepares materials for lessons, assignments, activities, projects, and assessments and evaluates, grades, and gives feedback on individual performance
- Integrates STEAM education with Spanish to strengthen student overall success
- Co-created a full K-5 online Spanish curriculum for online district academy
- Teacher leader on Building Leadership Team, Redesign Team, and committees

AUG 2022 - MAY 2023

ADJUNCT PROFESSOR - SPAN101, SPAN102
Friends University - Wichita, KS

- Educated ~15 adults for 75 minutes, three times a week at night
- Integrated technology to enhance learning, investment, and participation
- Used strong organizational skills to ensure information including expectations, assignments, and other documentation was accessible and easy to understand
- Coordinated program activities, utilized resources effectively and created lasting relationships to encourage learners to rise to higher success

SYDNEY RUMMERY

PROFESSIONAL MEMBERSHIPS & COMMITTEES

- ERC: Kansas State Department of Education Evaluation Review Committee Member (2020-2025)
- KANAAE: Kansas Association of American Educators (2017 - Present)
  - Appointed to the Board of Directors (2021 - 2023)
- AATSP: American Association of Teachers of Spanish and Portuguese (2017 - Present)
- KATSP: Kansas Association of Teachers of Spanish and Portuguese (2017 - Present)
  - Vice President - Previously Board Communications Coordinator (January 2020 - 2023)
- KSWLA: Kansas World Langage Association (2017 - Present)

ACCOMPLISHMENTS & AWARDS

- USD 385 2026 Outstanding Service Award nominee: Golden Apple award (5+ years of service)
- Previous volunteer interpreter for Kansas Medical Center & Wichita Public Schools
- Community Mentor for Friends University Latino Leaders program
- USD 385 2020 Bright Red Apple Award Winner (Outstanding educator with <4 years experience)
- The Foundation for Andover Schools 2020 grant recipient: *Graphic Novels for Literary Success*
- 2019 KANAAE Statewide $500 grant recipient: *Teach Your Heart Out*
- USD 385 2018 Horizon Award secondary nominee for the Kansas State Department of Education
- 2017 Teacher of Promise award from the Kansas State Department of Education

PSB Nominee Application

First Name	Last name
Amy	Ward
Name of Committee(s)	Professional Standards Board
Nominated by	KAIRS
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	Elementary
Level you represent	
Which of the following do you teach	
Level you teach	Elementary
School district you work in	
Private school/diocese you teach in	Wichita Catholic Diocese
Name of the private school building	St. James Catholic School
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	9, 10
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I have served on the Leadership Team at St. James Catholic School since 2022. I have served as a mentor teacher since 2021. I have been the Lead Teacher at St. James since 2024.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

Amy L. Ward

SKILLS

- Classroom Management & Lesson Planning
- Faith Integration Across Subjects
- Student Engagement & Differentiation
- Data-Driven Instruction
- Parent Communication
- Educational Technology: Google Classroom, IXL, interactive review games

EXPERIENCE

4th & 5th Grade Teacher — St. James Catholic School, Augusta, KS
(Aug 2019 – Present)

- Plan and deliver engaging lessons in Math, Science, and Religion aligned with curriculum and diocesan standards
- Integrate Catholic teachings and virtues into daily instruction and classroom culture
- Create a structured, positive learning environment supporting academic and spiritual growth
- Contributed to rapid growth in student state assessment scores through targeted, data-driven instruction
- Differentiate instruction to support diverse learners and maximize student success
- Communicate consistently with parents through newsletters, conferences, and progress updates
- Lead students in prayer, Adoration, and faith-based activities

EDUCATION

Bachelor of Arts in Elementary Education
Wichita State University, Wichita, KS — *July 2020*

- Kansas State Teaching License

LEADERSHIP EXPERIENCE

- **Lead Teacher (2024 – Present):** Support staff collaboration, provide instructional guidance, lead school initiatives
- **Building Leadership Team (2022 – Present):** Collaborate with administration and staff to support school improvement and student achievement

FAITH & COMMUNITY

- Participate actively in school Masses, prayer services, and liturgical celebrations.
- Model and promote Christian values: faithfulness, respect, responsibility
- Support school-wide Catholic initiatives and community-building activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Licensure Review Committee (LRC) Nominations

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint [**Phillip Wrigley or Stacy Wall**] to serve on the Licensure Review Committee representing the Public High School position. The appointed nominee will serve a three-year term through June 30, 2029.

Explanation of Situation Requiring Action:

In accordance with K.A.R 91-1-211 Licensure review committee, "Each member shall be recommended by the professional standards board and shall be appointed by the state board. The committee is composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. The committee is responsible to review cases referred to it by the commission or education and make written recommendation to the state board to approve or deny applications. The nominee to fill the position are:

- Phillip Wrigley, High School Social Studies Teacher, Topeka USD 501, (SBOE 1,4,6).

- Stacy Wall, High School Math Teacher, Seaman USD 345, (SBOE 1, 6).

Nomination and resumes for the educators are attached for review.

PSB Nominee Application

First Name	Last name
Phillip	Wrigley
Name of Committee(s)	Licensure Review Committee
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	501 Topeka Public Schools
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	1,4,6
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am a National Board Certified Teacher in my 13th year at Topeka High School and my 18th year in public education. I have served on the Kansas Professional Standards Board for the past 6 years, the last two of which I served as PSB Chair. I am Social Studies Department Chair at THS, a member of the School Improvement Team, and a member of the TPS Social Studies Curriculum and Assessment Team. I am my district's 2027 KTOY Nominee and the first Kansas to be recognized with the American Civic Education Teacher Award.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I hold an Accomplished License from KSDE in History, Government, and Social Studies, as well as English for Speakers of Other Languages. I have been a teacher leader at Topeka High School in Topeka Public Schools for many years.

Phillip Wrigley, M.Ed., NBCT

Certification & Licensure

National Board Certified Teacher (2018-Present)
Social Studies-History/Adolescence and Young Adulthood, Certificate #03043461
Kansas Accomplished License: **History, Government, and Social Studies 5 – 8 and 6 – 12**
English for Speakers of Other Languages P – 12 (2013-Present)

Teaching Experience (Present Post & Connected Positions)

Topeka High School, Topeka Public Schools, Topeka, Kansas
Teacher - Social Studies & ELL (2013-Present)
Courses: **US Government · World History · US History 1, 2, & 3 · Sociology ·**
· Hispanic Studies · Current Social Issues · AVID Elective 11 & 12 ·
· ESOL 1 · ESOL 2 · Seminar · Peer Tutor · Academic Support ·
· Numerous Sheltered (ELL) and Inclusion (SPED) Sections ·
District Social Studies Curriculum and Assessment Team (2021 - Present)
District ELL Curriculum and Assessment Team (2014 - 2019)
School Improvement Building Leadership Team (2016 - Present)
AVID Site Team (2014 - Present)
COVID-19 Response Team (2020 - 2021)
Cooperative Learning Coach (2016 - 2020)
Standards-Based Grading Committee (2017 - 2019)
Professional Learning Community Collaboration Co-Chair (2013 - 2016)
Communities in Schools Site Team (2013 - 2016)
Chair (2024 - Present) **- Social Studies Department - Member** (2013 - Present)
· Collaborated with 13 department members to fully implement PLC process
Chair (2018 - 2022) **- English Language Learners Department - Member** (2013 - 2023)
· ELL Graduation Rate steady rise, from 50% in 2013 to 97.8% in 2022 · Mandarin, Chuj, Ukrainian, French, Pohnpeian, Portuguese, Russian, Haitian Creole, & Spanish Speakers
Voting Club Advisor (2019 - Present) ·
· Team twice earned 1st Place Teamwork Award at Kansas Civics Games (2024 & 2025)
Scholars Bowl Head Coach (2013 - 2018)
Summer School Teacher (2019 & 2020)
Mentor, New Teacher Induction Program 2017 - 2019 & 2020 - 2022
Student Teacher Clinical Supervisor, University of Kansas, S 2017, S 2022, F 2024, S 2025
Student Teacher Mentor Teacher, Emporia State University, F 2022
Honors:
2025 American Civic Education Teacher Award
2027 Kansas Teacher of the Year - Topeka Public Schools Nominee
2026 Kansas NEA Jack Williamson Service Award,
2026 Civil Rights and Political Action Award - Living the Dream, Inc.
2014 Every Vote Matters Award - League of Women Voters

Volunteer Educational Leadership

Kansas Teaching and School Administration Professional Standards Board
Chair (2024 - Present), **Executive Committee** (2023 - Present)
Member - Classroom Teacher (1st Term 2020 - 2023, 2nd Term 2023 - 2026)
Seal of Literacy Committee (2024-2025), Mentoring Committee (2020 - 2024)
Substitute Shortage (2022) & Substitute License (2023-2024) Working Groups

American Civic Education Teacher Award (ACETA) Winner Team (2025 - Present)

Robert J. Dole Institute of Politics
Innovative Dole Education Ambassador (2025-2027; Inaugural Cohort)

Kansas 1st Amendment Foundation
Teacher Advisory Board & Professional Development Leader (2024 - Present)

Kansas National Education Association Board of Directors (2018 - 2024)
Board Director - Capital UniServ (1st Term 2018-2021, 2nd Term 2021-2024)
KNEA Resolutions Commission Board Liaison (2021 - 2024)
KNEA-KSO Contract Bargaining Negotiations Team (2022)
Strategic Focus Grant Committee (2018 - 2021)
Capital UniServ Political Advocacy Events Committee (2018 - 2024)
NEA Representative Assembly Delegate (2024)
KNEA Representative Assembly Delegate (2016 - Present)
Kansas EdTalkers Communications Team (2015 - 2024)
NEA Topeka Association Representative (2023 - 2025)
NEA-Topeka Executive Board - High School Representative & Ex-Officio (2016 - 2024)
NEA-Topeka Organizing Team (2015 - 2017, 2019 - 2020, 2023 - Present)
NEA-Topeka Governmental Relations Committee (2016 - 2020), Co-Chair (2025)

Jones Institute for Educational Excellence at the ESU Teachers College
Advisory Board - Secondary Teacher Representative (2019 - 2021)

Case Method Institute for Education and Democracy Teaching Partner (2019 - Present)

Volunteer Community Leadership

Douglas County Elections Office · 29 Elections
Supervising Election Judge (2010 - Present), **Election Clerk** (2008 - 2009)

Scout Troops 6060 (Girls) **& 60** (Boys)
Assistant Scoutmaster - Scout to First Class Advancement (2026-Present)
Cub Scout Pack 3370
Cubmaster (2023 - 2026) · *Cubmaster of the Year* - Pelathe District (2025)
· Wood Badge Advanced Leadership Training (2024-2025)
Assistant Cubmaster (2021-2023, 2026-Present)
Assistant Den Leader (2020 - Present)
Advancement Coordinator (2021-Present)
Venturing Crew 2059
Advisor (2009 - 2014) · *Eagle Scout Mentor Pin* (2010)
Scout Troop 59
Troop Committee: Asst. Advancement Chair & Junior Leader Training (2006 - 2015)
Assistant Scoutmaster (2003 - 2015) · *Eagle Scout* (2003)

Deerfield Elementary School **AVID Site Team** - Parent Member (2025 - Present)
New Principal Selection Committee - Parent Member (2024)

Douglas County Democratic Party **Precinct Committee Person**, Precinct 44.1 (2020 - Present)
Moderator for USD 497 School Board Candidate Forum (2021)

University of Kansas Scholarship Hall Strategic Planning Committee
Alumni Co-Chair (2018-2020)

AFS Intercultural High School **Study Abroad** Programs - **Participant & Host Family Liaison**
Exchange Students from Germany (2014 - 2015), Ghana (2016 - 2017), & Germany (2017 - 2018)

Education

Rockhurst University
Master of Education (August 2010 - December 2012)
Concentration: **Secondary Education - Social Science**
4.00 GPA · KDP Education Honor Society · *Ignatian Outstanding Student Teacher Award*

University of Kansas
Bachelor of Arts (August 2004 - May 2008)
Majors: **Anthropology** and **History**
3.92 GPA · Summerfield Scholar · KU Honors Program · Phi Beta Kappa Society · Battenfeld Scholar

Previous Teaching Experience (Schools)

Spring Hill High School, Spring Hill, Kansas & **Park Hill High School**, Kansas City, Missouri
Student Teacher (2012): US History · World History · Const. Government + Economics

Lawrence Public Schools, Lawrence, Kansas
Substitute Teacher (2008 - 2013): Music · Special Education · Elementary Classroom ·
· Social Studies · ELA · ESOL · Mathematics · Art · Science · World Languages ·
Assistant Swimming Coach, Lawrence High School (2008 - 2012)
Special Education Paraeducator, Summer School (2012)

Previous Teaching Experience (Outdoor Nonprofits)

Wildwood Outdoor Education Center, La Cygne, Kansas
Outdoor School Instructor & **Adventure Challenge Facilitator** (2013)

Heart of America Council Camps, Osceola, Missouri & Bonner Springs, Kansas
Camp Director (2013 - 2014), **Business Manager** (2010)
Assistant Program Director (2009), **Commissioner** (2008)
Aquatics Director (2007, 2009 - 2010), **Assistant Aquatics Director & Lifeguard Instructor** (2004 - 2006), **Aquatics Instructor** (2002 - 2003)

Select Recent Conferences, Workshops, & Presentations

Votes for Women Colloquium - Bill of Rights Institute, Wichita, Kansas (June 2019)
Harvard Case Method Project Workshop - HBS and LWV, Cambridge, Mass (August 2019)
Kansas Future Teacher Academy - Panelist, Emporia State University (June 2020)
Democracy and Women's Rights in America: The Equal Rights Amendment - Keynote Speaker and Discussion Leader, LWV (Jul 2021)
Madison, the "Federal Negative", and the Making of the US Constitution
Discussion Leader, League of Women Voters (March 2022)
Earning National Board Certification, Growing as K-12 Teacher Leaders -
Co-Presenter with 2 other NBCTs, MidTESOL Conference (Sept 2022)
Text Analysis Strategies in the Secondary Social Studies Classroom - Presenter, TPS (Oct 2022)
Gilder Lehrman Teaching Literacy and Civics through History Workshop - KSDE (June 2023)
Kansas Social Studies Conference (2019, 2020, 2022,2023,2025)
Civic Engagement and Leadership Conference, Robert J. Dole Institute of Politics
Presenter (2014, 2023), Civic Engagement Fellow (2025)
We the People: Empowering High-Need Students for Informed, Thoughtful, and Productive Citizenship
Center for Civic Education - James Madison Legacy Project Expansion (2024 - Present)
Teaching Constitutional Government: Challenges that Shaped the American Experience
Kansas 1st Amendment Foundation David J. Waxse Memorial Lecture Series (2022 - Present)
"The Small and the Mighty" Book Study - Emcee, Kansas 1st Amendment Foundation (Feb&Mar 2025)
NCSS Summer Leadership Institute, National Council for the Social Studies (2025)
PLC at Work Institute, Solution Tree, San Antonio, TX (July 2025)
Meet the ACETA Winners: Teaching Excellence in Action, Webinar Presenter, Center for Civic Education (Sept 2025)
NCSS 2025 Annual Conference, Washington, DC - **American Civic Education Teacher Award Panel**
Empowering, Inclusive, and Relevant: Civic Teaching That Works, Webinar Presenter, Center for Civic Education (Feb 2026)

PSB Nominee Application

First Name	Last name
Stacy	Wall
Name of Committee(s)	Licensure Review Committee
Nominated by	KANAAE
KSBE Board Member nominated	
Represent Higher Education or PreK-12	
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	345 Seaman
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	1201-2500
KSBE district(s) your district or institution is in	1,4
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I have experience in mathematics education, working directly with students in both instructional and evaluative settings. My background includes teaching high school mathematics, reviewing academic performance, and helping students meet state and curriculum standards through structured assessment and individualized support. This experience has strengthened my ability to evaluate qualifications fairly, apply standards consistently, and communicate decisions clearly and professionally. In addition, I have experience collaborating with other educators, coaches, parents, and administrators in decision-making roles that require professionalism, confidentiality, and sound judgment. I believe these experiences would allow me to contribute thoughtfully and objectively to the Licensure Review Committee's work in reviewing applicants for licensure in the State of Kansas. I have not worked with the state in a position like this before, but I feel like I would do a good job being fair and impartial.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications. I am currently certified teacher. I have taught in the state of Kansas since December of 2008. I serve on the board for KAN AAE

Stacy Wall

Objective To obtain a position on a licensure review committee.

Education

Emporia State University (ESU)**,** Emporia, Kansas — May 2019
Master of Science in Instructional Design & Technology
Certificate in E-Learning and Online Teaching
Certificate in Teaching with Technology

Kansas State University, Manhattan, Kansas — 2010 - 2011
English as Secondary Language Endorsement (ESL), 12 Hours

Emporia State University (ESU)**,** Emporia, Kansas — December 2008
Bachelor of Science in Secondary Education, Mathematics,

Highland Community College (HCC), Highland, Kansas — May 2006
Associate in Science, Associate in Arts

Marysville High School, Marysville, KS — May 2004
High School Diploma

Teaching Experience

Seaman High school	August 2012 – Current
Shawnee Heights High School	August 2010 – May 2012
Tonganoxie Middle School	December 2009 – May 2010

Coaching Experience

Shawnee Heights High School Volleyball and Softball 1 year
Tonganoxie High School Softball, 2 years
Tonganoxie Middle School Volleyball, 1 year
Assistant Youth Baseball Coach, 5 years
Assistant Youth Softball Coach, 2 years
Head Youth Softball Coach 4 years
Youth Basketball and Volleyball Coach 3 years

Softball Instructor

Various Locations Including: — 2012 - Present
Mammoth Sports Academy, Powerhouse Athletics, Personal Properties

- Provide instruction for pitching, hitting, catching and general defense lessons
- Continue to learn new instructional and coaching strategies
- Attend coaching clinics and seminars
- Maintain business and financial records
- Build relationships with athletes and parents
- Make personal connections and build trust with each athlete

Professional Leadership

Seaman USD 345
Blue Team Leader, Fishing Club Sponsor, Mentor, Kan AAE Board Member

Emporia State University
Kappa Mu-Epsilon, Phi-Theta Kappa, KNEA, Summa Cum Laude

Highland Community College
Academic All-American for Softball, Foundation Scholar, National Deans List, Student Leader, Student Government Secretary, Phi-Theta Kappa, and KNEA

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/14/2026
Catherine Chmidling	Shane Carter	Jake Steel		

Item Title:

Act on educator preparation standards for Mathematics 5-8, General Mathematics 6-12, and Advanced Mathematics 6-12 and Evaluation Review Committee for higher education accreditation and program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Mathematics 5-8, General Mathematics 6-12, and Advanced Mathematics 6-12 , and accept the recommendations of the Evaluation Review Committee for educator preparation accreditation for Barclay College and program approvals for Bethany College, Kansas State University, Newman University, Ottawa University, and University of Saint Mary.

Explanation of Situation Requiring Action:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are 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 Mathematics 5-8, General Mathematics 6-12, and Advanced Mathematics 6-12, 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 July 2026 State Board agenda as an Action item.

The Evaluation Review Committee recommendations for higher ed accreditation and program reviews are also included in this agenda item.

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

Mary.

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

A copy of the regulations covering this process are attached. Staff will be available for questions. These proposed preparation standards and Evaluation Review Committee recommendations were presented during the June 2026 State Board meeting as a Receive item.

Mathematics 5-8 educator preparation standards
2026 DRAFT

Standard 1: Mathematics Content Knowledge

The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.

Function 1: Number and Operation

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of number and operations, including fundamental ideas of number theory, fractions, ratios, rates, and proportions.

Content Knowledge

1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Professional Skills

None

Function 2: Algebra and Functions

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, as well as the relationship between a function's table, graph, and equation.

Content Knowledge

1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each

step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.
1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.
1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots,

scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale (perimeter, area, surface area, and volume) for two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.
1.4.7 Understands coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes.

Professional Skills
None

Function 5: Trigonometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle trigonometry.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Applies trigonometry to solve right triangles.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, and integration.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete mathematics, including sets and set theory, permutations and combinations, logic, and applications of discrete mathematics.

Content Knowledge
1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.
1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Understands and can apply discrete structures.

Professional Skills
None

Standard 2: Mathematical Processes
The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge
2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills
2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge
2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.

2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge
2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge
3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills
None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge
3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills
3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

Content Knowledge
3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills

3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

Standard 4: Planning for Mathematical Learning
The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

Function 1: Using knowledge of students and mathematics to plan rigorous and engaging instruction that provides all students opportunities to learn and apply mathematics concepts, skills, and practices.

Content Knowledge

4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

Professional Skills

4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge
4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills
4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge
4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.
4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills
4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.
4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through

theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.
5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.

5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills
5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas
5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge
5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.
5.4.2 Engage in continuous self-reflection to improve teaching practices.
5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills
5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.
5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning
The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge
6.1.1 Verify that students demonstrate conceptual understanding.
6.1.2 Verify that students demonstrate procedural fluency.
6.1.3 Verify that students demonstrate logical reasoning.

6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills
6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge
6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills
6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across middle school settings that involve varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced middle school mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills
7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism
The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge
8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.

8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.
8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills
8.1.4 Communicates effectively with families about students' learning.
8.1.5 Communicates effectively with community members about students' needs and assets.
8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge
8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.
8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills
8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics
8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

General Mathematics 6-12 educator preparation standards
2026 DRAFT

Standard 1: Mathematics Content Knowledge
The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including matrices, Euclidean and non-Euclidian geometry, right triangle and unit circle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.

Function 1: Number and Operations
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of number and operations, including fundamental ideas of number theory, fractions, ratios, rates, proportions, vectors, and matrix operations.

Content Knowledge
1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
1.1.3 Understands vector and matrix operations, modeling, and applications.

Professional Skills
None

Function 2: Algebra and Functions
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, as well as the relationship between a function's table, graph, and equation.

Content Knowledge
1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and

justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.
1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean and non-Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale (perimeter, area, surface area, and volume) for two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.
1.4.7 Understands analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

Professional Skills
None

Function 5: Trigonometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle and unit circle trigonometry, trigonometric identities, and trigonometric equations.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Understands, applies, and verifies trigonometric identities.
1.5.3 Graphs trigonometric functions and understands their periodic properties.
1.5.4 Understands and can graph trigonometric functions with polar coordinates.
1.5.5 Understands the unit circle, radians, and their relationship to the coordinate plane.
1.5.6 Solves trigonometric equations.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, and integration.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete mathematics, including sets and set theory, permutations and combinations, logic, and applications of discrete mathematics.

Content Knowledge
1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.

1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Understands and can apply discrete structures.

Professional Skills
None

Standard 2: Mathematical Processes
The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge
2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills
2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply

and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge
2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.
2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Professional Skills
None

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge
2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Professional Skills
None

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge

3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills

None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge

3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills

3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials

that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

Content Knowledge

3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills

3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

Standard 4: Planning for Mathematical Learning
The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

Function 1: Using knowledge of students and mathematics to plan rigorous and engaging instruction that provides all students opportunities to learn and apply mathematics concepts, skills, and practices.

Content Knowledge

4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

Professional Skills

4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge

4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills

4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge

4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.
4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills

4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.

4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge
5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills
5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.
5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills
5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge
5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.
5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills
5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas
5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge
5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.
5.4.2 Engage in continuous self-reflection to improve teaching practices.
5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills
5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.
5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning

The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge
6.1.1 Verify that students demonstrate conceptual understanding.
6.1.2 Verify that students demonstrate procedural fluency.
6.1.3 Verify that students demonstrate logical reasoning.
6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills
6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge
6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills
6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced secondary mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced secondary mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills
7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism

The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge

8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.
8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.
8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills

8.1.4 Communicates effectively with families about students' learning.
8.1.5 Communicates effectively with community members about students' needs and assets.
8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge

8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.
8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics
8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Advanced Mathematics 6-12 educator preparation standards
2026 DRAFT

Standard 1: Mathematics Content Knowledge

The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidean and non-Euclidian geometries, right triangle and unit circle trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.

Function 1: Number and Operations

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of Number and Operations, including fundamental ideas of number theory, fractions, ratios, rates, and proportions.

Content Knowledge

1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Professional Skills

None

Function 2: Algebra and Functions

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, the relationship between a function's table, graph, and equation, vectors, matrices, and abstract algebra (such as groups, rings, and fields).

Content Knowledge

1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between

concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands linear algebra including vectors, matrices, and transformations.
1.2.7 Understands abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.
1.2.8 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.

1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.
1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean and non-Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.

1.4.7 Understands analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

Professional Skills
None

Function 5: Trigonometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle and unit circle trigonometry, trigonometric identities, and trigonometric equations.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Understands, applies, and verifies trigonometric identities.
1.5.3 Graphs trigonometric functions and understands their periodic properties.
1.5.4 Understands and can graph trigonometric functions with polar coordinates.
1.5.5 Understands the unit circle, radians, and their relationship to the coordinate plane.
1.5.6 Solves trigonometric equations.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, integration, parametric functions, polar functions, vector functions, sequences, series, multivariate functions, and applications of prior mathematics concepts to solve problems using calculus.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Understands parametric, polar, and vector functions.
1.6.3 Understands and evaluates sequences and series.
1.6.4 Understands multivariate functions.
1.6.5 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete Mathematics, including sets and set theory, permutations and combinations, logic, proof, and applications of discrete mathematics.

Content Knowledge

1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.
1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Applies propositional and predicate logic to write proofs.
1.7.5 Understands and can apply discrete structures such as modeling and solving linear programming problems and designing data structures.

Professional Skills

None

Standard 2: Mathematical Processes
The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge

2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills

2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge

2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.
2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Professional Skills

None

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge

2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Professional Skills

None

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge
3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills
None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge
3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills

3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

Content Knowledge
3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills
3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

Standard 4: Planning for Mathematical Learning
The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge

to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

Function 1: Using knowledge of students and mathematics to plan rigorous and engaging instruction that provides all students opportunities to learn and apply mathematics concepts, skills, and practices.

Content Knowledge

4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

Professional Skills

4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge

4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills

4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge

4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.

4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills

4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.
4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.

5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.
5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills

5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas
5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge

5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.
5.4.2 Engage in continuous self-reflection to improve teaching practices.
5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills

5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.
5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning

The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge

6.1.1 Verify that students demonstrate conceptual understanding.
6.1.2 Verify that students demonstrate procedural fluency.
6.1.3 Verify that students demonstrate logical reasoning.
6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills

6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge

6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills

6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across middle school settings that involve varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced middle school mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills

7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism

The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge

8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.

8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.

8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills

8.1.4 Communicates effectively with families about students' learning.

8.1.5 Communicates effectively with community members about students' needs and assets.

8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge

8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.

8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics

8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Appendix A: Glossary

Balanced Assessment – an assessment system that includes multiple assessments for multiple purposes. For example, diagnostic assessment (to measure students' knowledge and skills before instruction), formative assessment (to adjust instruction based on student progression toward learning targets), interim assessment (to measure progress toward academic goals and standards) and summative assessment (to measure student mastery of standards and drive local district decision making).

Clinical Practice – Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Field Experience – Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

Learner – a PK-12 student; includes children and teens with disabilities or exceptionalities.

Low Floor, High Ceiling – a mathematics task that is designed to be mathematically accessible, often with multiple entry-points or viable solution strategies, while also having built-in extension opportunities.

Appendix B: Comparison of Standard 1 Across the Three Licensure Pathways

The table below restates Standard 1 for each of the three mathematics licensure pathways, with the differences highlighted by bolded text. Differences in mathematics content knowledge preparation between these pathways are primarily indicated in the mathematical domains of calculus, discrete mathematics, geometry, trigonometry, and algebra.

Licensure Pathway	Text of Standard 1: Mathematics Content Knowledge
Middle Level (5-8)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, **basic** concepts of calculus, and **basic** concepts of discrete mathematics.
Secondary General (6-12)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, Euclidean and **non-Euclidian** geometry, **right triangle and unit circle trigonometry**, statistics and probability, **basic** concepts of calculus, and **basic** concepts of discrete mathematics.
Secondary Advanced (6-12)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra **including linear and abstract concepts**, Euclidean and **non-Euclidian** geometries, **right triangle and unit circle trigonometry**, statistics and probability, analytical geometry and calculus, and discrete mathematics.

Crosswalk: 2015 versus 2026 Mathematics Standards

Draft

General Information about this Revision:

» Conducted by a group of stakeholders spanning KSDE, public and private teacher preparation programs, school districts, non-profits, and involved input from those focused on mathematics, mathematics education, assessment, district-level hiring, and community engagement.

» Updated to meet current research and disciplinary needs for mathematics teacher preparation so that Kansas mathematics teachers (and therefore students) will continue to be competitive nationally and internationally. To do this, we compared the 2015 standards to national teacher preparation standards from the National Council of Teachers of Mathematics (updated in 2020) and the Association of Mathematics Teacher Educators (published in 2018), as well as the InTASC standards (published in 2013 by the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium) and the Council for the Accreditation of Educator Preparation (CAEP; updated in 2022). This work was also informed by the Mathematical Education of Teachers II (published by the Conference Board of Mathematical Sciences in 2012) and the charge that a third teacher licensure pathway be created that existed between the current Middle Level (5-8) and Secondary (6-12).

» Re-ordered, and in some cases, reorganized, the standards. This was in part to increase alignment with national standards (NCTM and CAEP) for ease of assessment and to maintain Kansas mathematics teachers' (and thereby Kansas students) competitiveness on the national scale.

» Updated language to consider balanced assessment, types of mathematical tasks that should be used in instruction, and to align fieldwork descriptions with the glossary from CAEP.

Crosswalk: Mathematics 5-8

Standard 1 Mathematics 5-8		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Mathematical Connections to the Learner and Learning Effective teachers of middle level mathematics exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual	Standard 1: Mathematics Content Knowledge The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.	• 2015 Standard 1 moved to 2025 Standard 4. • 2025 Standard 1 is updated from 2015 Standard 3. • Revised to consider its place within the three licensure pathways. • Updated to align to national standards.

resources to enhance learning while recognizing the possible limitations of such tools.		
Standard 2 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Impact on Student Learning Effective teachers of middle level mathematics provide evidence demonstrating that as a result of their instruction, middle level students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that	**Standard 2: Mathematical Processes** **The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology**	• Portions of 2015 Standard 2 moved to 2025 Standards 3 and 4 as needed. • 2025 Standard 2 is updated from 2015 Standards 2 and 4. • Updated to align to national standards.

are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.	appropriately within these mathematical processes.	
Standard 3 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge Effective teachers of middle level mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry and trigonometry, statistics and probability, basic concepts of calculus, and discrete mathematics.	Standard 3: History and Context of Mathematics The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.	• 2015 Standard 3 mathematics content moved to 2025 Standards 1. • 2025 Standard 3 foregrounds history of mathematics in the Standard text and pairs it with contexts. • Updated to align to national standards.
Standard 4 Mathematics 5-8		

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4: Mathematical Practices Effective teachers of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	Standard 4: Planning for Mathematical Learning The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.	• 2015 Standard 4 mathematics content moved to 2025 Standard 2. • 2025 Standard 4 draws on 2015 Standards 1, 2, and 5. • Updated to align to national standards.
Standard 5 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Pedagogy Effective teachers of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student	Standard 5: Content Pedagogy The teacher candidate implements teaching practices to support rigorous mathematical learning for a	• Updated to align to national standards.

learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.	full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.	
Standard 6 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: Professional Knowledge and Skills Effective teachers of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences	Standard 6: Assessing Student Learning The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They	• 2015 Standard 6 moved to 2025 Standard 8. • 2025 Standard 6 draws on 2015 Standard 2. • Updated to align to national standards.

specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	analyze learning gains by implementing formal and informal assessments, as well as formative and summative. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.	
Standard 7 Mathematics 5-8		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Middle level Mathematics Field Experiences and Clinical Practice Effective teachers of middle level mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse	Standard 7: Field Experiences and Clinical Practice The teacher candidate progresses through a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status.	• Updated to align to national standards.

range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics with supervision by university or college faculty with middle-level teaching experience and mathematics content knowledge base.	Candidates experience a full-time clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.	
Standard 8 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
[None]	Standard 8: Professionalism The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and	• 2025 Standard 8 is updated from 2015 Standard 6. • Updated to align to national standards.

	mathematics education, draw upon mathematics education research, and/or utilize resources from professional mathematics organizations to reflect on their own practices and growth.	

Mathematics 6-12 General

No previous standards; no crosswalk

Identified content and pedagogy appropriate to the 6-12 General endorsement level.

- Standard 1 (Mathematics Content Knowledge) was written with special consideration for its place within the three licensure pathways.

Mathematics 6-12 Advanced

Standard 1 Mathematics 6-12 Advanced		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Mathematical Connections to the Learner and Learning Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.	Standard 1: Mathematics Content Knowledge The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidean and non-Euclidian geometries, right triangle and unit circle trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.	• 2015 Standard 1 moved to 2025 Standard 4. • 2025 Standard 1 is updated from 2015 Standard 3. • Revised to consider its place within the three licensure pathways. • Updated to align to national standards.

Standard 2 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.	Standard 2: Mathematical Processes The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.	• Portions of 2015 Standard 2 moved to 2025 Standards 3 and 4 as needed. • 2025 Standard 2 is updated from 2015 Standards 2 and 4. • Updated to align to national standards.
Standard 3 Mathematics 6-12 Advanced		

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.	Standard 3: History and Context of Mathematics The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.	• 2015 Standard 3 mathematics content moved to 2025 Standards 1. • 2025 Standard 3 foregrounds history of mathematics in the Standard text and pairs it with contexts. • Updated to align to national standards.
Standard 4 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 4: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	Standard 4: Planning for Mathematical Learning The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.	• 2015 Standard 4 mathematics content moved to 2025 Standard 2. • 2025 Standard 4 draws on 2015 Standards 1, 2, and 5. • Updated to align to national standards.
Standard 5 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical	Standard 5: Content Pedagogy The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and	• Updated to align to national standards.

experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.	mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.	
Standard 6 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice,	Standard 6: Assessing Student Learning The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative.	• 2015 Standard 6 moved to 2025 Standard 8. • 2025 Standard 6 draws on 2015 Standard 2. • Updated to align to national standards.

continuously reflect on their practice, and utilize resources from professional mathematics organizations.	The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.	
Standard 7 Mathematics 6-12 Advanced		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student	Standard 7: Field Experiences and Clinical Practice The teacher candidate progresses through a planned sequence of field experiences and clinical practice that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations. Candidates experience a full-time clinical practice with an experienced secondary mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or	• Updated to align to national standards.

teaching/internship in secondary mathematics with supervision by university or college faculty with secondary teaching experience and mathematics content knowledge base.	equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.	
Standard 8 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
[None]	Standard 8: Professionalism The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and/or utilize resources from professional mathematics organizations to reflect on their own practices and growth.	• 2025 Standard 8 is updated from 2015 Standard 6. • Updated to align to national standards.

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Barclay College

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Barclay College Department of Teacher Education.

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

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2029:

KSDE Accreditation Stipulation Visit, Initial, Standard 5

Standard 5
Areas for Improvement
None

Standard 5
Stipulations
None

Previous KSBoE Decision August 08, 2023

Standards	Initial
R1: Content and Pedagogical Knowledge	*Met 08/08/2023*
R2: Clinical Partnerships and Practice	*Met 08/08/2023*
R3: Candidate Quality, Recruitment, and Selectivity	*Met 08/08/2023*
R4: Program Impact	*Met 08/08/2023*
R5: Provider Quality Assurance and Continuous Improvement	MET

Next Accreditation Review: Fall 2029

Following a stipulation visit, the EPP can be given the status of:
“Accreditation” for 5 years if the concerns were resolved and Standard Met,
“Probationary Accreditation” for 2 years with targeted visit if a revised/new stipulation is assigned but the original stipulation and Not Met standard were reduced in severity, or
“Revoke Accreditation” if the earlier stipulation is not resolved and the standard Not Met.

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

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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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Bethany College

Introductory Statement:

On May 18, 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:

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

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

English for Speakers of Other Languages PreK-12, I
Areas for Improvement
Standards 1-7
None

History, Government, and Social Studies 6-12, I
Areas for Improvement
Standards 1-5
None

Next program reviews Spring 2033

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for new program approval for Kansas State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following Kansas State University program through June 30, 2028:

Innovative Secondary MAT (Professional Education standards & Science of Reading)
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.

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for program approval for Newman University.

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

PROGRAM APPROVAL RECOMMENDATION

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

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

Next program reviews Spring 2033

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Ottawa University

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for program approval for Ottawa University.

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

PROGRAM APPROVAL RECOMMENDATION

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

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

Next program reviews Spring 2033

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for University of Saint Mary

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for new program approval for University of Saint Mary.

Documents that were received and considered include the Innovative/Experimental program application and supporting documents.

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following University of Saint Mary program through June 30, 2028:

Innovative Elementary Education Unified LERP new program
Areas for Improvement:
Standards 1-11, Science of Reading
none

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

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

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

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

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

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

91-1-234. Innovative or experimental programs.

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

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

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

(a) Application.

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

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

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

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

(C) a validated preservice candidate work sample.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

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

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/1/0001
Deborah Bremer		Jake Steel		

Item Title:

Receive Science State Assessment Cut Scores (Dr. Zach Conrad)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the science state assessment cut scores as presented.

Explanation of Situation Requiring Action:

The science state assessment scores were set recently and now need to be approved by the Board.

More information will be coming from Dr. Conrad and his team.

Agenda Number:

Meeting Date: 1/1/0001

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Presentation on Quality Instruction: Kansas Eco System (Deputy Commissioner Renee Nugent)

From: Deborah Bremer

Dr. Nugent will give a presentation on the importance of Quality Instruction.

REQUEST AND RECOMMENDATION FOR BOARD ACTION			Agenda Number:	WED 4.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**July 15, 2026**
Frank Harwood		Jake Steel		

Item Title:

Act on Cell Phone Policy Certification

Recommended Motion:

I move that that the Kansas State Board of Education approve the Cell Phone and Social Media Policy Certification process as presented.

Explanation of Situation Requiring Action:

HB 2299 requires the State Board of Education to collect certifications from accredited public and nonpublic schools on the implementation of policies that restrict the use of cell phones for student and social media for staff. A proposed procedure for the Cell Phone and Social Media Policy was presented to the board at the June meeting. The board will be asked to act on the proposed procedure.

KANSAS
STATE DEPARTMENT OF
EDUCATION

2026 Senate Sub. for HB 2299

* 1. Individual certifying

First name

Last name

* 2. Email address of individual certifying

Email address

* 3. School District or accredited nonpublic school

* 4. I certify that the board of education of my school district or the governing authority of my accredited nonpublic school has adopted a policy in compliance with 2026 Senate Sub. for House Bill 2299 Section 2 regarding personal electronic devices and Section 3 regarding employee use of social media.

- ◯ Yes
- ◯ No

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/15/2026**
Frank Harwood		Jake Steel		

Item Title:

Act on Student Walkout Complaint Procedures

Recommended Motion:

I move that the Kansas State Board of Education approve the Student Walkout Complaint Procedures as presented and appoint the KSDE Office of General Council as the hearing officer.

Explanation of Situation Requiring Action:

HB 2513 requires the State Board to adjudicate complaints pertaining to student walkouts in public schools.

A proposed procedure for Student Walkouts was presented to the board at the June meeting. The board will be asked to act on the proposed procedure.

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This form should be completed by an individual with first hand knowledge of an alleged student walkout. 2026 HB 2513 defines a "student walkout" as "an organized effort for students to willfully violate school attendance requirements".

The Kansas State Department of Education Office of General Counsel will contact complainants for additional information as needed.

All fields on the form must be completed

1. Complainant Name

First Name Last Name

2. Complainant Address

Street Address State

Zip Code City

3. Complainant Phone Number

4. Complainant Email Address

5. District where alleged student walkout occurred

6. School building where alleged student walkout occurred

7. Date and time that alleged student walkout occurred

Date Time

8. Organizers of alleged student walkout

9. Purpose of alleged student walkout

10. Approximate number of students participating in alleged student walkout

11. Evidence that staff encouraged, facilitated, or enabled the alleged student walkout

Completed complaint forms must be returned to:
Gabrielle Hull, Legislative Coordinator
gabrielle.hull@ksde.gov

Agenda Number: 6

Meeting Date: 7/15/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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Item Title: KESA: Life and Employability Skills Assessment - Special Purpose Schools

From: Dr. Jay Scott

As KESA 1.0 drew to a close, one of the gaps identified was how the model didn't recognize the unique educational settings in our Special Purpose Schools. For example, graduation rate evaluations were the same for special purpose schools as all other school systems across the state, even though our special purpose schools serve students with the most intense learning disabilities.

In KESA 2.0, KSDE has moved to a region or cohort model of support to be able to better meet the needs of groupings of school systems that are similar. As the Special Purpose Schools cohort began meeting over 2 years ago, one of the ideas pursued was to develop assessments more appropriate and relevant to special purpose schools.

This idea and subsequent work yielded a Life and Employability Skills assessment that Special Purpose Schools have developed collaboratively, piloted during the current school year (25-26), and are prepared to fully implement in the 26-27 school year. This assessment is made up of common skills that apply to all levels of learners in all special purpose schools. The plan is that all students in special purpose schools would be assessed once in the fall and once in the spring each year, so that each student's growth (or lack thereof) could be tracked on a yearly basis.

Regardless of what postsecondary plans a student may have, these life and employability skills would apply and represent those that our Special Purpose Schools have agreed to prioritize in their educational settings.

Representatives of each Special Purpose School met in June to finalize the Life & Employability Skills Assessment with universal skills, domains, common level descriptors, and common administrative and reporting practices (attached file). The Director of Accreditation and Design is bringing this postsecondary-ready assessment to the Kansas State Board of Education as an alternative to graduation for accreditation purposes. The idea is that this assessment will provide a clearer picture of postsecondary readiness than graduation for students in Special Purpose Schools. Since this involves accountability for accreditation, the ask of the Kansas State Board of Education is to approve this as an alternative metric to graduation. This is a receive item this month and will be slated for action in August 2026.

Life & Employability Skills Assessment

Kansas Special Purpose Schools

☐**Elementary**
☐**Middle**
☐**High**

Level 1 - Limited Level 2 - Basic Level 3 - Proficient Level 4 - Advanced
(see Level descriptors below)

General skills across Domains					
	1	**2**	**3**	**4**	**Notes:**
Responds to instructions					
Follows multiple-step directions					
Exhibits appropriate social interactions					
Develops positive relationships					
Utilizes technology appropriately					

Self Determination					
	1	**2**	**3**	**4**	**Notes:**
Demonstrates autonomy in making choices					
Self-advocates for needs and wants					
Sets, pursues and evaluates progress toward reasonable goals					
Uses problem-solving strategies					

Independent Living					
	1	**2**	**3**	**4**	**Notes:**
Takes care of own hygiene needs					
Displays safe travel skills					
Follows sound nutritional practices					
Completes basic chores (vacuum, dust, mop, laundry)					
Demonstrates financial literacy					

Community Engagement					
	1	**2**	**3**	**4**	**Notes:**
Participates in group leisure activities					
Explores personal interests & hobbies					
Manages own leisure time					
Explores community resources					

Vocational					
	1	**2**	**3**	**4**	**Notes:**
Explores/participates in work experiences					
Follows established rules/procedures					
Works cooperatively with others					
Seeks clarification or help when uncertain					

Summary Notes:

Purpose

The purpose of this assessment is to evaluate the postsecondary readiness of students in our Kansas special purpose schools, using universal life and employability skills. This is a yearly pre- and post-assessment for students in grades 3 - 12 and is to be an alternative metric to graduation for accreditation purposes.

Common Standards for each level of performance

The following are descriptors for each level to ensure a common understanding of student performance when assessing and analyzing results.

Level 1 - Limited
Requires significant and repeated prompting (physical, verbal, or gestural) for demonstration of basic skills. Demonstrates no or minimal independence, awareness, and engagement; relies heavily on adult support.

Level 2 - Basic
Demonstration of skills with frequent prompting. Shows emerging understanding of routines and some independence after cues; requires ongoing support.

Level 3 - Proficient
Demonstration of skills with minimal prompting. Demonstrates understanding, initiates activities, and shows growing independence.

Level 4 - Advanced
Independently demonstrates skills without prompting. Communicates, adapts to change, solves problems, and initiates interactions and goal-directed behavior.

Common Administrative Practices

The following are common administrative practices to ensure validity and reliability in the results.

1. All students enrolled in each school, grades 3 - 12, will be assessed twice each year (pre- and post-assessment).

2. Each student will be assessed against all skills in all domains on the Life & Employability Skills assessment, using the four levels of performance. **Each school develops indicators under each skill appropriate and relevant to the age and unique abilities of students.*

3. Who administers the assessment?
    a. Case managers
    b. Teachers are in charge of completing assessment but would need to interview other adults who are in position to observe students demonstrating specific skills

4. When does assessment take place?
    a. Pre-assessment? Fall semester
    b. Post-assessment? Spring semester

5. At least 6 months between pre- and post-assessments

6. Generally, how will students be assessed? observations/interviews

Common Reporting Practices

The following are common reporting components to ensure all Special Purpose schools, KSDE, and the State BOE are able to analyze student performance on the LES Assessment each year.

Components of a common year-end report from each school:
**No personally identifiable information included in year-end report*

1. Aggregate student performance data by:
    a. Overall average score of pre-assessment, overall average score of post-assessment
    b. Then also by Domain, average on pre-assessment, average on post-assessment

<u>Common format:</u>
Google Form (KSDE-created) - Each school will report the data points listed in #1 above in this survey so that one report can be shared with the ARC and Kansas State BOE.

Agenda Number: 7

Meeting Date: 7/14/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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Item Title: Accreditation Review Council Recommendations for Accreditation Status

From: Dr. Jay Scott

In KESA 2.0, the Kansas State Board of Education accredits school systems each year, not once in every 5 years as before (KESA 1.0). As part of the KESA process (and in SBOE regulations), a third-party council of educators from across the state, representing the different regions of the state and positions in schools, called the Accreditation Review Council (ARC), evaluates each system against the KESA standards and makes a formal recommendation of accreditation status to the Kansas State Board of Education each year.

For the 2025-2026 school year, the ARC met in June to evaluate each system in two areas: school improvement and compliance. In school improvement, the standard for school systems to meet is to have submitted a KESA Action Plan that is or soon will be deemed Ready to Implement by KSDE's Action Plan Review team. With compliance, there are 10 compliance areas school systems must meet standards each year. Those evaluations are completed by the KSDE lead in each of those compliance areas.

On June 11, 2026, the ARC met to evaluate each system in school improvement and compliance and then vote to make their recommendations of accreditation status. To summarize their recommendations, the ARC voted to accredit each school system except for two systems, USD 412 Hoxie and Lutheran Schools. With those two systems, the ARC recommended their status to be "accredited with conditions". Both those systems were not in compliance for the last two years in Licensure. For the rest of school systems, the ARC is recommending "accredited" status.

The ARC based their recommendations on the two reports attached, the 25-26 KESA Action Plan Report and the 25-26 KESA Compliance Report.

During this receive-item session, the Director of Accreditation & Design will walk the Kansas State Board of Education through the reports as well as the ARC's evaluation and subsequent vote.

2025-2026 KESA Action Plan Report

Org No	Organizatic	School Yea	Action Plan Status
D0101	Erie-Galesb	2026	Ready to Implement
D0102	Cimarron-E	2026	Ready to Implement
D0103	Cheylin	2026	Ready to Implement
D0105	Rawlins Co	2026	Ready to Implement
D0106	Western Pl	2026	Ready to Implement
D0107	Rock Hills	2026	Ready to Implement
D0108	Washingtor	2026	Ready to Implement
D0109	Republic C	2026	Ready to Implement
D0110	Thunder Ri	2026	Ready to Implement
D0111	Doniphan V	2026	Ready to Implement
D0112	Central Pla	2026	Ready to Implement
D0113	Prairie Hills	2026	Ready to Implement
D0114	Riverside	2026	Ready to Implement
D0115	Nemaha C	2026	Ready to Implement
D0200	Greeley Co	2026	Ready to Implement
D0202	Turner-Kan	2026	Ready to Implement
D0203	Piper-Kans	2026	Ready to Implement
D0204	Bonner Spr	2026	Submitted for Review
D0205	Bluestem	2026	Ready to Implement
D0206	Remington	2026	Submitted for Review
D0207	Fort Leaver	2026	Ready to Implement
D0208	Trego Coun	2026	Ready to Implement
D0209	Moscow	2026	Ready to Implement
D0210	Hugoton Pu	2026	In Progress
D0211	Norton	2026	Ready to Implement
D0212	Northern V	2026	Ready to Implement
D0214	Ulysses	2026	Ready to Implement
D0215	Lakin	2026	Ready to Implement
D0216	Deerfield	2026	Ready to Implement
D0217	Rolla	2026	Ready to Implement
D0218	Elkhart	2026	Ready to Implement
D0219	Minneola	2026	Ready to Implement
D0220	Ashland	2026	Ready to Implement
D0223	Barnes	2026	Ready to Implement
D0224	Clifton-Cly	2026	Ready to Implement
D0225	Fowler	2026	Ready to Implement
D0226	Meade	2026	Ready to Implement
D0227	Hodgeman	2026	Ready to Implement
D0229	Blue Valley	2026	Ready to Implement
D0230	Spring Hill	2026	In Progress
D0231	Gardner Ed	2026	Submitted for Review

D0232	De Soto	2026	In Progress
D0233	Olathe	2026	Submitted for Review
D0234	Fort Scott	2026	Ready to Implement
D0235	Uniontown	2026	Ready to Implement
D0237	Smith Cent	2026	Ready to Implement
D0239	North Ottav	2026	Ready to Implement
D0240	Twin Valley	2026	Ready to Implement
D0241	Wallace Co	2026	Ready to Implement
D0242	Weskan	2026	Ready to Implement
D0243	Lebo-Wave	2026	Ready to Implement
D0244	Burlington	2026	In Progress
D0245	LeRoy-Grid	2026	Ready to Implement
D0246	Northeast	2026	In Progress
D0247	Cherokee	2026	Ready to Implement
D0248	Girard	2026	Ready to Implement
D0249	Frontenac	2026	In Progress
D0250	Pittsburg	2026	Ready to Implement
D0251	North Lyon	2026	Ready to Implement
D0252	Southern L	2026	Ready to Implement
D0253	Emporia	2026	Ready to Implement
D0254	Barber Cou	2026	Ready to Implement
D0255	South Barb	2026	Ready to Implement
D0256	Marmaton '	2026	Ready to Implement
D0257	Iola	2026	Ready to Implement
D0258	Humboldt	2026	Ready to Implement
D0259	Wichita	2026	Ready to Implement
D0260	Derby	2026	Ready to Implement
D0261	Haysville	2026	Ready to Implement
D0262	Valley Cent	2026	Ready to Implement
D0263	Mulvane	2026	Ready to Implement
D0264	Clearwater	2026	Ready to Implement
D0265	Goddard	2026	Ready to Implement
D0266	Maize	2026	Ready to Implement
D0267	Renwick	2026	Incomplete
D0268	Cheney	2026	Ready to Implement
D0269	Palco	2026	Ready to Implement
D0270	Plainville	2026	Ready to Implement
D0271	Stockton	2026	Ready to Implement
D0272	Waconda	2026	Ready to Implement
D0273	Beloit	2026	Ready to Implement
D0274	Oakley	2026	Ready to Implement
D0275	Triplains	2026	Ready to Implement
D0281	Graham Co	2026	Ready to Implement
D0282	West Elk	2026	Ready to Implement

D0283	Elk Valley	2026	Ready to Implement
D0284	Chase Cou	2026	Ready to Implement
D0285	Cedar Vale	2026	Ready to Implement
D0286	Chautauqu	2026	Ready to Implement
D0287	West Frank	2026	Ready to Implement
D0288	Central He	2026	Ready to Implement
D0289	Wellsville	2026	Needs Review/Needs Revision
D0290	Ottawa	2026	Ready to Implement
D0291	Grinnell	2026	Ready to Implement
D0292	Wheatland	2026	Ready to Implement
D0293	Quinter	2026	Ready to Implement
D0294	Oberlin	2026	Ready to Implement
D0297	St Francis	2026	Ready to Implement
D0298	Lincoln	2026	Ready to Implement
D0299	Sylvan Grov	2026	Ready to Implement
D0300	Comanche	2026	Ready to Implement
D0303	Ness City	2026	Ready to Implement
D0305	Salina	2026	Ready to Implement
D0306	Southeast (	2026	Ready to Implement
D0307	Ell-Saline	2026	Ready to Implement
D0308	Hutchinsor	2026	Ready to Implement
D0309	Nickerson	2026	Ready to Implement
D0310	Fairfield	2026	Ready to Implement
D0311	Pretty Prair	2026	Ready to Implement
D0312	Haven	2026	Ready to Implement
D0313	Buhler	2026	Ready to Implement
D0314	Brewster	2026	Ready to Implement
D0315	Colby	2026	Ready to Implement
D0316	Golden Pla	2026	Ready to Implement
D0320	Wamego	2026	Ready to Implement
D0321	Kaw Valley	2026	Ready to Implement
D0322	Onaga-Hav	2026	Ready to Implement
D0323	Rock Creek	2026	In Progress
D0325	Phillipsbur	2026	Ready to Implement
D0326	Logan	2026	Ready to Implement
D0327	Ellsworth	2026	Ready to Implement
D0329	Wabaunsee	2026	Ready to Implement
D0330	Mission Va	2026	Ready to Implement
D0331	Kingman - I	2026	Ready to Implement
D0332	Cunningha	2026	Ready to Implement
D0333	Concordia	2026	Ready to Implement
D0334	Southern C	2026	Ready to Implement
D0335	North Jacks	2026	Ready to Implement
D0336	Holton	2026	Ready to Implement

D0337	Royal Valle	2026	Ready to Implement
D0338	Valley Falls	2026	Ready to Implement
D0339	Jefferson C	2026	Ready to Implement
D0340	Jefferson W	2026	Ready to Implement
D0341	Oskaloosa	2026	Ready to Implement
D0342	McLouth	2026	Ready to Implement
D0343	Perry Publi	2026	Ready to Implement
D0344	Pleasanton	2026	Ready to Implement
D0345	Seaman	2026	Ready to Implement
D0346	Jayhawk	2026	Ready to Implement
D0347	Kinsley-Off	2026	Ready to Implement
D0348	Baldwin Cit	2026	Ready to Implement
D0349	Stafford	2026	Ready to Implement
D0350	St John-Hu	2026	Ready to Implement
D0351	Macksville	2026	Ready to Implement
D0352	Goodland	2026	Ready to Implement
D0353	Wellington	2026	Ready to Implement
D0355	Ellinwood	2026	Ready to Implement
D0356	Conway Sp	2026	Ready to Implement
D0357	Belle Plain	2026	Ready to Implement
D0358	Oxford	2026	Ready to Implement
D0359	Argonia	2026	Ready to Implement
D0360	Caldwell	2026	Ready to Implement
D0361	Chaparral	2026	Ready to Implement
D0362	Prairie Viev	2026	Needs Review/Needs Revision
D0363	Holcomb	2026	Submitted for Review
D0364	Marysville	2026	Ready to Implement
D0365	Garnett	2026	Ready to Implement
D0366	Woodson	2026	Ready to Implement
D0367	Osawatom	2026	Ready to Implement
D0368	Paola	2026	Ready to Implement
D0369	Burrton	2026	Ready to Implement
D0371	Montezuma	2026	Ready to Implement
D0372	Silver Lake	2026	Ready to Implement
D0373	Newton	2026	Ready to Implement
D0374	Sublette	2026	Ready to Implement
D0375	Circle	2026	Ready to Implement
D0376	Sterling	2026	Ready to Implement
D0377	Atchison C	2026	Ready to Implement
D0378	Riley Coun	2026	Ready to Implement
D0379	Clay Count	2026	Ready to Implement
D0380	Vermillion	2026	Ready to Implement
D0381	Spearville	2026	Ready to Implement
D0382	Pratt	2026	Ready to Implement

D0383	Manhattan	2026	Submitted for Review
D0384	Blue Valley	2026	Ready to Implement
D0385	Andover	2026	Ready to Implement
D0386	Madison-Vi	2026	Ready to Implement
D0387	Altoona-Mi	2026	Ready to Implement
D0388	Ellis	2026	Ready to Implement
D0389	Eureka	2026	Ready to Implement
D0390	Hamilton	2026	Ready to Implement
D0392	Osborne C	2026	Ready to Implement
D0393	Solomon	2026	Ready to Implement
D0394	Rose Hill	2026	Ready to Implement
D0395	LaCrosse	2026	Ready to Implement
D0396	Douglass	2026	Ready to Implement
D0397	Centre	2026	Ready to Implement
D0398	Peabody-B	2026	Ready to Implement
D0399	Paradise	2026	Ready to Implement
D0400	Smoky Vall	2026	Ready to Implement
D0401	Chase-Ray	2026	Ready to Implement
D0402	Augusta	2026	Ready to Implement
D0403	Otis-Bison	2026	Ready to Implement
D0404	Riverton	2026	Submitted for Review
D0405	Lyons	2026	Ready to Implement
D0407	Russell Cou	2026	Ready to Implement
D0408	Marion-Flo	2026	Ready to Implement
D0409	Atchison	2026	Ready to Implement
D0410	Durham-Hi	2026	Ready to Implement
D0411	Goessel	2026	Ready to Implement
D0412	Hoxie	2026	Ready to Implement
D0413	Chanute	2026	Ready to Implement
D0415	Hiawatha	2026	Ready to Implement
D0416	Louisburg	2026	Ready to Implement
D0417	Morris Cou	2026	Ready to Implement
D0418	McPherson	2026	Ready to Implement
D0419	Canton-Ga	2026	Ready to Implement
D0420	Osage City	2026	Ready to Implement
D0421	Lyndon	2026	Ready to Implement
D0422	Kiowa Cou	2026	Ready to Implement
D0423	Moundridg	2026	Ready to Implement
D0426	Pike Valley	2026	Needs Review/Needs Revision
D0428	Great Bend	2026	Ready to Implement
D0429	Troy	2026	Ready to Implement
D0430	South Brow	2026	Ready to Implement
D0431	Hoisington	2026	Ready to Implement
D0432	Victoria	2026	Ready to Implement

D0434	Santa Fe Tr	2026	Ready to Implement
D0435	Abilene	2026	Ready to Implement
D0436	Caney Vall	2026	Submitted for Review
D0437	Auburn-Wa	2026	Submitted for Review
D0438	Skyline	2026	Ready to Implement
D0439	Sedgwick	2026	Ready to Implement
D0440	Halstead	2026	Ready to Implement
D0443	Dodge City	2026	Ready to Implement
D0444	Little River	2026	Ready to Implement
D0445	Coffeyville	2026	Ready to Implement
D0446	Independe	2026	Ready to Implement
D0447	Cherryvale	2026	Submitted for Review
D0448	Inman	2026	Ready to Implement
D0449	Easton	2026	Ready to Implement
D0450	Shawnee H	2026	Submitted for Review
D0452	Stanton Co	2026	Ready to Implement
D0453	Leavenwor	2026	Ready to Implement
D0454	Burlingame	2026	Ready to Implement
D0456	Marais Des	2026	Ready to Implement
D0457	Garden City	2026	Ready to Implement
D0458	Basehor-Li	2026	Ready to Implement
D0459	Bucklin	2026	Ready to Implement
D0460	Hesston	2026	Ready to Implement
D0461	Neodesha	2026	Ready to Implement
D0462	Central	2026	Ready to Implement
D0463	Udall	2026	Ready to Implement
D0464	Tonganoxie	2026	Ready to Implement
D0465	Winfield	2026	Ready to Implement
D0466	Scott Coun	2026	Ready to Implement
D0467	Leoti	2026	Ready to Implement
D0469	Lansing	2026	Needs Review/Needs Revision
D0470	Arkansas C	2026	Ready to Implement
D0471	Dexter	2026	Ready to Implement
D0473	Chapman	2026	Ready to Implement
D0474	Haviland	2026	Ready to Implement
D0475	Geary Cour	2026	Ready to Implement
D0476	Copeland	2026	Ready to Implement
D0477	Ingalls	2026	Ready to Implement
D0479	Crest	2026	Ready to Implement
D0480	Liberal	2026	Ready to Implement
D0481	Rural Vista	2026	Ready to Implement
D0482	Dighton	2026	Ready to Implement
D0483	Kismet-Pla	2026	Ready to Implement
D0484	Fredonia	2026	Ready to Implement

D0487	Herington	2026	Ready to Implement
D0489	Hays	2026	Ready to Implement
D0490	El Dorado	2026	Ready to Implement
D0491	Eudora	2026	Ready to Implement
D0492	Flinthills	2026	Ready to Implement
D0493	Columbus	2026	Ready to Implement
D0494	Syracuse	2026	Ready to Implement
D0495	Ft Larned	2026	Ready to Implement
D0496	Pawnee He	2026	Ready to Implement
D0497	Lawrence	2026	Submitted for Review
D0498	Valley Heig	2026	Ready to Implement
D0499	Galena	2026	Ready to Implement
D0500	Kansas City	2026	Ready to Implement
D0501	Topeka	2026	Ready to Implement
D0502	Lewis	2026	Ready to Implement
D0503	Parsons	2026	Ready to Implement
D0504	Oswego	2026	Ready to Implement
D0505	Chetopa-S	2026	Ready to Implement
D0506	Labette Co	2026	Ready to Implement
D0507	Satanta	2026	Ready to Implement
D0508	Baxter Spri	2026	Ready to Implement
D0509	South Have	2026	Ready to Implement
D0511	Attica	2026	Ready to Implement
D0512	Shawnee M	2026	Ready to Implement
S0507	St. Hosp. Tr	2026	Ready to Implement
S0521	Departmen	2026	Ready to Implement
S0604	School for I	2026	Ready to Implement
S0610	School for I	2026	Ready to Implement
X0758	Heartspring	2026	Ready to Implement
Z0006	Brookridge	2026	Ready to Implement
Z0009	Independe	2026	Ready to Implement
Z0026	Lutheran S	2026	Ready to Implement
Z0028	Dodge City	2026	Ready to Implement
Z0029	Kansas City	2026	Ready to Implement
Z0030	Roman Cat	2026	Ready to Implement
Z0031	Wichita Ca	2026	Ready to Implement
Z0032	Lakemary C	2026	Ready to Implement
Z0060	Accelerate	2026	Ready to Implement
Z0064	Annoor Isla	2026	Ready to Implement
Z0066	Life Prepar	2026	Ready to Implement
Z0067	Wellington	2026	Ready to Implement
Z0070	Branches A	2026	Ready to Implement

Org No	Org Name	Kindergarte	Child Nutri	ACT and W	Assessmer	Dyslexia	Individual F	KIDS - Stud	Licensure	Special Edı	Title Servic	Anti-Bullying Policy & Plan, Mandated Reporting, and Jason Flatt Act
D0101	Erie-Galesl	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0102	Cimarron-E	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0103	Cheylin	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0105	Rawlins Co	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0106	Western Pl	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0107	Rock Hills	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0108	Washingtoı	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0109	Republic C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0110	Thunder Ri	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0111	Doniphan \	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0112	Central Pla	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0113	Prairie Hills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0114	Riverside	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0115	Nemaha Cı	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0200	Greeley Co	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0202	Turner-Kan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0203	Piper-Kans	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0204	Bonner Spr	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0205	Bluestem	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y
D0206	Remington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0207	Fort Leaver	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0208	Trego Cour	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0209	Moscow Pu	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0210	Hugoton Pı	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0211	Norton Cor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0212	Northern V	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0214	Ulysses	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0215	Lakin	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0216	Deerfield	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0217	Rolla	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0218	Elkhart	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
D0219	Minneola	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0220	Ashland	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0223	Barnes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0224	Clifton-Cly	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0225	Fowler	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0226	Meade	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0227	Hodgeman	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0229	Blue Valley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0230	Spring Hill	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0231	Gardner Ec	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0232	De Soto	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0233	Olathe	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0234	Fort Scott	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0235	Uniontown	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0237	Smith Cent	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0239	North Otta	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0240	Twin Valley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0241	Wallace Cc	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0242	Weskan	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y
D0243	Lebo-Wave	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0244	Burlington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0245	LeRoy-Grid	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0246	Northeast	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0247	Cherokee	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0248	Girard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0249	Frontenac	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0250	Pittsburg	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0251	North Lyon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0252	Southern L	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0253	Emporia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0254	Barber Cou	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0255	South Barb	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0256	Marmaton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0257	Iola	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0258	Humboldt	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0259	Wichita	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0260	Derby	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0261	Haysville	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0262	Valley Cen	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0263	Mulvane	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0264	Clearwater	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0265	Goddard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0266	Maize	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

D0267	Renwick	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0268	Cheney	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0269	Palco	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0270	Plainville	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0271	Stockton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0272	Waconda	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0273	Beloit	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0274	Oakley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0275	Triplains	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0281	Graham Cc	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0282	West Elk	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0283	Elk Valley	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
D0284	Chase Cou	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0285	Cedar Vale	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0286	Chautauqu	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0287	West Frank	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0288	Central He	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0289	Wellsville	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0290	Ottawa	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0291	Grinnell Pu	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y
D0292	Wheatland	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
D0293	Quinter Pul	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0294	Oberlin	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0297	St Francis (	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0298	Lincoln	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0299	Sylvan Gro	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0300	Comanche	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0303	Ness City	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0305	Salina	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0306	Southeast	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0307	Ell-Saline	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0308	Hutchinsor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0309	Nickerson	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0310	Fairfield	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0311	Pretty Prair	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0312	Haven Pub	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0313	Buhler	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0314	Brewster	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y
D0315	Colby Publ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0316	Golden Pla	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0320	Wamego	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0321	Kaw Valley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0322	Onaga-Hav	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0323	Rock Creek	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0325	Phillipsbur	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0326	Logan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0327	Ellsworth	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0329	Wabaunse	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0330	Mission Va	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
D0331	Kingman - I	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0332	Cunningha	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0333	Concordia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0334	Southern C	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0335	North Jack	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0336	Holton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0337	Royal Valle	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0338	Valley Falls	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0339	Jefferson C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0340	Jefferson V	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0341	Oskaloosa	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0342	McLouth	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0343	Perry Publi	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0344	Pleasantor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0345	Seaman	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0346	Jayhawk	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0347	Kinsley-Off	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0348	Baldwin Cit	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0349	Stafford	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0350	St John-Hu	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0351	Macksville	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0352	Goodland	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0353	Wellington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0355	Ellinwood F	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0356	Conway Sp	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0357	Belle Plain	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0358	Oxford	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0359	Argonia Pu	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0360	Caldwell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0361	Chaparral S	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0362	Prairie Viev	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

D0363	Holcomb	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0364	Marysville	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0365	Garnett	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0366	Woodson	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0367	Osawatom	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0368	Paola	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0369	Burrton	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y
D0371	Montezum	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0372	Silver Lake	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0373	Newton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0374	Sublette	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0375	Circle	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0376	Sterling	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0377	Atchison C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0378	Riley Coun	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0379	Clay Count	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0380	Vermillion	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0381	Spearville	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0382	Pratt	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0383	Manhattan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0383	Manhattan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0384	Blue Valley	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0385	Andover	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0386	Madison-V	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0387	Altoona-Mi	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0388	Ellis	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0389	Eureka	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0390	Hamilton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0392	Osborne C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0393	Solomon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0394	Rose Hill P	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0395	LaCrosse	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0396	Douglass P	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0397	Centre	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0398	Peabody-B	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0399	Paradise	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0400	Smoky Vall	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0401	Chase-Ray	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0402	Augusta	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0403	Otis-Bison	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0404	Riverton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0405	Lyons	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0407	Russell Co	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
D0408	Marion-Flo	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0409	Atchison Pı	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0410	Durham-Hi	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0411	Goessel	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0412	Hoxie Com	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0413	Chanute Pı	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0415	Hiawatha	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0416	Louisburg	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0417	Morris Cou	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0418	McPhersor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0419	Canton-Ga	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0420	Osage City	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0421	Lyndon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0422	Kiowa Cou	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0423	Moundridg	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0426	Pike Valley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0428	Great Benc	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0429	Troy Public	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0430	South Brow	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0431	Hoisington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0432	Victoria	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0434	Santa Fe Tr	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0435	Abilene	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0436	Caney Valle	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0437	Auburn-Wa	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0438	Skyline Sch	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0439	Sedgwick P	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0440	Halstead	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0443	Dodge City	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0444	Little River	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0445	Coffeyville	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
D0446	Independe	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0447	Cherryvale	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0448	Inman	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0449	Easton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0450	Shawnee H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0452	Stanton Co	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y

D0453	Leavenwor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0454	Burlingame	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0456	Marais Des	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0457	Garden Cit	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0458	Basehor-Li	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0459	Bucklin	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0460	Hesston	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0461	Neodesha	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0462	Central	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0463	Udall	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0464	Tonganoxie	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0465	Winfield	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0466	Scott Coun	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0467	Leoti	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0469	Lansing	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0470	Arkansas C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0471	Dexter	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0473	Chapman	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0474	Haviland	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
D0475	Geary Cou	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0476	Copeland	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0477	Ingalls	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0479	Crest	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0480	Liberal	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0481	Rural Vista	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0482	Dighton	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
D0483	Kismet-Pla	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0484	Fredonia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0487	Herington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0489	Hays	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0490	El Dorado	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0491	Eudora	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0492	Flinthills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0493	Columbus	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0494	Syracuse	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0495	Ft Larned	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0496	Pawnee He	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0497	Lawrence	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
D0498	Valley Heig	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0499	Galena	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0500	Kansas Cit	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0501	Topeka Pul	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0502	Lewis	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0503	Parsons	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0504	Oswego	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0505	Chetopa-S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0506	Labette Co	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0507	Satanta	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0508	Baxter Spri	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0509	South Have	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0511	Attica	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D0512	Shawnee M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
S0507	St. Hosp. T	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
S0521	Departmer	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
S0604	School for	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
S0610	School for	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
X0758	Heartsprin	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z0006	Brookridge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z0009	Independe	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Z0026	Lutheran S	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Z0028	Dodge City	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Z0029	Kansas Cit	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Z0030	Roman Cat	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z0031	Wichita Ca	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z0032	Lakemary (	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Z0060	Accelerate	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y
Z0064	Annoor Isla	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
Z0066	Life Prepar	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Z0067	Wellington	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z0070	Branches A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y