



Kansas State Board of Education
Tuesday, March 11, 2025

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, March 11, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. She welcomed special guests and thanked the students who created the works of art on the walls, and also thanked the Kansas Association of Independent and Religious Schools (KAIRS) for hosting the Board last month at their annual meeting and banquet. She 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.

02:43
Start

Roll Call

The following Board members were present:

Mrs. Betty Arnold

Mrs. Michelle Dombrosky

Mrs. Melanie Haas

Mr. Dennis Hershberger

Mrs. Cathy Hopkins, Chair

Dr. Beryl New

Mrs. Connie O'Brien

Mrs. Debby Potter

Mr. Jim Porter

Mr. Danny Zeck, Vice Chair

The board attorney, Mr. Mark Ferguson not able to attend because of a jury trial and R. Scott Gordon, KSDE General Counsel substituted for him. Commissioner Watson was in attendance at the board table.

Approval of the February 11, 2025 minutes

Mrs. Haas moved to accept the minutes of February 11, 2025. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

Minutes
motion
06:25

Approval of the Agenda

Chair Hopkins asked for a motion to approve the meeting agenda.

Mrs. Potter moved to approve the agenda. Mrs. Haas seconded the motion. Motion carried 10-0.

Agenda
motion
07:30

Approval of the Consent Agenda

Mrs. Dombrosky moved to approve the items on the consent agenda. Mr. Hershberger seconded the motion. Motion carried 10-0.

Consent
Agenda
Motion
08:00

Items on the Consent Agenda:

- Receive monthly personnel report and appointments to KSDE unclassified positions
- Act on Teacher Licensure Waivers
- Act on Recommendations from the Licensure Review Committee
- Act on Appointment to the Professional Standards Board
- Approve USD 230 Spring Hill for Capitol Improvement (bond and interest) state aid
- Approve USD 230 Spring Hill to hold a bond election
- Approve USD 303 Ness City for Capitol Improvement (bond and interest) state aid
- Approve USD 303 Ness City to hold a bond election
- Authorize Out-of-State contracts for students attending Kansas School for the Deaf
- Act to approve Purple Star Schools: USD 203 Piper, USD 230 Spring Hill, USD 253 Emporia, USD 394 Rose Hill
- Notification of the intention of Faith Academy of Wichita to participate in the Tax Credit for Low Income Student Scholarship

Legislative Report

Dr. Harwood, Deputy Commissioner Fiscal and Administrative Services

Dr. Harwood presented the legislative actions/inaction on education issues.

Passed by the Senate:

- SB 2 – Validating the election results for the bond issuance question submitted by the board of education of USD 200, Greeley County, at a special election held on May 21, 2024. Yea 39 – Nay 1; House Committee recommended bill be passed and placed on consent calendar
- SB 45 – Excluding students who transfer to homeschools or nonaccredited private schools from the alternative calculation of graduation rates for virtual schools. Yea 32 – Nay 8; Passed the House as amended Yea 86 – Nay 36
- SB 47 - USDs and KSDE must publish board member contact info, board members may add new agenda items, ask questions and engage with public during meetings and access school property. Public may address the school board at meetings and board authorizes payment of certain annual dues.
Yea 21 – Nay 19
- SB 76 – Requiring employees of school districts to use the name and pronouns consistent with a student's biological sex and birth certificate and authorizing a cause of action for violations therefor. Yea 29 – Nay 14, House Committee recommended bill be passed
- SB 87 – Expanding student eligibility under the tax credit for low income students' scholarship program, increasing the amount of the tax credit for contributions made and providing for aggregate tax credit limit increases under certain conditions.
Yea 24 – Nay 16, House Committee recommended bill be passed
- SB 114- Authorizing nonpublic and virtual school students to participate in ancillary public school activities and making it unlawful for the KSHSAA and school districts to discriminate against such students based on enrollment status. Yea 32 – Nay 8, House committee

Legislative
Report
08:25

recommended bill be passed as amended

Education Bills passed by the House:

- HB 2007 - Making and concerning supplemental appropriations for fiscal year 2025 and appropriations for fiscal years 2026 and 2027 for KSDE and various state agencies. Yea 83 – Nay 36
- HB 2031 - Providing that driving school instructors may possess a motorcycle driver's license from any state. Yea 117 – Nay 2, Senate Committee recommended bill be passed as amended
- HB 2033 - Amending current law and adds to the list of approved state-based nonprofit organizations to provide at-risk educational programs: any other nonprofit organization that is accredited by the international multisensory structured language education council. Yea 89 – Nay 32
- HB 2069 - Allow school psychologists to obtain equivalent licenses to provide school psychological services in any member state. Yea 119 – Nay 0, Senate Committee recommended bill be passed as amended
- HB 2086 - KPERs: Adjusting the investment return threshold for the dividend interest credit calculation and increasing such dividend share to 80%. Yea 116 – Nay 5
- HB 2102 - Permitting the advance enrollment of military students whose parent or person acting as parent will be stationed in this state prior to physical residency. Yea 121 – Nay 0
- HB 2382 - Establishing the daily compensation rate for members of the state board of education in an amount that corresponds to the daily compensation rate of members of the legislature while in session. Yea 115 – Nay 7
- HB 2396 - School districts: eliminating the revenue neutral rate requirements by school districts and the taxpayer notification costs fund other provisions for cities and counties. Yea 115 – Nay 6

HB 2007 – Kansas State Department of Education Budget

Budget Topic	HB 2007	Senate Ed Rec	Ways & Means
Consensus Estimates	\$208 mil (A)	\$208 mil (A)	
Special Education Increase	\$10 mil (A)	\$0 (A)	
Youth Career Program	\$320,000 (E-O)	\$320,000 (E-Any)	
SparkWheel	\$1.3 mil (E-O)	\$1.3 mil (E-O)	
Delete Safe & Secure Schools Grant	-\$5.0 mill (26)	-\$5.0 mil (25&26)	
Delete Professional Development		-\$1.8 mil (25&26)	

Delete CTE Transportation		-\$1.5 mil (25&26)	
Delete Mentor Teacher		-\$1.3 mil (25&26)	
Delete Computer Sci Grants		-\$1.0 mil (25&26)	
Delete Techers of Excellence		-\$361 K (25&26)	
Delete SparkWheel		-\$50 K (25&26)	

Dr. Harwood went over the bills that the State Board submitted testimony for: HB2382 Daily Compensation Rate (proponent), SB45 graduation rates for virtual schools (opponent), SB47 local school board regulations (opponent), SB87 tax credit scholarships (opponent).

Citizen's Open Forum

Chair Hopkins opened the Citizen's Forum and invited the following persons to speak to the Board.

1. Cheryl Cooper, Olathe, representing Johnson County Community College, spoke about math pathways. There is restructuring at the college level.
2. Bob Caldwell, Olathe, representing Johnson County Community College, also spoke about math pathways and the college algebra restructuring.
3. Michael Kratky, Wilson, representing the Wilson High School Future Committee, spoke about the future of education in rural Kansas. He feels closing a school should take the vote of an entire community not just the local board of education.
4. Nancy Moneymaker, De Soto, spoke about taking the Free Application for Federal Scholarship Aid out of graduation requirements and the Board priorities.
5. Sharon Knewtson, Olathe, spoke about concerns she has for her daughter who is attending the Kansas School for the Deaf. She requests a reading specialist be added to the staff.
6. Bri Wentz, Louisburg, also spoke about her concerns in reference to her child's education at Kansas School for the Deaf.
7. Scott Plummer, Paola, spoke about educational concerns at the Kansas School for the Deaf.
8. Zach Wentz, Louisburg, shared his concerns about Kansas School for the Deaf and the need for more reading specialists.

Forum
38:10

Act on Removing Free Application for Federal Scholarship Aid (FAFSA) from Graduation Requirements

FAFSA
1:09:50

On July 10, 2024, the Board acted to remove the FAFSA from the graduation requirements: "Mrs. Hopkins moved that the Kansas State Board of Education approve the submission of an amendment to K. A. R. 91-31-35 through the formal regulatory adoption process striking the requirement as presented. Mrs. Dombrosky seconded the motion. The motion passed 6-3. Mr. McNiece, Mr. Porter, and Mrs. Arnold voted no." (From the July 2024 approved minutes.)

The process to change regulations requires a number of steps, and last month, January 2025, the Board held a public hearing on this proposed regulation change. The public hearing was opened at 1:30 on February 11, 2025. Scott Gordon, KSDE General Counsel was present. Chair Hopkins invited anyone to speak. Each speaker was given five minutes to speak. There was only one speaker.

Mr. Gordon had no response to the hearing in February.

Mr. Hershberger moved that the Kansas State Board of Education adopt the proposed amendments to its accreditation regulation, K.A.R. 91-31-35. (Roll call vote required). Mrs. Dombrosky seconded the motion.

Motion
1:15:30

Mr. Porter NO

Mrs. Dombrosky YES

Mrs. Arnold NO

Mrs. O'Brien YES

Mr. Zeck YES

Mrs. Hopkins YES

Dr. New YES

Mrs. Potter YES

Mr. Hershberger YES

Mrs. Haas YES

The motion carried 8-2 with Mr. Porter and Mrs. Arnold voting no.

Act on Evaluation Review Committee recommendations

Dr. Catherine Chmidling, Teacher Licensure

ERC
1:16:30

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation provider accreditations for Fort Hays State University and Wichita State University, and program approvals for Fort Hays State University, Pittsburg State University and Washburn University. Dr. New seconded the motion. Motion carried 10-0.

Motion
1:22:00

Receive request to contract with Kansas State University to support the Executive Director of Kansas FFA (formerly known as Future Farmers of America)

FFA
1:22:40

Natalie Clark, Assistant Director, Career, Standards and Assessment Services

Mrs. Clark explained that the current contract to support the Executive Director of Kansas FFA will expire June 30, 2025. Career and Technical Education (CTE) provides students with

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

In April, the Board will be asked to authorize the Commissioner of Education to contract with Kansas State University to support the Executive Director of Kansas FFA at a total amount not to exceed \$75,427.00 per year, up to a total of \$301,708.00 for the four years, from July 1, 2025, to June 30, 2029.

The Board members asked questions about the contract.

Receive request to contract for Summer Food Service Program Public Service Announcements

Kelly Chanay, Director, Child Nutrition and Wellness

Mrs. Chanay explained that the intent for this request is to increase awareness of summer meal service sites existing in poor economic areas to maximize access of summer meals by children in Kansas by disseminating a public service announcement (PSA) on radio and TV during the months of June and July.

The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank of airtime for use by the KAB for PEP. Since 2011, Child Nutrition & Wellness (CNW) has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSA aired CNW was provided data by the KAB to show that the spots aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

The Public Service Announcement (PSAs) is of high quality and was developed by Gizmo Pictures, Inc. Funding. Child Nutrition & Wellness receives State Administrative Fund (SAF) from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$20,000 in federal fiscal year 2025 SAF funds available for this project. Due to the market value ratio of 3 to 1, the \$20,000 will result in at least \$60,000 of airtime during the identified periods (June-July). The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. Any federal fiscal year 2025 SAF funds that are not obligated by September 30, 2025, must be returned to USDA.

In April, the Board will be asked to approve a request to contract with Kansas Association of Broadcasters for Public Service Announcements to advertise summer meals. The Board members asked questions about the program. Mr. Zeck requested a list of the actual times the radio spots would be broadcast.

PSA
1:29:12

Commissioner's Report

Dr. Watson announced that KSDE will start a new podcast called *Insight*, Thursday, March 27 on Spotify. The focus of the podcast is to help parents, and the public navigate the intricacies of Kansas public education, focusing discussions around current happenings in the classroom, state-led initiatives and societal changes influencing our students, all as it related to the educational experience of Kansas students. The first episode, titled From Slate to Screen: The Journey of Public Education, will set the stage for future discussions by looking back at the policies, reforms and pivotal moments that have shaped Kansas education, and what lessons we can take from that history. New episodes of *Insight* podcast will air every second Thursday of the month.

For the past week, Commissioner Watson toured many schools and read to classes as it was "Read Across America Week."

Dr. Watson shared a familiar graph showing assessments of classes 2017, 2018 and 2019 that correlate graduation and post-secondary effectiveness and added the chronically absent statistics to each category. Level one had 50.1% absent, Level two had 32.6% absent, Level three had 13.9 % absent and Level 4 had 3.4% absent, clearly showing the connection between attendance and success in academics.

Scores in English Language Arts for level one have slightly dropped, and the scores for level three and four have risen slightly. He adamantly stated that this is not the progress Kansas students need to make. More time is needed with literacy. He noted that from 2008 to the present the average number of school days has decreased by 174 to 165.8 days.

There was a conversation with the Board on these topics.

Recognition of the 2024 National Elementary and Secondary Education Act (ESEA) Distinguished Schools

Roxanne Zillinger, Education Program Consultant, Division of Learning Services

Sterling Grade School, Sterling USD 376, was recognized for Category 1: Exceptional student performance and academic growth for two consecutive years.

Overbrook Attendance Center (K-3), USD 434 Santa Fe Trail, was recognized for Category 2: Closing the achievement gap between student groups.

Both schools gave inspiring presentations about the school and community they serve. The Board congratulated them and took photos with the principal and teachers.

Presentation on State Assessments: The Role of a Technical Advisory Committee

Presenter – Dr. Cara Cahalan Laitusis, Senior Associate at the Center for Assessment
Beth Fultz, Director, KSDE Career, Standards and Assessment Services, went over the past few years of working with the Board on assessments. She introduced Dr. Cara Laitusis of the

Watson
1:48:20

ESEA
Schools
3:03:25

TAC
3:39:30

National Center for the Improvement of Educational Assessment.

Dr. Laitusis explained that a Technical Advisory Committee (TAC) is a panel of advisors that are carefully and intentionally selected to provide technical guidance in a range of areas.

Each state has a different type of committee based on the specific needs of the state. There are usually 5-7 members. They inform and evaluate the state education agency's assessment contractors to ensure the assessments being used meet acceptable standards or make recommendations for improvement if they do not. They also collaborate to develop and implement effective continuous improvement systems. Dr. Laitusis' role as the facilitator of each state Technical Advisory Committee is to collect, assemble and distribute materials for the TAC review, facilitate the discussion, produce meeting summaries and work with the Department of Education to implement recommendations as applicable.

The National Center for the Improvement of Educational Assessment is a non-profit technical and policy consulting firm established in 1998 with the mission of improving student learning through improved assessment and accountability practices.

They currently contract with 40+ states, districts or other entities. There are 15 full-time professionals with extensive training and experience in the real world of state assessments. They are non-partisan.

The Kansas TAC is comprised of six members and two staff persons from the National Center.

- Dr. Derek Briggs (University of Colorado Boulder) – Expertise in psychometrics, learning progressions, and statistical models for educational interventions.
- Dr. Michael Russell (Boston College) – Expertise in validity theory, universal design in assessment, large-scale assessment program design, and quantitative methodology.
- Dr. Michael Kolen (University of Iowa) – Expertise in test equating, scaling, and linking methods.
- Dr. Edynn Sato (Independent Consultant) – Expertise in English language proficiency assessments, standards alignment, and inclusion of English language learners in accountability systems.
- Dr. John Popp (Great Bend Public Schools) – Experienced administrator in Kansas, providing historical insights and practical feedback on policy implementation, score reporting, and test design decisions.
- Dr. Arthur Thacker (HumRRO) – Expertise in psychometric measurement and standard setting methodologies.
- Dr. Erika Landl (Center for Assessment) – Expertise in psychometrics, Balanced Assessment Systems, and standard setting procedures.
- Dr. Cara Laitusis (Center for Assessment) – Expertise in assessments for students with disabilities, test design, validity studies, and various K-12 assessments, including teacher licensure and diagnostic tools used by IEP teams.

Standard setting is the process of establishing the cut scores that define different levels of performance on an assessment. In Kansas the TAC members each conduct a formal observation and share that with TAC in June, they document those observations, and that report will be presented to the Kansas State Board of Education in July.

The Board asked questions of Dr. Laitusis and thanked her for the presentation and her work in this field.

Receive Item and Presentation Science of Reading Relicensure requirements for Seal of Literacy

Shane Carter, Director, Teacher Licensure

Dr. Cindy Lane, Kansas Board of Regents, Blueprint for Literacy

Literacy
4:26:30

Mr. Carter reviewed who needs to have the Science of Reading as an endorsement on their teaching license after July 1, 2028. (from the PowerPoint)

- Elementary English Language Arts teachers.
- Elementary History, Government and Social Studies teachers.
- Special Education teachers who provide services to elementary students.
- Reading Specialists who provide services to elementary students.
- School Psychologists who provide services to elementary students.
- Administrators assigned to elementary schools

Science of Reading and Licensure Requirements:

Professional Development Training

State Board approved LETRS®

LETRS for Elementary Educators.

LETRS for Early Childhood.

LETRS for Administrators.

AIMS Pathways to Proficient Reading Pathways to Proficient Reading. Available for all educators.

Pathways to Proficient Reading Secondary.

Pathways to Literacy Leadership.

Keys to Literacy Keys to Beginning Reading. Available for all educators

Test Options for Veteran Educators

ETS #7002

Elementary Educators-Teaching Reading sub-test

Pearson

Pearson #890 Foundations of Reading.

Center for Effective Reading and Instruction

Knowledge and Practice Examination for Effective Reading Instruction (KPEE)

Mr. Carter explained that he is recommending two new ways to qualify for the seal of literacy, using the KBOR Kansas Board of Regents Blueprint for Literacy Curriculum and a new test that qualifies, ETS Reading Specialist Test #5302.

Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles courses

Reviewed and approved through KSDE literacy team.

Received third party vetting approval from *The Reading League*.

Dr. Cindy Lane, Kansas Board of Regents (KBOR), overseeing the Blueprint for Literacy initiative, shared the higher education side of improving reading skills in Kansas students. SB 438 (Senate Bill) established the Blueprint for Literacy, and it is fundamental to KBOR's Strategic Plan: *Helping Families; Supporting Business; and Advancing Economic Prosperity*.

The purpose of the Blueprint is to advance educator knowledge of the science of reading and skills to apply structured literacy. KBOR is focused on educator preparation, professional learning and workforce development and application of structured literacy. Their goal is that 100% of the elementary teacher workforce will achieve a credential in the Science of Reading/Structured Literacy by 2030 and that by 2033 3rd through 8th grade 90% of students will achieve a Level 2 and the amount of students in Level 3 and 4 will be increased by 50%. To do this, the State Board and KBOR need to collaborate to jointly approve the requirements for teachers in training and teachers already in the field.

The Foundations course is 12 modules, performance assessments, Test Out of Knowledge portion and support from a Literacy Coach.

It offers 6 graduate credits, tuition and stipend paid by KBOR.

The pilot begins March 24, 2025, with a full launch this summer, and the plan for pursuing full IDA Accreditation of the course 25-26 Academic year. Dr. Lane is requesting State Board approval of the course: *Foundations in the Science of Reading, Understanding and Applying Structured Literacy Principles* for the Kansas Seal of Literacy.

This is a receive item that the Board will be asked to vote on in April. The recommended motion for April is:

It is moved that the Kansas State Board of Education approve the Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles courses, and the ETS Reading Specialist test (test code 5302), adopted by the State Board September 1, 2020, to meet the Science of Reading Licensure requirements.

The Board members asked questions of Mr. Carter and Dr. Lane.

Act on Professional Practices Commission (PPC) Recommendations

Scott Gordon, Kansas State Department of Education, General Counsel, and Ricardo Sanchez, Professional Practices Commission Chair, presented the recommendations of the Professional Practices Commission to issue a license.

Mrs. Arnold moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law in order to issue the license in 24-PPC-29. Mrs. Haas seconded the motion. Motion carried 10-0.

PPC
5:30:30

Motion
05:32:25

Receive recommendations for funding Kansas Parents as Teachers grants for 2025-2026

Amanda Petersen, Director, Early Childhood

Mrs. Petersen explained Parents as Teachers is an evidence based program that delivers personal visits, group learning and socializing events, child and caregiver screenings, and connections to community resources.

(from PowerPoint)

In 2023-2024, 63 Kansas Parents as Teachers programs:

- Served 5,847 families and 7,912 children.
- Conducted 54,572 personal visits.
- 11% of families served enrolled prenatally.
- Kansas Parents as Teachers programs have an 89% retention rate, meaning that families participate for at least 1 year.

Grant applications are currently being submitted. It is the responsibility of the State Board of Education to award grants to school districts (as per Kansas State Law 72-4163).

The annual amount depends upon the legislature's state budget.

The Board asked questions about the program and received answers from Mrs. Petersen.

Report on Elementary and Secondary School Emergency Relief funds (ESSER) final funds

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

Mr. Zajic explained that the ESSER funds are being phased out. ESSER II final summary of expenditures totaled \$343.5M with final funds of \$46,013 being released. ESSER III totaled \$768.1M with final funds of \$1,073,437 being released. The average expenditures per district for Essers I, II and III were \$4,531,615 and per student was \$2,870.

EANS final report was as follows: EANS I expenditures were an average of \$249,154 per school, and \$1,140 per student. EANS I allocated \$22,959,964 and expended \$17,689,916. Summary of EANS II expenditures were an average of \$407,922 per school and \$2,193 per student. Total EANS II allocated was \$12,972,094 and expended \$10,198,061.

The Commissioner formally thanked Mr. Zajic and all those who served on the ESSER committees for the tremendous effort made over the past four-five years. The Board joined in thanking everyone involved.

Opt In/Opt Out Discussion

General Counsel Scott Gordon

Scott Gordon began by sharing the actual statutes on which Opt In/Opt Out is based.

There are Kansas statutes defining exemptions based on religion, exemption from directory information, exemption from nonacademic tests, and student online personal protection.

Mr. Gordon noted that exemption from nonacademic tests include commonly used questionnaires, survey and exams such as the Kansas Communities that Care Survey, the Youth Risk Behavior surveillance system, and other locally developed surveys. These types of surveys

Parents as
Teachers
5:33:00

ESSER
6:03:37

Opt In/
Opt Out
6:31:30

do not relate to academic learning. There are some screeners that do impact academic progress and instructional practice such as: mySAEBRS through Fastbridge, Panorama, Xello, ACT Mosaic, NAEP, etc.

He discussed the consent required to screen a student for suicide risk. "If an employee becomes aware that a student may be at risk....school may administer a suicide risk assessment or screening after prior verbal consent from a parent or guardian or notification to parent or guardian after the fact IF reasonable attempts to notify have failed. "

In terms of student data, he gave an overview of the Student Online Personal Protection Act (K.S.A. 72-6331 et. seq) which is an expansion of Children's Online Privacy Protection Act (COPPA). This imposes limits on what online educational service providers, aka "Operators" can do with information. They cannot use targeted advertisements in an educational product; cannot use information/data to create student user profiles except for educational purposes; and cannot sell any info to third parties. These are FERPA-esque protections against data disclosure. This statute does not apply to public schools or any national assessment provider that is administering a college and career readiness assessment.

There was a discussion following the presentation.

Committee Reports

Committees
6:57:00

Betty Arnold shared the Mental Health in Schools Advisory Committee is updating the Bullying Toolkit. They will present next month.

Jim Porter reported the Legislative Funding Task Force met and he shared the agenda for that meeting in each member packet. There was a presentation on the weightings and time for the Task Force to get to know each other. They will meet again in April.

Melanie Haas reported the Policy Committee has not yet met. The Kansas Volunteer Commission has not met in the past month. She shared information about National Association of State School Boards NASBE and Education Commission of the States ECS and encouraged other members to become involved in these national organizations.

Debby Potter connected with the Kansas Council for Economic Education and look forward to being involved on this committee.

Beryl New attended the Kansas Award luncheon for the Master Teachers. She attended a KESA meeting.

Dennis Hershberger reported on the Opioid and Prescription Drug Committee. There is a new type of fentanyl, a synthetic mix that is now on the street. One drop, the size of a grain of salt, can be lethal. The Ag in the Classroom Committee is looking for ways to fund in-class events. The Kansas Dept. of Ag has a grant on which they are working. He will be working with a sub-committee this week that will be part of giving grants of \$1000 to classrooms.

Cathy Hopkins spoke about the Professional Standards Board PSB. There was a presentation by Jamie Finkeldei, on the third tier of accreditation that there PSB is looking at. The history and government standards are going through review.

Chair Hopkins thanked everyone for attending the Board Retreat the previous day.

Mrs. O'Brien had to leave.

Board Travel

Mrs. Haas moved to approve the Board travel requests of February 2025. Mrs. Arnold seconded the motion. Motion carried 9-0. Mrs. O'Brien was absent.

Travel
Motion
7:09:23

Future Requests

Mrs. Haas: leadership at the administrative level with focus on teacher retention, messaging to schools about providing FAFSA opportunities

Mrs. Arnold: IPS presentation, especially looking at Derby

Mrs. Potter: How to access revenue/expense reports on the district level

Mrs. Dombrosky: Issues at the Kansas School for the Deaf (reading)

Mr. Zeck: Longitudinal Database

Future
Requests
7:09:50

Board Member Comments (please see KSDE LiveMedia YouTube video for more detail)

Mrs. Potter spoke of her concerns over the federal "Dear Colleague" letters and the failure of her request for a special board meeting to discuss.

Comments
7:13:00

Vice Chair Zeck expressed his concerns over the Parents as Teachers program.

Dr. New spoke of her reasons behind her vote removing FAFSA from graduation requirements.

Mr. Hershberger praised the Great Bend district for their successful start of the RISE program this school year to help students with behavioral and emotional issues integrate back into the regular classroom.

Mrs. Arnold lifted up the Andover district which had three teachers who were Horizon and Presidential award winners. She offered her congratulations.

Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of non-elected personnel matters, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. This session will begin at 5:35 for 10 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 5:45. In the Executive Session the Commissioner and Scott Gordon will be present. Mrs. Arnold seconded. Motion carried 9-0. Mrs. O'Brien was not present.

Motion for
Executive
Session
7:29:14

EXECUTIVE SESSION (Personnel Matters)

After returning to the open meeting at 5:45, the Board took a vote.

Vote on Personnel Matters

Mr. Zeck moved that the Kansas State Board of Education approve the appointment of Dr. Renee Nugent as Deputy Commissioner of Learning Services, Kansas State Department of Education. Mr. Porter seconded the motion. Motion carried 9-0. Mrs. O'Brien was not present.

Motion
7:48:20

Chair Hopkins recessed the meeting until the following day when the State Board will visit the Kansas School for the Deaf in Olathe and the Kansas State School for the Blind in Kansas City.

Chair Cathy Hopkins

Board Secretary Deborah Bremer



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

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

Agenda Monday, April 7

2:00 p.m. – 5:00 p.m. Board Retreat to be held at the Kansas Health Institute, 212 SW 8th Ave #300, Topeka, directly North of the Capitol. This is OPEN TO THE PUBLIC and LIVESTREAMED on YouTube KSDE LiveMedia channel.

Agenda Tuesday, April 8

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

Tuesday, April 8, 2025

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. Approval of the Minutes for March 11, 2025		
(AI)	2. Approval of Agenda		
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on teacher licensure waivers		Shane Carter, Director, Teacher Licensure
	c. Act on Local Professional Development Plans		Shane Carter
	d. Approve USD 367 Osawatome, Miami County for capital improvement (bond and interest) state aid		Dr. Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

Kansas Leads the world in the success of each student.

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

BOARD AGENDA

Tuesday, April 8, 2025

TIME	ITEM	DURATION	PRESENTER
	e. Approve USD 367 Osawatomie, Miami County to hold a bond election		Dr. Harwood
	f. Notification to the Kansas State Board of Education of the intention of four private schools and one scholarship granting organization to participate in the Tax Credit for Low Income Student Scholarship program (TCLISSP)		Dale Brungardt, Director, School Finance
10:10 a.m. (IO)	4. Commissioner's Report	20 min	Dr. Randy Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m. (AI)	6. Act on Recommendations for funding Kansas Parents as Teachers 2025-2026	5 min	Amanda Petersen, Director, Early Childhood
10:50 a.m. (AI)	7. Act on request to contract with Kansas State University to support Kansas FFA (Future Farmers of America)	5 min	Natalie Clark, Asst. Director, Career, Standards and Assessment Services
10:55 a.m. (AI)	8. Act on request to approve a contract for the Kansas Association of Broadcasters for summer meals	5 min	Emily Bonilla, Asst. Director, Child Nutrition and Wellness
11:00 a.m. (AI)	9. Act to add KBOR's Literacy training to the state-approved training list and to add ETS' Reading Specialist test (code 5302) to the state-approved testing list.	5 min	Shane Carter, Director, Teacher Licensure
11:05 a.m.	BREAK	10 min	
11:15 a.m. (IO)	10. State Assessments: The role of the Kansas Assessment Advisory Council (KAAC) with Dr. Daniel Gruman, Director of Assessment of Research at Shawnee Mission USD 512	30 min	Beth Fultz, Director, Career, Standards and Assessment Services
11:45 a.m. (IO)	11. Cash Balances	15 min	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services

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

BOARD AGENDA

Tuesday, April 8, 2025

TIME	ITEM	DURATION	PRESENTER
12 p.m. (noon)	Lunch	1.5 hour	
1:30 p.m. (IO)	12. The Power of Theater in Kansas Schools USD 385 Andover	30 min	Joyce Huser, Fine Arts, Division of Learning Services
2:00 p.m. (IO)	13. Kansas Teacher of the Year (KTOY) Presentation	45 min	Denise Kahler, Director, Communications
2:45 p.m.	Break	15 min	
3:00 p.m. (IO)	14. CTE Career and Technical Education Scholars Announcement	30 min	Natalie Clark, Asst. Director, Career, Standards and Assessment Services
3:30 p.m. (IO)	15. Legislative Update	30 min	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
4:00 p.m.	Break	10 min	
4:10 p.m. (AI)	16. Professional Practices Commission (PPC) Recommendations	15 min	Scott Gordon, General Counsel, KSDE
4:25 p.m. (IO)	17. Committee Reports	15 min	Board members
4:40 p.m.	RECESS		

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

Agenda Wednesday, April 9

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

Wednesday, April 9, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (IO)	1. Presentation on School Mental Health Advisory Council with focus on Bullying Prevention Tool Kit	35 min	Kent Reed, Bullying prevention, Counseling, Division of Direct Learning Services Dr. Jane Groff, Executive Director of Kansas Parent Information Resource Center Staff
9:30 a.m. (IO)	2. Update on Literacy Initiatives in Kansas Schools	25 min	Dr. Laurie Curtis, Dyslexia Coordinator Jeri Powers, Reading Specialist, Baldwin City Amy Bybee, Asst. Superintendent, Ottawa USD 290
10:00 a.m.	BREAK	10 min	
10:10 a.m. (IO)	3. Screens in the Classroom: Healthy Initiatives	45 min	Susan Dunaway, LCPC, Olathe
10:55 a.m. (IO)	4. Presentations of KS Certificate in Child Nutrition	20 min	Kelly Chanay, Director, Child Nutrition and Wellness
11:15 a.m.	BREAK (with photos)	15 min	
11:30 a.m. (IO)	5. Former Superintendent and lifelong Kansas Educator, Craig Elliott	10 min	Dr. Watson
11:40 a.m. (IO)	6. OPEN	20 min	

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

BOARD AGENDA

Wednesday, April 9, 2025

TIME	ITEM	DURATION	PRESENTER
12:00 noon	LUNCH	1 hour	
1:00 p.m. (IO)	7. Purple Star Schools Presentation	30 min	Dale Brungardt, Director, School Finance
1:30 p.m. (RI)	8. Receive recommendations for approving Preschool-Aged At-Risk programs for 2025- 2026	30 min	Amanda Petersen and Natalie McClane, Early Childhood
2:00 p.m.	BREAK	10 min	
2:10 p.m. (RI)	9. Receive updated performance level descriptors for 2025 Assessments	5 min	Beth Fultz, Director, Career, Standards and Assessment services
2:15 p.m. (RI)	10. Receive funding request for 2025-2026 Ameri-Corp Kansas Grant Awards	15 min	Jessica Dorsey, Kansas Volunteer Council
2:30 p.m. (RI)	11. Receive educator preparation provider standards for History, Government, Social Studies 5-8 and 6-12.	15 min	Dr. Catherine Chmidling, Teacher Licensure & Standards Committee Chair Dr. Alan English
2:45 p.m. (RI)	12. Receive contract with the Kansas Office of Administrative Hearings	15 min	Scott Gordon, General Counsel, KSDE
3:00 p.m.	BREAK	10 min	
3:10 p.m. (AI)	13. Board Travel Requests	5 min	Chair Hopkins
3:15 p.m. (DI)	14. Board Future Requests	5 min	Chair Hopkins
3:20 p.m. (DI)	15. Board Comments	10 min	Chair Hopkins
3:30 p.m.	ADJOURN		

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

Agenda Number: 3 a.

Meeting Date: 4/8/2025

Item Title: HR Board Materials

From: Kaley Taylor

HR Board Materials:

-Personnel Count

-Report on Personnel



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

Item Title: Personnel Report

From: Kaley Taylor, Wendy Fritz

Personnel Report:

Total employees 286 as of pay period ending 3/15/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

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

Madeleine Hare to the position of Legal Assistant on the General Counsel team, effective March 17, 2025, at an annual salary of \$51,604.80. This position is funded by the State General Fund.

Katy Hatch to the position of Public Service Executive on the Child Nutrition and Wellness team, effective, March 30th 2025, at an annual salary of \$70,990.40. This position is funded by the State Administrative Expense – Technology Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0229	Blue Valley	Jennie	Battaglia	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0229	Blue Valley	Jennie	Battaglia	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0229	Blue Valley	Mallory	Schwank	Life Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	JoAnn	Hull	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Brenda-Lynn	Marquez	Math - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Kristina	Dalton	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Tiffany	Broberg	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Candice	Brown	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sara	Bouchard	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Juan	Ferreiro	English Language Arts - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER (PREK- 12)
D0443	Dodge City	Rebeca	Silva	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Adrian	Mendoza	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Celeste	Konda	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Crystal	Castillo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Anastasia	Lorenzi	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Chianti	Madkins	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Hadil	Alsadi	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	J'Nia	Copeland	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Jane	Jackson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER (PREK-12)
D0500	Kansas City	Kimberly	Zimmerman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0500	Kansas City	LaShonda	Valentine	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Maria	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12); SPANISH (PRK-12)
D0500	Kansas City	Mathevee	Perumal	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Nancy	Hale	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER (PREK-12)
D0500	Kansas City	Patrick	Donohoe	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Pennie	Washington	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Tabatha	Snyder	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Tristan	McGehee	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Wendy	Gonzalez-Toledano	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER (PREK-12)
D0715	McPherson County Sp. Ed. Coop.	Sarah	Frost	Visual Impaired	Approved	ELEMENTARY EDUCATION (K-6)

D0724	Special Services Cooperative of Wamego	Lindsey	Miller	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

D0605 Southwest SEC

D0617 Marion County SPED COOP

USD 313 Buhler

USD 464 Tonganoxie

USD 500 Kansas City

USD 501 Topeka Public Schools

USD 509 South Haven

ALL PLANS ARE AVAILABLE TO BE VIEWED ON REQUEST: EMAIL Deborah.Bremer@ksde.gov to request copies of any or all of them.

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend it be approved.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 d

Staff Initiating:

Director:

Commissioner:

Meeting Date:

4/8/2025

Sherry Root

Randy Watson

Item Title:

Act on request from USD 367, Osawatomie, Miami 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 367, Osawatomie, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attached files.

Currently, USD 367 is eligible to receive 0% state aid. This request would allow the district to receive state aid in the future if the statute would change.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3. D

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 4/8/2025

Item Title:

Act on request from USD 367, Osawatomie, Miami 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 367, Osawatomie, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 *et seq.*, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 367, Osawatomie, Miami 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 March 31, 2025.

USD 367 plans to use the bond proceeds (not to exceed **\$20,050,000**) to pay the costs to construct, furnish, equip, and acquire: (a) improvements and renovations to all the District's facilities, including safety and security improvements, roofing, HVAC, and electrical improvements, interior and exterior building improvements, and playground improvements; (b) improvements and renovations at the High School, including window replacement, classroom renovations and track and field improvements; (c) all other necessary renovations and improvements to District facilities and all improvements related to the project; and pay costs of issuance and interest on the bonds during construction.

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

1. The vote to submit the bond application by the local board of education was 5-1 (one absent).
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District	USD 367 Osawatomie	County: Miami
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1. Current equalized assessed tangible valuation *	\$93,619,140	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$13,106,680	
4. State Aid Percentage	0%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$4,145,000	4.4%
6. Amount of bond indebtedness requested	\$20,050,000	21.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$24,195,000	25.8%
8. Estimated amount of bond indebtedness authorized without approval	\$13,106,680	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$11,088,320	11.8%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
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March 17, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 367.**

No, 5-1
(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.

No

9. Several buildings are being consolidated under this proposal.

No

10. Bond Project includes facilities that would used primarily for Extracurricular Activities

Date of Application 11-Mar-25	Election Date 6/3/2025	Last Election 4/1/2013	Last Successful Election 4/1/2013
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Amount of Bond \$ 20,050,000	Length of Bond 23	Mill Rate with Aid 13.951	Mill Rate without Aid
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Mail In Ballot NO	Interest Rate 5.00%
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Project Details:	USD 367
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All District Facilities	High School		
improvements and renovations, including safety and security improvements, roofing, HVAC, and electrical improvements, interior and exterior building improvements, and playground improvements	improvements and renovations, including window replacement, classroom renovations and track and field improvements	all other necessary renovations and improvemnts to District facilities and all improvement related to the project	pay costs of issuance and interest on the Bonds during construction of the Project
Additional Project Details	Science Classrooms Page 23 has more project details		

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3. e

Staff Initiating:

Director:

Commissioner:

Meeting Date:

4/8/2025

Sherry Root

Randy Watson

Item Title:

Act on request from USD 367, Osawatomie, Miami County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 367, Osawatomie, Miami County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 4/8/2025

Item Title:

Act on request from USD 367, Osawatomie, Miami County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 367, Osawatomie, Miami 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 367, Osawatomie, Miami 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 367 plans to use the bond proceeds (not to exceed **\$20,050,000**) to pay the costs to construct, furnish, equip, and acquire: (a) improvements and renovations to all the District's facilities, including safety and security improvements, roofing, HVAC, and electrical improvements, interior and exterior building improvements, and playground improvements; (b) improvements and renovations at the High School, including window replacement, classroom renovations and track and field improvements; (c) all other necessary renovations and improvements to District facilities and all improvements related to the project; and pay costs of issuance and interest on the bonds during construction.

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

1. The vote to submit the bond application by the local board of education was 5-1 (1 absent).
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are not in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District 367 Osawatomie County: Miami

1. Current equalized assessed tangible valuation *	\$93,619,140	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$13,106,680	
4. State Aid Percentage	0%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$4,145,000	4.4%
6. Amount of bond indebtedness requested	\$20,050,000	21.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$24,195,000	25.8%
8. Estimated amount of bond indebtedness authorized without approval	\$13,106,680	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$11,088,320	11.8%

Forms Requested

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

February 17, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

Re:

Application for USD 367 to allow local vote to exceed debt limit

No, 5-1 (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.
No	9. Several buildings are being consolidated under this proposal.
possibly	10. Bond Project includes facilities that would be used primarily for Extracurricular Activities

INFORMATION REQUIRED TO SHARE WITH THE KANSAS STATE
BOARD OF EDUCATION

Agenda Number: 3 f.

Staff Initiating:

Sherry Root

Director:

Dale Brungardt

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Notification to the Kansas State Board of Education of the intention of five private schools and one scholarship granting organization to participate in the Tax Credit for Low Income Student Scholarsh

Recommended Motion:

This is information only. By statute, these entities must give notice to the State Board of their intent to participate in the Tax Credit for Low Income Student Scholarship Program.

Explanation of Situation Requiring Action:

Notification to the Kansas State Board of Education of the intention of the private schools and scholarship granting organization listed below to participate in the Tax Credit for Low Income Student Scholarship Program:

Private Schools: 1) Central KS Christian Academy, Great Bend, 2) Concordia Academy, Wichita; 3) Trinity Lutheran, Atchison; 4) Hope Academy, Wichita; and 5) The Wellington Christian Academy, Wellington

Scholarship Granting Organization: The Wellington Christian Academy, Wellington

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), K.S.A. [72-4351 \(ksrevisor.org\)](#) et al, requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Director:

Commissioner:

Meeting Date:

4/8/2025

Amanda Petersen

Amanda Petersen

Randy Watson

Item Title:

Act on recommendations for funding Kansas Parents as Teachers grants for 2025-2026

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2025-2026, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.

Explanation of Situation Requiring Action: See Next Page

See attached list of programs and grant amounts awarded for 2025-2026.

Kansas state law (K.S.A. 72-4162) authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a “parent education program” as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts.

At the time these materials were prepared, the Kansas Legislature had not yet passed a Fiscal Year 2026 state budget. Substitute for House Bill 2007, as passed by the Kansas House of Representatives on February 19, 2025, included an appropriation for Fiscal Year 2026 equivalent to the Fiscal Year 2025 appropriation of \$9,437,635. Senate Substitute for House Bill 2007, as passed by the Kansas Senate on March 18, 2025, also included a Fiscal Year 2026 appropriation of \$9,437,635. In addition, \$96,319 in unspent Fiscal Year 2025 funding is available to reallocate in Fiscal Year 2026.

Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant. School districts may choose to invest more than the minimum match requirement in their programs.

Kansas Parents as Teachers is an evidence-based parent education model used to support parents and children from prenatal to kindergarten entry. The model provides a wide array of services to families including personal visits, group learning and socializing events, child and caregiver screenings and connections to community resources. The services are delivered by trained professionals and support a comprehensive set of goals including: increase children's school readiness and success; provide early detection of developmental delays and connections to services; increase parent knowledge of early childhood development and improve positive parenting practices; and strengthen community capacity and connectedness. [Visit the Parents as Teachers National Center website for additional information about the research base supporting Parents as Teachers as an effective strategy to promote student success.](#)

Kansas Parents as Teachers grant materials are available on the [KSDE Parents as Teachers webpage](#). For 2025-2026, current Kansas Parents as Teachers grantees first had the opportunity to renew their 2024-2025 level of grant funding. Applicants could then apply on a competitive basis for up to \$50,000 in new funding to improve the quality and availability of community Parents as Teachers programming. KSDE reviewed grant proposals using the selection criteria included in the grant materials. If sufficient funding was available, KSDE would have recommended funding 20 requests for increased funding totaling \$622,000. Due to funding limitations, KSDE recommends funding 8 requests for increased funding totaling \$143,070.

Kansas Parents as Teachers grants for 2025-2026

USD	County	District Name	2025-2026 Grant Award
428	Barton	Great Bend	\$54,550
394	Butler	Rose Hill Public Schools	\$66,390
333	Cloud	Learning Cooperative of North Central Kansas (LCNCK) / USD 333 PAT Consortium	\$116,850
109	Republic	Republic County	
426	Republic	Pike Valley	
108	Washington	Washington County Schools	
224	Washington	Clifton-Clyde	
465	Cowley	Winfield	\$119,330
609	Crawford	Southeast Kansas Education Service Center PAT Consortium	\$861,660
256	Allen	Marmaton Valley	
257	Allen	Iola	
258	Allen	Humboldt	
479	Anderson	Crest	
234	Bourbon	Fort Scott	
235	Bourbon	Uniontown	
284	Chase	Chase County	
404	Cherokee	Riverton	
493	Cherokee	Columbus	
499	Cherokee	Galena	
508	Cherokee	Baxter Springs	
243	Coffey	Lebo-Waverly	
244	Coffey	Burlington	
245	Coffey	LeRoy-Gridley	
247	Crawford	Cherokee	
248	Crawford	Girard	
249	Crawford	Frontenac Public Schools	
250	Crawford	Pittsburg	
290	Franklin	Ottawa	
230	Johnson	Spring Hill	

Kansas Parents as Teachers grants for 2025-2026

503	Labette	Parsons	
504	Labette	Oswego	
506	Labette	Labette County	
251	Lyon	North Lyon County	
252	Lyon	Southern Lyon County	
253	Lyon	Emporia	
436	Montgomery	Caney Valley	
446	Montgomery	Independence	
447	Montgomery	Cherryvale	
417	Morris	Morris County	
413	Neosho	Chanute Public Schools	
420	Osage	Osage City	
434	Osage	Santa Fe Trail	
454	Osage	Burlingame Public School	
456	Osage	Marais Des Cygnes Valley	
461	Wilson	Neodesha	
484	Wilson	Fredonia	
366	Woodson	Woodson	
203	Wyandotte	Piper	
435	Dickinson	Abilene	\$118,210
473	Dickinson	Chapman	\$36,870
487	Dickinson	Herington/Rural Vista/Solomon PAT Consortium	\$52,320
393	Dickinson	Solomon	
481	Dickinson	Rural Vista	
348	Douglas	Baldwin City	\$117,670
497	Douglas	Lawrence	\$141,490
489	Ellis	Hays	\$87,490
407	Russell	Russell	
363	Finney	Holcomb	\$28,020
457	Finney	Garden City	\$290,960
443	Ford	Dodge City	\$48,320
475	Geary	Geary County Schools	\$143,890
494	Hamilton	Syracuse	\$15,000

Kansas Parents as Teachers grants for 2025-2026

361	Harper	Chaparral Schools	\$30,000
373	Harvey	Harvey County PAT Consortium	\$119,020
440	Harvey	Halstead	
460	Harvey	Hesston	
369	Harvey	Burrton	
337	Jackson	Royal Valley	\$45,000
608	Jefferson	Keystone PAT Consortium	\$647,310
377	Atchison	Atchison County Community Schools	
409	Atchison	Atchison Public Schools	
415	Brown	Hiawatha	
111	Doniphan	Doniphan West Schools	
114	Doniphan	Riverside	
429	Doniphan	Troy Public Schools	
491	Douglas	Eudora	
336	Jackson	Holton	
338	Jefferson	Valley Falls	
339	Jefferson	Jefferson County North	
341	Jefferson	Oskaloosa Public Schools	
342	Jefferson	McLouth	
343	Jefferson	Perry Public Schools	
449	Leavenworth	Easton	
464	Leavenworth	Tonganoxie	
113	Nemaha	Prairie Hills	
345	Shawnee	Seaman	
450	Shawnee	Shawnee Heights	
229	Johnson	Blue Valley	\$597,370
231	Johnson	Gardner Edgerton	\$109,770
232	Johnson	De Soto	\$121,950
233	Johnson	Olathe	\$546,500
512	Johnson	Shawnee Mission Public Schools	\$452,380
482	Lane	Dighton	\$23,480
453	Leavenworth	Leavenworth Consortium	\$185,000
207	Leavenworth	Ft Leavenworth	
458	Leavenworth	Basehor-Linwood	\$52,500

Kansas Parents as Teachers grants for 2025-2026

469	Leavenworth	Lansing	\$96,060
410	Marion	Marion County PAT Consortium USD 410	\$109,610
397	Marion	Centre	
398	Marion	Peabody-Burns	
408	Marion	Marion-Florence	
411	Marion	Goessel	
380	Marshall	Vermillion	\$32,100
498	Marshall	Valley Heights	\$67,250
368	Miami	Paola PAT Consortium USD 368	\$273,470
365	Anderson	Garnett	
288	Franklin	Central Heights	
344	Linn	Pleasanton	
346	Linn	Jayhawk	
362	Linn	Prairie View	
367	Miami	Osawatomie	
416	Miami	Louisburg	
273	Mitchell	Beloit PAT Consortium USD 273	\$140,170
107	Jewell	Rock Hills	
298	Lincoln	Lincoln	
299	Lincoln	Sylvan Grove	
272	Mitchell	Waconda	
445	Montgomery	Coffeyville	\$89,890
239	Ottawa	North Ottawa County	\$26,950
240	Ottawa	Twin Valley	\$24,300
495	Pawnee	Ft Larned	\$24,390
320	Pottawatomie	Wamego	\$35,000
323	Pottawatomie	Rock Creek	\$47,210
382	Pratt	Pratt County PAT Consortium USD 382	\$21,350
438	Pratt	Skyline Schools	
308	Reno	Hutchinson PAT Consortium USD 308	\$229,180
309	Reno	Nickerson-South Hutchinson	
312	Reno	Haven Public Schools	
313	Reno	Buhler	

Kansas Parents as Teachers grants for 2025-2026

448	Reno	Inman	
405	Rice	Rice County PAT Consortium USD 405	\$70,250
376	Rice	Sterling	
383	Riley	Manhattan-Ogden	\$231,200
305	Saline	Salina	\$97,550
306	Saline	Southeast of Saline	\$40,220
259	Sedgwick	Wichita	\$291,960
260	Sedgwick	Derby	\$261,080
263	Sedgwick	Mulvane	
261	Sedgwick	Haysville	\$181,910
262	Sedgwick	Valley Center Public School	\$73,090
265	Sedgwick	Goddard	\$80,930
266	Sedgwick	Maize	\$171,470
437	Shawnee	Auburn Washburn	\$114,470
501	Shawnee	Topeka Public Schools	\$553,410
349	Stafford	Stafford	\$23,800
350	Stafford	St John-Hudson	\$26,220
359	Sumner	Argonia PAT Consortium USD 359	\$72,210
463	Cowley	Udall	
357	Sumner	Belle Plaine	
358	Sumner	Oxford	
360	Sumner	Caldwell	
509	Sumner	South Haven	
204	Wyandotte	Bonner Springs	\$22,490
202	Wyandotte	Turner-Kansas City	\$115,370
500	Wyandotte	Kansas City Kansas	\$660,090
Total:			\$9,533,950

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act on request to contract with Kansas State University to support Kansas FFA

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the Executive Director of Kansas FFA at a total amount not to exceed \$75,427.00 per year, up to a total of \$301,708.00 for the four years, from July 1, 2025 to June 30, 2029.

Explanation of Situation Requiring Action:

The current contract to support the Executive Director of Kansas FFA will expire June 30, 2025.

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

The Executive Director role includes leading, maintaining and coordinating all aspects of Kansas FFA by:

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

Funding Sources: W00704 Perkins CTE-State Leadership - Career and Technical Student Organizations (CTSOs) State General Fund 50% \$150,854.00

W00705 Perkins CTE-State Leadership - CTSOs (Federal) 50% \$150,854.00 Total - \$301,708.00

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

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov) Full Text §2344.

State leadership activities (a) General authority From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

- (1) conduct State leadership activities to improve career and technical education, which shall include
- (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high wage, and in-demand occupations;
 - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
 - (D) technical assistance for eligible recipients; and
- (2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title. (b) Permissible uses of funds

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

- (1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;
 - (2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;
 - (3) establishing statewide articulation agreements aligned to approved programs of study;
 - (4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—
 - (A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;
 - (B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—
 - (i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and
 - (ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and
 - (C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;
- (17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

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

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

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov) SEC. [20 U.S.C. 2302]

DEFINITIONS.

(6) Career and technical student organization

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

(B) State and national units

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Sherry Root

Director:

Kelly Chanay

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act on request to contract with the Kansas Association of Broadcasters for dissemination of a Public Service Announcement to promote summer meals.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$20,000 for the purpose of disseminating a Public Service Announcement to promote summer meal service sites.

Explanation of Situation Requiring Action:

This was with included in the March recieve item:

Objective:

1. Increase awareness of summer meal service sites existing in poor economic areas to maximize access of summer meals by children in Kansas by disseminating a public service announcement (PSA) on radio and TV during the months of June and July.

Approach:

The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank time of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSA aired we were provided data by the KAB to show that they aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

Content: The Public Service Announcement (PSAs) is of high quality and was developed by Gizmo Pictures, Inc.

Funding: Child Nutrition & Wellness receives State Administrative Funds (SAF) from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$20,000 in federal fiscal year 2025 SAF funds available for this project. Due to the market value ratio of 3 to 1, the \$20,000 will result in at least \$60,000 of airtime during the identified periods (June-July). The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. Any federal fiscal year 2025 SAF funds that are not obligated by September 30, 2025, must be returned to USDA.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act to add KBOR's Literacy training to the state-approved training list and to add ETS' Reading Specialist test (code 5302) to the state-approved testing list.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses to the state-approved training list and ETS' Reading Specialist test (code 5302) to the state-approved testing list.

Explanation of Situation Requiring Action:

Licensure Update:

Teacher Licensure provided a review of the Science of Reading and Licensure requirements and formally requested the Kansas State Board of Education approve **the Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses to meet the Science of Reading Licensure requirements. Teacher licensure reviewed the current approved test list and ETS' Reading Specialist test (code 5302) and updated the board on the status of the Seal of Literacy and data collection.

Literacy Advisory Committee.

The literacy advisory committee met numerous times since July 2024 to address requirements embedded withing Senate Bill 438. Dr. Cindy Lane of the Kansas Board of Regents will provide the State Board of Education an update on the literacy advisory committee's development of structured literacy in-service training. The committee requests the State Board of Education's approval to offer their **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses as an option to meet Science of Reading licensure requirements. The courses were vetted and approved by KSDE's literacy team, and the courses were vetted by a third-party organization that vets training on behalf of the International Dyslexia Association. **The Reading League** attested the training aligns with International Dyslexia Association's Knowledge and Practice Standards.

Senate Bill 438.

Senate Bill 438 established the Blueprint for Literacy and the literacy advisory committee and states the Kansas Board of Regents and the State Board of Education will collaborate on development of literacy training micro-credential and professional development for Kansas educators with a goal of 100 percent of the Kansas special education, English for speakers of other languages and elementary teacher workforce achieve a micro-credential in the science of reading and structured literacy by 2030.

Background: Micro-credential guidance.

Since SB 438 utilizes the term micro-credential additional, guidance regarding micro-credentials from a licensure standpoint is provided below.

Micro-credentials as it pertains to licensure is:

1. a school district may allow an individual to complete a micro-credential and receive professional development points towards renewal of a professional license, but a district professional development committee must approve and award professional development points.
2. Micro-credentials are not equivalent to endorsements on a license, and completion of a micro-credential will not renew a license without conversion of the micro-credential to professional development points through a school district's professional development committee.

Micro-credential background.

In 2016-2017, the professional standards board and teacher licensure began researching micro-credentials as a possible opportunity to create individualized professional learning geared to the goals of the state board and create an additional pathway to re-licensure.

Teacher Licensure partnered with Kansas State University to create a micro-credential pilot in 2018. The pilot concluded in 2019. The pilot had over 50 educators participate, and individuals who completed the pilot were allowed to use the micro-credential to renew their professional license. Of the pilot, less than 50% actually completed the micro-credential requirements. Due to the limited number of individuals who completed the pilot, the viability of the micro-credential was questioned.

Though the pilot did not lead to a change in licensure renewal requirement options, the pilot led to creation of the following guidance:

1. A micro-credential is defined as a personalized professional unit of study that is competency based and results in a credential. It can be used for formal and informal professional learning experiences.
2. The components and description of a micro-credential are as follows:
 - a. Overview.
 - i. Rationale – description.
 - ii. Hypothesis – purpose.
 - iii. Tied to personal/building/district goals.
 - b. Basis of Knowledge.
 - i. Supporting Research which could include literature reviews or other resources.
 - ii. (Knowledge) what the educator uses to gain knowledge.
 - c. Implementation.

- i. Job-embedded - applied learning.
- ii. (Application) action in classrooms, buildings, districts

d. Impact .

- i. Results, data, Artifacts, such as sample student work, video, pictures, documents,
- ii. (Impact) verification that the application of knowledge or skills has had an impact on student performance or educational program of the school or school district.

e. Reflection.

- i. Reflections on professional practice and or student learning, personal thoughts, student or staff feedback, including changes for future practices.

Agenda Number: 10
Meeting Date: 4/8/2025



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

Item Title: Kansas State Assessments: Role of the Kansas Assessment Advisory Council
From: Beth Fultz

The role of a Kansas Assessment Advisory Council (KAAC) is to provide both the Kansas State Department of Education and the Kansas State Board of Education with support, feedback and advice on Kansas assessments and other assessment related programs and issues. Dr. Dan Gruman, KAAC chair will detail roles and responsibilities, membership, and involvement of the KAAC in the development and reporting of Kansas assessments. Dr. Gruman will share KAAC recommend language changes to the performance level descriptors and explain the role of the KAAC in the standard setting (cut scores) process that will occur June 2025. On Wednesday Beth Fultz will return to the State Board meeting to introduce the proposed descriptor changes as a receive item and will ask for adoption of the descriptors in May. Dr. Gruman has served as the Director of Assessment and Research in USD 512 Shawnee Mission for 19 years. His background includes mathematics and computer science education as well as educational leadership and policy studies. He has degrees from the University of Northern Iowa, Emporia State University and the University of Kansas.

Kansas leads the world in the success of each student.

Agenda Number: 11

Meeting Date: 4/8/2025

Item Title: Cash Balances

From: Frank Harwood

Dr. Harwood will provide board members with an overview of the school district cash balance report and explain the uses and limitations for spending these funds.

Agenda Number: 12

Meeting Date: 4/8/2025

Item Title: The Power of Theater in Kansas Schools

From: Joyce Huser, Fine Arts Consultant

Megan Upton-Tyner, theater teacher in Andover USD 385, with several students from the Andover High School, will present their experience with the Power of Theater in the lives of students. They are part of the Kansas Thespians group. There will also be a theatrical performance.

Agenda Number: 13

Meeting Date: 4/8/2025

Item Title: Recognition of 2025 Kansas Teacher of the Year Team

From: Denise Kahler, Director, Communications

Subject: Recognition of 2025 Kansas Teacher of the Year Team

At its April meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2025 Kansas Teacher of the Year Team.

2025 Kansas Teacher of the Year

Elizabeth Anstine, a business teacher at Leavenworth High School, Leavenworth USD 453

2025 Kansas Regional Teachers of the Year

Whitney Aves, family and consumer science teacher at Hutchinson High School, Hutchinson USD 308

Benjamin Eckelberry, first-grade teacher at Tecumseh North Elementary School, Shawnee Heights USD 450

Ryan Mellick, industrial technology teacher at Bonner Springs High School, Bonner Springs USD 204

Amber Pagan, early childhood teacher at Nieman Elementary School, Shawnee Mission USD 512

Erik Stone, band and vocal music teacher at Gordon Parks Academy, Wichita USD 259

Maegen Stucky, fifth-grade teacher at Roosevelt Elementary School, McPherson USD 418

Olivia Winegeart, second-grade teacher at Paul B. Cooper Elementary School, Derby USD 260

These exemplary teachers will briefly introduce themselves and then share with Board members their message for the year. They will be available to respond to questions from Board members.

Kansas leads the world in the success of each student.



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

Item Title: Career and Technical Education (CTE) Scholars Announcement

From: Natalie Clark

The CTE Scholar announcement is an annual celebration of the Kansas students who have applied and are now recognized by the Kansas State Department of Education as Career and Technical Education (CTE) Scholars. These students exemplify with distinction the characteristics of the successful high school graduate. In addition to their academic, cognitive, technical, employability and civic engagement accomplishments, they also stand out for demonstrated leadership and a vision for their future.

The honorees for 2025 will be recognized in the following ways:

- Certificate with student's name
- Graduation honor cord
- Commemorative pin
- Statewide news release
- KSDE website recognition

The Kansas CTE Scholar initiative began in 2017 as an opportunity to recognize well-rounded outstanding Career and Technical Education students.

A listing of CTE Scholars will be given to the State Board of Education members.

Kansas leads the world in the success of each student.

Agenda Number: 15

Meeting Date: 4/8/2025

Item Title: Legislative Update – Frank Harwood (Deputy Commissioner)

From: Frank Harwood

Dr. Harwood will provide a status report on bills that may impact PreK-12 education and this agency as well as give other updates on legislative matters.

The 2025 session has first adjournment on March 28.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/8/2025

Item Title:

Act on default Professional Practices Commission cases (suspension)

Recommended Motion:

It is moved that the Kansas State Board of Education suspend the licenses in 25PPC14 and 25PPC15 through May 29th, 2025.

Explanation of Situation Requiring Action:

25PPC15

On February 5, 2025, after having more than 2/3 of the board members sign a resolution in favor of doing so, USD 512 filed a complaint alleging the Licensee breached an employment contract by failing to fulfill the provisions of her contract on January 3, 2025 after the date provided for in K.S.A. 72-2251. The complaint was mailed to the Licensee's last known address with instructions on how to file an answer and request a hearing. The Licensee did not request a hearing. USD 512 requests suspension of the Licensee's professional license through May 29th, 2025.

25PPC14

On February 5, 2023, after having more than 2/3 of the board members sign a resolution in favor of doing so, USD 512 filed a complaint alleging the Licensee breached an employment contract by failing to fulfill the provisions of her contract starting on January 3, 2025 after the date provided for in K.S.A. 72-2251. The complaint was mailed to the Licensee's last known address with instructions on how to file an answer and request a hearing. The Licensee did not request a hearing. USD 512 requests suspension of the Licensee's professional license through May 29th, 2025.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 16 b.****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**4/8/2025****Item Title:**

Act on default Professional Practices Commission cases (denial)

Recommended Motion:

It is moved that the Kansas State Board of Education deny the licenses in 24PPC33 and 25PPC04.

Explanation of Situation Requiring Action:

24PPC33

The Applicant, currently licensed by the Kansas State Board of Healing Arts, has applied for substitute teaching license. On August 15, 2022, the Kansas State Board of Healing Arts issued an order suspending the Applicant indefinitely from the practices of medicine and surgery for a period of not less than 30 days. Part of the basis by which the Applicants license to practice medicine and surgery is similar to a basis by which the Kansas State Board of Education may deny, revoke, suspend, or censure a licensed education – the Applicant had engaged in improper sexual contact with a patient that exploited the relationship between the Applicant and someone for whom he was providing care. The Kansas State Department of Education filed a formal complaint seeking denial of the requested license. The complaint was mailed to Applicant's last known address. The Applicant submitted neither an answer nor a request for a hearing.

25PPC04

An Applicant for an emergency substitute teaching license was convicted on February 11, 2022, of felony Driving Under the Influence as described in K.S.A. 8-1567(a)(2) and (b)(1)(D). The Kansas State Board of Education is prohibited from issuing a teaching license to anyone convicted of felony DUI without at least five years' worth of rehabilitation. The Kansas State Department of Education filed a formal complaint seeking denial of the requested license. The complaint was mailed to Applicant's last known address. The Applicant submitted neither an answer nor a request for a hearing.

Agenda Number: 1

Meeting Date: 4/9/2025



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

Item Title: Bullying Prevention Toolkit Presentation and Family Engagement

From: Kent Reed

Information only session concerning the progress of the work the School Mental Health Advisory Council has been doing on the Bullying Prevention Toolkit. This is an update relevant to current work. The last Bullying Prevention presentation was from the Blue-Ribbon Task Force pre-Covid.

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Bullying

What You Need to Know

Verbal Bullying



Saying or writing mean things

- teasing or taunting
- inappropriate sexual comments
- name calling
- threatening to cause harm

Physical Bullying

Hurting a person's body or possessions



- tripping or pushing
- spitting
- making mean or rude hand gestures
- hitting or pinching
- taking or breaking someone's property

Cyberbullying



Bullying by use of any electronic communication device including mobile phones, online games and websites

- spreading rumors about people online
- sending mean texts, emails or IMs to someone
- posting, sharing, or sending inappropriate pictures or videos

Social Bullying

Sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.



- spreading rumors about someone
- leaving someone out or ignoring on purpose
- telling other children not to be friends with someone
- embarrassing a student in front of others

Students are at risk if they

- appear to have low self-esteem
- have difficulty getting along with others
- are viewed as different based on:
 - clothes they wear
 - their weight or appearance
 - being new to the school
 - a disability
 - sexual orientation
 - race



Images courtesy of nounproject and pngwave

Bullying is when a student, staff member, or parent does one or more of these things repeatedly to someone offline or online hurting a person emotionally or physically. The act must be severe, unwanted, and occur over a period of time creating an intimidating, threatening, or abusive educational environment.



Families Together, Inc.
(800) 264-6343
www.familiestogetherinc.org



www.ksdetasn.org/smhi

Kansas Parent Information
Resource Center
(866) 711-6711
www.ksdetasn.org/kpirc



The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. The contents do not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawie, KS 66070; 785-876-2214.

What do you do if your child is being bullied?

1. Focus on your child. Be supportive and gather information about the bullying

- Never tell your child to ignore the bullying. What the child may hear is that you are going to ignore it. Often, trying to ignore bullying allows it to become more serious.
- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to bother the other child?"
- Listen carefully to what your child tells you. Ask him or her to describe who was involved and how and where the bullying happened.

Do children report bullying to their parents?

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a "tattler." If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.



- Learn as much as you can about the type of bullying that was used, and when and where the bullying happened. Can your child name other children or adults who may have seen the bullying?
 - Tell your child that bullying is wrong, is not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure your child that you will think about what needs to be done and what you plan to do next.
- If you disagree with how your child handled the bullying situation, don't criticize him or her.
 - Do not encourage physical retaliation ("just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or make the situation worse.
 - A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.

2. Contact your child's teacher or principal

- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.
- Keep your emotions in check. Give facts about your child's experience of being bullied including who, what, when, where, and how.
- Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.
- Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.
- Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying continues, contact your school principal again.



Images courtesy of pngwave

3. Help your child become more resilient to bullying

- Help to develop talents and interests of your child. Suggest and provide music, athletics, and art activities. Doing so may help your child be more confident with other students.
- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or work on school projects together.
- Help your child meet new friends outside of the school environment. A new environment can provide a fresh start for a child who has been bullied repeatedly.
- Teach your child safety strategies. Teach him or her how to ask for help from an adult when feeling threatened. Talk about whom he or she should go to for help and role-play what he or she should say. Tell your child that reporting bullying is not the same as tattling.
- If your child has a disability, it's important to work with the school to help your child learn self-advocacy skills and to develop strategies to help prevent bullying. A team approach can foster peer relationships, and help all students develop empathy and build resiliency.

Strategies to prevent bullying

- help kids understand bullying
- create an atmosphere where your child can communicate openly
- encourage kids to do what they love
- model how to treat others
- if your child has a disability, help peers understand their unique needs and strengths
- learn about your school's social-emotional learning activities
- ask the teacher about the bullying prevention program the school is using

How do you work with your child's school to solve the bullying problem?

If your child tells you that he or she has been bullied or if you think your child is being bullied, what can you do?

- Keep a written record of all bullying that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
 - Has he or she noticed or suspected bullying?
 - How is your child getting along with others in class?
 - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's school counselor or another school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers, principals, and others.



What are the effects of bullying?

Kids who are bullied can experience negative physical, social, emotional, academic, and mental health issues.

Kids who are bullied are more likely to experience:

- depression and anxiety
- changes in sleep and eating patterns
- loss of interest in activities they used to enjoy
- health complaints
- decreased academic achievement

Kids who are bullied are more likely to:

- miss, skip, or drop out of school, or
- think about suicide

What causes bullying?

There is no single reason that explains why bullying happens.

Children and adults can be bullies for a number of reasons.

- struggle expressing anger or frustration related to problems at home or school
- were bullied in the past
- are in a position of power without skills to use it wisely
- attention seeking
- tendency toward aggressive behaviors, combined with physical strength or weakness



Image courtesy of pngwave

How do I know if my child might be a bully?

If one or more of the items below apply to your child, he or she may need your help to correct patterns of bullying behavior. The more of these that apply, the more serious the issue of bullying may be for your child.

- doesn't care about hurting others' feelings
- shows disrespect for authority and rules
- shows disrespect for the opposite sex and people of different racial, ethnic, or religious backgrounds
- enjoys fighting
- doesn't trust others
- won't admit mistakes
- believes "everything should go my way"
- lies frequently to get out of trouble
- deliberately hurts pets or other animals
- uses anger to get what he or she wants

How do I help my child stop bullying behaviors?

Home is the best place for children to learn the values and attitudes necessary for healthy peer relationships. Children look to their parents as role models for appropriate behavior. Positive social skills aren't so much taught as they are "caught" when children observe them in practice in their parents' behavior.

For more information visit the Kansas State Department of Education's

- Implementation Guidance for Bullying Taskforce Recommendations - <https://bit.ly/3td0TXX>
- Kansas Blue Ribbon Task Force on Bullying Final Report - <https://bit.ly/3rUnAA0>
- Bullying Awareness and Prevention - <http://bit.ly/3trtPvD>

For additional information contact **Families Together, Inc.** at (785) 233-4777 or www.familiestogetherinc.org or the **Kansas Parent Information Resource Center** at (866) 711-6711 or www.ksdetasn.org/kpirc

Resources

stopbullying.gov
www.stopbullying.gov

Center for Parent Information & Resources
www.parentcenterhub.org/bullying

Teens Against Bullying
www.pacerteensagainstbullying.org

Kids Against Bullying
www.pacerkidsagainstbullying.org

72-6147. Bullying, school district policies. (a) As used in this section:

(1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, electronic or physical act or threat either by any student, staff member or parent towards a student or by any student, staff member or parent towards a staff member that is sufficiently severe, persistent or pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

- (i) Harming a student or staff member, whether physically or mentally;
 - (ii) damaging a student's or staff member's property;
 - (iii) placing a student or staff member in reasonable fear of harm to the student or staff member; or
 - (iv) placing a student or staff member in reasonable fear of damage to the student's or staff member's property;
- (B) cyberbullying; or

(C) any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. [72-1138](#), and amendments thereto.

(2) "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

(3) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.

(4) "School district" or "district" means any unified school district organized and operating under the laws of this state.

(5) "School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

(6) "Staff member" means any person employed by a school district.

(b) The board of education of each school district shall adopt a policy to prohibit bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on or while utilizing school property, in a school vehicle or at a school-sponsored activity or event.

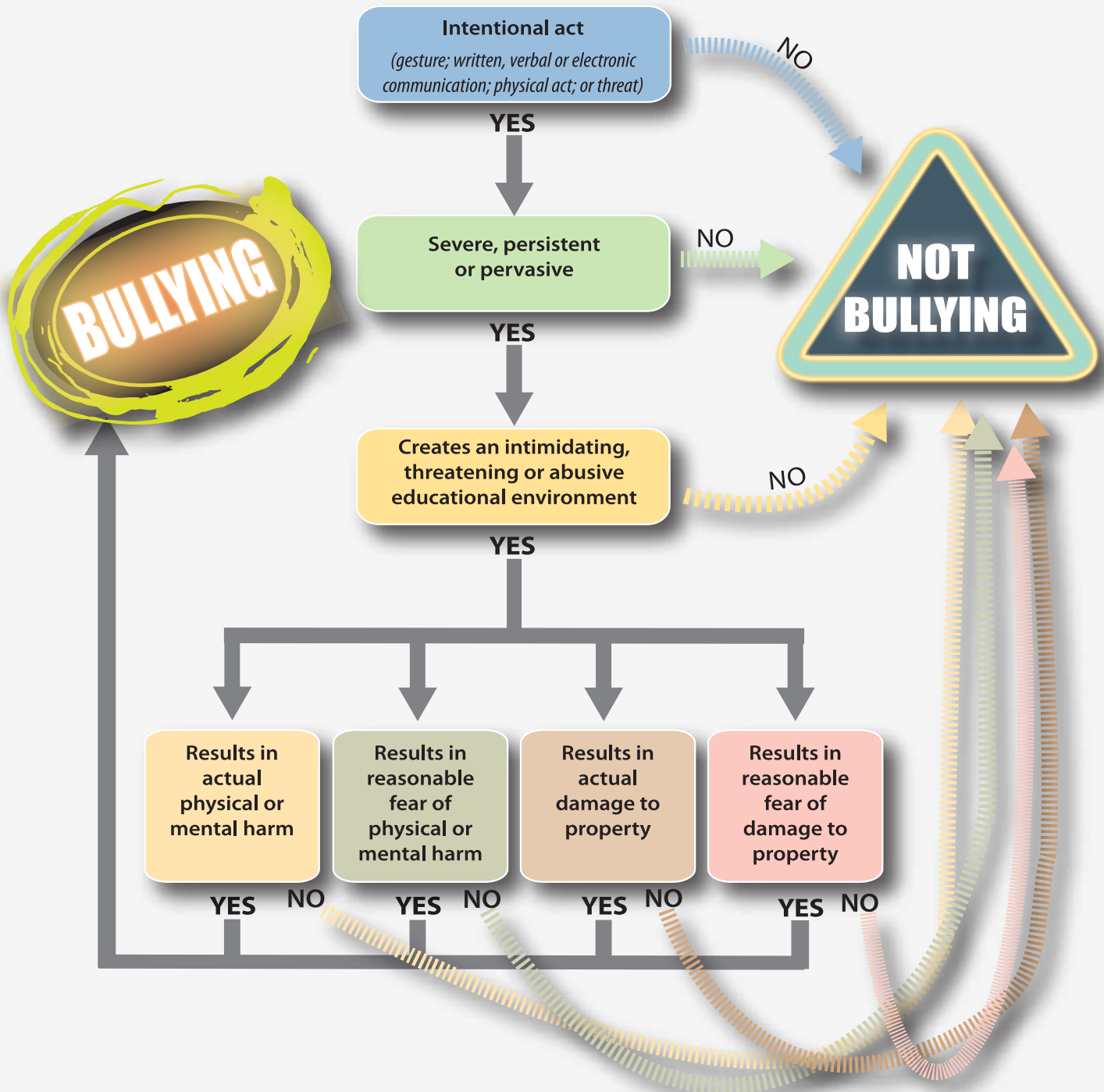
(c) The board of education of each school district shall adopt and implement a plan to address bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or at a school-sponsored activity or event. Such plan shall include provisions for the training and education for staff members and students.

(d) The board of education of each school district may adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. [72-1138](#), and amendments thereto.

(e) Nothing in this section shall be construed to limit or supersede or in any manner affect or diminish the requirements of compliance by a staff member with the provisions of K.S.A. [38-2223](#) or [38-2226](#), and amendments thereto.

History: L. 2007, ch. 185, § 4; L. 2008, ch. 77, § 1; L. 2013, ch. 121, § 15; July 1.

KANSAS BULLYING LAW



Agenda Number: 2

Meeting Date: 4/9/2025

Item Title: Update on Literacy Initiatives in Kansas Schools

From: Commissioner Watson

Dr. Laurie Curtis will present an update on literacy initiatives in Kansas schools. She will present with two teacher/leader members of the Early Literacy/Dyslexia Team.

Jeri Powers, Reading Specialist, Baldwin City

Amy Bybee, Assistant Superintendent, USD 290, Ottawa

Attached is the Kansas Education Framework for Literacy document which Dr. Curtis will refer to in her presentation.

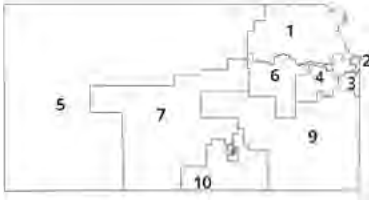


Kansas Education Framework for Literacy





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



SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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Jan. 25, 2025

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KANSAS EDUCATION FRAMEWORK FOR LITERACY

Overview

The Kansas State Board of Education places a high priority on student literacy. Reflecting this commitment, Kansas has made remarkable gains over the past six years creating alignment to the science of reading, specifically structured literacy, across all areas of education.

Since 2018, Kansas education has implemented nearly all recommendations contained within the Legislative Task Force on Dyslexia's final report and Kansas schools are actively transitioning to the use of structured literacy methodology for literacy instruction for students.

The pace of academic recovery resulting from the pandemic has been slow, but Kansas is seeing some bright spots. Recent Kansas state assessment scores show that fewer students are scoring at the lowest level (level 1), and more students are reaching the highest levels of 3 and 4. Additionally, chronic absenteeism rates that reached an alarming high in 2021 are beginning to return to pre-pandemic rates. While this movement is modest, it is an encouraging sign that student performance is trending in the right direction.

Unfortunately, these gains are not enough nor are they happening quickly enough for Kansas students. Educators (birth through higher education), policymakers, parents and community members know they must commit to addressing literacy with a sense of urgency.

To understand Kansas' literacy initiative, it is important to first understand that Kansas is working on the statewide implementation of four, high-leverage fundamental elements of teaching and learning that it believes must be present in all schools to make meaningful and sustained academic gains. Among them, structured literacy is first and foremost.

Referred to as the **Four Fundamentals**, these include:

- **Structured literacy:** We align literacy instruction in pre-K-12 to the science of reading and assure teachers and administration are well-trained and knowledgeable in the elements and implementation of structured literacy. science of reading
- **Standards alignment:** We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.
- **A balanced assessment system:** We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.
- **Quality instruction:** We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

The Kansas State Department of Education (KSDE) has developed a coherent framework for the implementation of these fundamentals, which is reflected in its new accreditation process, and is providing direct supports to ensure the success of each district. When practiced with consistency and fidelity, these fundamentals provide the base on which all student achievement is built.

Structured Literacy

Kansas educators and legislators alike agree that early literacy must remain a key priority for schools. Considerable work has already been done, and even more is in progress to create and sustain strong literacy practices in Kansas based on the science of reading.

During its February 2024 meeting, the Kansas State Board of Education adopted the following position statement.

The Kansas State Board of Education requires all accredited schools in Kansas to use evidence-based methodology fully aligned with the science of reading, specifically Structured Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy specific universal screening measures, and diagnostic, formative and summative assessments to be utilized by accredited schools and school districts.

Educator Preparation Providers (EPP) and Licensure

Educator Preparation Program Reviews

Educator Preparation Programs (EPPs) are peer reviewed every seven years, as part of each provider's accreditation process, to ensure alignment to the preparation program standards. In 2021, KSDE identified five science of reading criteria that specific early childhood, elementary and special education preparation content areas are to address. EPPs were required to submit assurance forms that educator candidates' knowledge and skills are assessed in these five areas.

During the 2021-2022 academic year, EPPs were required to provide an assurance that Science of reading concepts were included in their literacy-aligned programs. As of fall 2022, license and endorsement areas for early childhood, elementary and special education include five Science of reading criteria as part of their regularly scheduled program reviews.

SCIENCE OF READING CRITERIA

1. Understand the four-part processing system of proficient reading and writing.
2. Identify and explain aspects of cognition and behavior that affect reading and writing development.
3. Explain major research findings (i.e., The Simple View of Reading, Scarborough's Rope) regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
4. Understand/apply in practice the general principles of structured literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
5. Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure.

In fall 2023, EPPs were required to submit an updated assurance form identifying where Science of reading concepts are taught in literacy-aligned programs. KSDE added Restricted licenses that lead to an English Language Arts 6-12 license to the list of program areas expected to address the Science of reading.

KSDE's Early Literacy/Dyslexia Program Manager serves on all literacy-connected reviews to provide continuity of expectations and to train reviewers on science of reading expectations.

Revision of Standards for the Preparation of Teachers

KSDE and the public and private educator preparation program providers began updating preparation expectations and program standards in November 2019, for K-6 teaching licenses, English Language Arts endorsements, Reading Specialist teaching licenses and Special Education teaching licenses to ensure alignment with the International Dyslexia Association (IDA) standards.

Kansas Reading Specialist standards were revised in 2020 to align with the International Dyslexia Association and the International Literacy Association standards.

In 2023, the Elementary PreK-6 preparation standards were revised to clarify the high expectations we have regarding teachers being prepared with the knowledge, skills and dispositions necessary to align practice to the science of reading. In addition, a committee of experts from PreK-12 and higher education representatives are currently revising the Early Childhood Unified Birth to Kindergarten and Birth to Grade 3 preparation standards.

EPP Professional Development

KSDE has provided EPP faculty the opportunity to participate in Language Essentials for Teachers of Reading and Spelling (LETRS) training at no cost. LETRS® provides the training needed for early childhood and elementary educators and administrators to gain expertise in practices aligned with the Science of reading. This training is an essential support for EPP faculty who are dedicated to providing rigorous instruction aligned with the science of reading.

Licensure Testing Requirements

The Kansas State Board of Education has adopted a more rigorous, elementary content exam developed by Educational Testing Service (ETS), (7002) which is more closely aligned to the science of reading. To receive their initial teaching license (elementary), preservice educators will take, and pass, this exam.

KSDE Literacy Initiatives

KSDE Literacy Advisory Council

KSDE has created a KSDE Literacy Advisory Council that meets four times a year and is comprised of representatives from institutes of higher education (both private and regent), parents, education organizations including the International Dyslexia Associations of Kansas and Missouri, The Reading League (Kansas), advocacy organizations, elementary and secondary teachers and administrators and KSDE staff. Members represent systems of all sizes and all regions of the state. The purpose of this council is to assure the work of the Kansas Legislative Task Force on Dyslexia continues to move forward and expands to provide support for all students.

Kansas Dyslexia Handbook

In response to recommendations made by the Kansas Legislative Task Force on Dyslexia, KSDE in 2021 published the [Dyslexia Handbook](#)¹ to provide guidance and information to a broad spectrum of educators and stakeholders. This document includes information on screening, evidence-based reading instruction, structured literacy and reading intervention recommendations. KSDE updated this resource in 2023.

Kansas Dyslexia Screening Program

[Kansas' comprehensive screening program](#)² extends beyond what many states do. Because some students do not present with reading difficulties until they are older and are asked to navigate more complex texts, Kansas requires students be screened, three time a year, beginning in kindergarten through the fall of ninth grade, with appropriate diagnostic assessments informing early intervention. Students who are identified at risk for reading difficulty will continue to be screened beyond ninth grade, while receiving appropriate interventions based on screening and diagnostic data.

1 Kansas State Department of Education. (2023). Dyslexia Handbook. <https://www.ksde.gov/Portals/0/CSAS/CSAS%20Home/Kansas%20Dyslexia%20Handbook.pdf>

2 Kansas State Department of Education. (2023). KSDE Dyslexia Screening Protocol K-12 (2023-2024). [https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20\(A-E\)/Dyslexia/2023-2024%20KSDE%20Dyslexia%20Screening%20Protocol.pdf](https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20(A-E)/Dyslexia/2023-2024%20KSDE%20Dyslexia%20Screening%20Protocol.pdf)

Required Structured Literacy/Dyslexia Training

Kansas requires [annual structured literacy/dyslexia training](#)³ for teachers and additional training for teachers new to the profession (or new to Kansas). Teachers identified for this training include:

- All teachers endorsed elementary education.
- All teachers endorsed early childhood unified.
- All teachers endorsed high incidence special education in teaching in grades K - 12.
- All teachers endorsed English Language Arts grades 5 - 12.
- All teachers endorsed as reading specialists.
- All professionals endorsed as school psychologists.
- Highly recommended that paraeducators receive the training.

In keeping with the most current research, the KSDE Required Initial Dyslexia Training modules were revised and the updated for the 2024-2025 academic year. Modules include:

- KSDE Requirements and District Expectations
- Introduction to Dyslexia. What it is ... and What it is Not
- How the Brain Learns to Read
- Structured Literacy
- Information for Transformation (Using Data to Inform Instruction)

LETRS® Training

Since 2021, the Kansas State Board of Education allocated up to \$25 million to fund the training of all early childhood, elementary and special education teachers in the science of reading through the [Language Essentials for Teachers of Reading and Spelling \(LETRS®\) program](#)⁴. To date, nearly 12,000 educators have received or are in the process of receiving this intensive training. In addition, KSDE is funding the training of Local Certified Facilitators (LCFs) to allow systems of over 500 students the opportunity to have their own trained LETRS® facilitator to provide systems flexibility in provision of LETRS® training within the local system. One cohort of 25 new facilitators, was trained in December of 2024, with more cohorts scheduled for facilitator training during spring and summer of 2025.

KSDE LITERACY LEADERSHIP CADRE

Those who have been trained as a Language Essentials for Teachers of Reading (LETRS®) facilitator, are invited to participate in the KSDE Literacy Leadership Cadre. This group offers a networking opportunity for all facilitators while providing updates from KSDE and LETRS®. Developing these literacy coaches will help sustain the structured literacy initiative into the future by building educator expertise in using skills and strategies learned in LETRS® when implementing district selected high quality instructional materials. Members meet virtually for an hour per month and will be invited for additional professional learning at the Kansas Literacy Summit held in conjunction with the KSDE Annual Conference.

³ Kansas State Department of Education. (n.d.). Structured Literacy and/or dyslexia training: Required and recommended student and staff training. KSDE. <https://www.ksde.gov/Agency/Division-of-Learning-Services/Student-Staff-Training/Prevention-and-Responsive-Culture/Structured-Literacy-and-Dyslexia-Training>

⁴ TASN works with technical assistance providers throughout Kansas. | KSDE TASN. (n.d.). <https://ksdetasn.org/letrs>

KSDE LITERACY INITIATIVES

Updated English Language Arts Standards

Kansas, in 2023, updated its [English Language Arts Standards](#)⁵ to more clearly reflect the science of reading and the adoption of structured literacy as the explicit, evidence-based model for reading instruction.

Structured Literacy Instructional Guidance

KSDE's [Structured Literacy Instructional Recommendations](#)⁶ is another tool provided to school leaders and teachers to address what effective reading instruction looks like. The guidance defines the structured literacy framework as well as the components of structured literacy.

Structured Literacy Components Checklist

Additionally, KSDE has developed the [Structured Literacy Components Checklist](#)⁷ along with professional learning opportunities to support school leaders and teachers in the analysis of current literacy instructional practices and their alignment with the science of reading. The checklist encompasses the necessary components and principles of structured literacy discussed within the guidelines.

Professional Development

KSDE's Early Literacy/ Dyslexia team provides districts professional development opportunities, resources and onsite consulting based on the most recent research on evidence-based practices aligned to the Four Fundamentals. Regular offerings also are provided through the [KSDE Early Literacy/ Dyslexia Newsletter](#)⁸ as well as recent professional learning opportunities delivered collaboratively with educational service centers throughout the state. Educators who seek assistance with any literacy concern or problem in practice can utilize the team's [Literacy Lifeline](#)⁹ and receive assistance via virtual consultation or emailed response.

KESA 2.0

KSDE has developed the state's new school improvement framework that was implemented for the 2024-2025 academic year.

This comprehensive framework aligns the Four Fundamentals (structured literacy, standards alignment, balanced assessment system and quality instruction) with the Kansas Education Systems Accreditation model and provides a team approach to providing targeted supports to systems.

5 Kansas State Department of Education. (2023a). English Language Standards.. <https://community.ksde.gov/LinkClick.aspx?fileticket=NXA9zpwVVtI%3d&tabid=5301>

6 Kansas State Department of Education. (2025). Structured Literacy: instructional recommendations. [https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20\(A-E\)/Dyslexia/StructuredLiteracyInstructionalRecommendations.pdf?ver=2025-02-13-131950-193](https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20(A-E)/Dyslexia/StructuredLiteracyInstructionalRecommendations.pdf?ver=2025-02-13-131950-193)

7 Kansas State Department of Education. (n.d.). Structured Literacy Components Checklist. <https://www.ksde.gov/Portals/0/CSAS/CSAS%20Home/KSDE%20Structured%20Literacy%20Components%20Checklist.pdf>

8 KSDE Early Literacy/ Dyslexia. (n.d.). <https://sites.google.com/ksde.org/ksdeearlyliteracydyslexia/home>

9 Literacy lifeline. (n.d.). Google Docs. <https://docs.google.com/forms/d/e/1FAIpQLSfvuYjIZOb9I-l6jodgAZb0kFn2GYU-ndyJ82mB9MzdebvP0Q/viewform?pli=1>

High-Quality Instructional Materials Training

Not only is it important for districts to adopt high-quality instructional materials, but educators must also be well trained in using these materials within the structured reading framework.

In partnership with TNTP, KSDE is supporting the fundamentals of standards alignment and quality instruction through the selection and implementation of high-quality instructional materials (HQIM). In support of KSDE's vision for standards alignment, which specifies clarity for what students must know and be able to do, KSDE will support the selection and implementation of HQIM through the development of an instructional materials dashboard and guidance for instructional materials selection and implementation. The dashboard will allow school systems to identify the HQIMs being utilized across the state and collaborate with other school systems on how to best implement instructional materials at each grade level and core content area.

Additionally, guidance will be provided on the selection of instructional materials that ensure alignment to state standards. Implementation guidance will include establishing and maintaining the conditions that enable teachers to effectively use instructional materials to support the vision for standards alignment.

Finally, KSDE's efforts to support standards alignment and quality instruction will include classroom observation tools that enhance the facilitation of instruction that reflects high expectations for each student and meaningfully engages all students with standards-aligned materials. All of this will happen through professional learning for teachers and leaders across Kansas that will be available at regional service centers beginning in 2025.

Kansas Seal of Literacy

The Kansas State Board of Education has established the expectation that Kansas early childhood, elementary and special education teachers, as well as administrators, instructional coaches, reading specialists, and school psychologists - those who are directly delivering literacy instruction or making decisions related to the provision of literacy instruction will demonstrate knowledge of structured literacy to renew their professional license by July 1, 2028. Options for demonstrating this knowledge include the successful completion (mastery level) of KSDE approved training programs or exams approved by the Kansas State Board of Education. Additional information is available on the KSDE website Teacher Licensure page, specific to the Seal of Literacy [science of reading requirements](https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Science-Of-Reading-Licensure-Requirements)¹⁰.

¹⁰ Science of Reading Licensure Requirements. (n.d.). <https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Science-Of-Reading-Licensure-Requirements>

For more information, contact:

Dr. Ben Proctor
Deputy Commissioner
Division of Learning Services
(785) 296-2304
ben.proctor@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

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Agenda Number: 3

Meeting Date: 4/9/2025

Item Title: Screens in the Classroom: Healthy Initiatives

From: Vice Chair Danny Zeck and Chair Cathy Hopkins

Susan Dunaway, LCPC (Licensed Clinical Professional Counselor) will present information on the effects of screentime in class and offer some healthy initiatives.

Agenda Number: 4
Meeting Date: 4/9/2025



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Item Title: Presentation of Kansas Certificates in Child Nutrition Management - Kelly Chanay (CNW Director)
From: Sherry Root

The Kansas Certificate in Child Nutrition Management is a program sponsored by Child Nutrition & Wellness and approved by the Kansas State Board of Education. To receive a Kansas Certificate in Child Nutrition Management, 120 hours of Kansas State Department of Education, Child Nutrition & Wellness approved management classes must be completed. The Child Nutrition Professionals who have completed requirements in 2024 and are being awarded the Certificate in Child Nutrition Management are:

Amy Sherman, USD 362 Prairie View
Erin Taff, USD 430 South Brown County
Kim Fitzgerald, USD 320 Wamego
LaDonna Schuetz, USD 340 Jefferson West
Lynn Fry, USD 320 Wamego
Margeryann Erckert, USD 233 Olathe
Theresa Cattrell, USD 377 Atchison County Community Schools
Tiffany Marmon, USD 362 Prairie View

Kansas leads the world in the success of each student.

Agenda Number: 6

Meeting Date: 4/9/2025

THIS TIME SLOT IS OPEN
AT THE MOMENT

Agenda Number: 7

Meeting Date: 4/9/2025



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Item Title: Purple Star Schools Presentation: USD 203 Piper, USD 230 Spring Hill, USD 253 Emporia, USD 394 Rose Hill with photos of each district.

From: Sherry Root

Dale Brungardt, School Finance Director, will MC this presentation.

We don't have confirmation yet that all districts will come to Topeka to be recognized.

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Agenda Number: 8

Meeting Date: 4/9/2025



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Item Title: Receive recommendations for approving Preschool-Aged At-Risk programs for 2025-2026

From: Amanda Petersen

SEE PAGE BELOW

In May the Kansas State Board of Education will consider approving districts to operate Preschool-Aged At-Risk programs for 2025-2026. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Kansas state law (K.S.A. 72-3215) authorizes local school boards to:

Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten.

Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs.

Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.

Prescribe and collect fees for providing such preschool programs.

Kansas state law (K.S.A. 72-5132) defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

Poverty (qualifies for free meals under the National School Lunch Program)

Single parent families

Foster care or Kansas Department for Children and Families referral

Teen parents

Either parent is lacking a high school diploma or GED

English Language Learner

Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills

Child qualifying for migrant status

Child experiencing homelessness

The [2025-2026 Preschool-Aged At-Risk Program Requirements and Assurances](#) are available on the [KSDE Preschool Programming webpage](#). The list of 266 school districts currently operating approved preschool-aged at-risk programs in 2024-2025 is also available on the KSDE Preschool Programming webpage. Program approval forms are due April 3, 2025. In May KSDE will recommend approving all programs that will meet program requirements.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Director:

Commissioner:

Meeting Date:

4/9/2025

Beth Fultz

Beth Fultz

Randy Watson

Item Title:

Performance Level Descriptors for 2025 State Assessments

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed Kansas Assessment Performance Level Descriptors for 2025 revised state assessments in English Language Arts, Mathematics and Science.

Explanation of Situation Requiring Action:

A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Jessica Dorsey

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

10 4/9/2025

Item Title:

Receive recommendations for funding the 2025-2026 AmeriCorps Kansas Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2025-2026 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. The Commission has been a program of KSDE for over 20 years and directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. Education is a funding priority of the Kansas Volunteer Commission and nearly all AmeriCorps Kansas funding goes to education-focused and youth-focused programming.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Commission considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2025-2026 AmeriCorps Kansas subgrantees, with grant funding amounts not to exceed:

Boys & Girls Club of Hutchinson \$100,800

The Boys & Girls Club of Hutchinson will have 14 AmeriCorps members provide academic support to students in Boys & Girls Clubs of Hutchinson sites at Avenue A School and Shadduck Park Community Center. At the end of the program year, the AmeriCorps members will be responsible for improved school attendance and/or improved academic performance.

Boys & Girls Club of Lawrence \$773,273

The Boys & Girls Club of Lawrence will have 98 AmeriCorps members provide academic interventions in Lawrence, KS. At the end of the program year, the AmeriCorps members will be responsible for supporting 1,050 youth to meet the expected seven-month gain in measurable development.

Boys & Girls Club of Manhattan \$501,945

The Boys & Girls Club of Manhattan will have 53 AmeriCorps members in Manhattan, Ogden, and Wamego, KS. AmeriCorps members will mentor students before, during, and after school. At the end of the program year, the AmeriCorps members will be responsible for 318 students with improved academic engagement.

Center for Supportive Communities \$171,462

The Center for Supportive Communities will have 28 AmeriCorps members support students, families, and schools in Douglas County, KS, including Lawrence, Eudora, Baldwin City, and Perry. At the end of the program year, the AmeriCorps members will support 60 students with 70% showing an improvement in their school attendance.

Elizabeth Ballard Community Center \$107,999

The Ballard Center will have 6 AmeriCorps members who reduce hunger and food insecurity in Lawrence, Kansas. At the end of the program year, the AmeriCorps members will be responsible for expanding services for those in poverty.

Emporia State University \$143,983

The Emporia State University Teachers College AmeriCorps Program will have 26 AmeriCorps members provide literacy interventions to Pre-K students in Emporia. At the end of the program year, the AmeriCorps members will be responsible for serving 156 students and 124 students will show an increase in academic achievement.

Fort Hays State University \$88,200

Fort Hays State University will have 12 AmeriCorps members train community-based Reading Partners to effectively teach foundational reading skills using structured literacy principles in Western Kansas communities. At the end of the program year, AmeriCorps members will be responsible for providing training to 250 Reading Partners, with at least 90% reporting they feel more effectively prepared to teach literacy skills to youth.

Kansas Association for Conservation and Environmental Education \$151,200

The Kansas Association for Conservation and Environmental Education will have 6 AmeriCorps members provide environmental education for PreK-12 students and support EE professional development for area teachers at six sites: Pittsburg, Olathe, Emporia, Manhattan, Junction City and Wichita. At the end of the program year, the AmeriCorps members will be responsible for providing environmental education to an estimated 3000+ teachers and students in Kansas and will evaluate improved understanding of nature and ecological principles among at least 1250 participants.

The Educator Academy \$151,200

The Educator Academy will have 6 AmeriCorps members serve in lead teachers' classrooms supporting classroom instruction in USD 500, 204, and 202. At the end of the program year, AmeriCorps members will be responsible for securing enrollment as full-time educators at high-need school sites.

Unified Government of Wyandotte County and Kansas City, Kansas \$75,600

The Unified Government of Wyandotte County/Kansas City, Kansas Public Health Department will have 5 AmeriCorps members serve in health insurance education and navigation, tobacco cessation and youth violence prevention and education. At the end of the program year, AmeriCorps members will increase the number of patients enrolled in health insurance and tobacco cessation and will decrease the numbers with students with disciplinary incidents.

USD 260 Derby \$166,776

The Derby Schools AmeriCorps Tutoring Program will have 41 AmeriCorps members tutor academically at-risk students and support kindergarten readiness in the Derby Public Schools. At the end of the program year, the AmeriCorps members will be responsible for increasing student achievement and expanding kindergarten readiness opportunities.

USD 491 Eudora \$176,400

The Eudora School District will have 11 AmeriCorps members implement structured early literacy interventions for children from agricultural worker families who meet program eligibility criteria in the Kansas City, Eudora, Lawrence, and Manhattan regions. At the end of the program year, the AmeriCorps members will be responsible for 312 children demonstrating gains in school readiness.

Wichita State University Community Engagement Institute \$243,133

The Wichita State University Community Engagement Institute will have 31 AmeriCorps

members mentor and develop youth. At the end of the program year, the AmeriCorps members will be responsible for equipping youth with practical and emotional life skills.

Wichita State University School of Education \$144,000

The Wichita State University School of Education will have 15 AmeriCorps members implement structured literacy practices grounded in the Science of Reading to address foundational literacy gaps among K-5 students at three target schools in Wichita, Kansas. At the end of the program year, the AmeriCorps members will be responsible for 178 students showing improved academic performance.

Total amount not to exceed \$2,995,971



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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Item Title: Receive educator preparation provider standards for History, Government, Social Studies 5-8 and 6-12

From: Catherine Chmidling

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

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for History, Government, Social Studies 5-8 and 6-12 and crosswalks showing changes from the 2001 History, Government, Social Studies preparation standards for both license levels. 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 May 2025 State Board agenda as an Action item.

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History, Government Social Studies Higher Ed Preparation Standards Grades 5-8

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.

Function 1: Candidates are knowledgeable about concepts, facts, and tools of History, Government, and Social Studies content.

Content Knowledge (CK)

- 1.1.1 (CK) Candidates explain, analyze, and interpret significant political, economic, geographic, social, and cultural events and developments in each of the social studies disciplines.
- 1.1.2 (CK) Candidates are able to recognize the difference between fact and fiction.

Professional Skills (PS)

- 1.1.3 (PS) Candidates are able to use graphs, tables, and other data to process and report information.
- 1.1.4 (PS) Candidates employ appropriate vocabulary, methodologies, and technical tools to evaluate contemporary local, regional, national, and global issues.
- 1.1.5 (PS) Candidates apply ideas and theories to examine persistent issues and social problems.
- 1.1.6 (PS) Candidates are able to evaluate the credibility and reliability of sources of information.

Function 2: Candidates know and employ appropriate disciplinary inquiry and forms of representation in History, Government, and Social Studies.

Content Knowledge (CK)

- 1.2.1 (CK) Candidates are able to identify inquiry methods appropriate for each of the social studies disciplines (e.g., research methods, claim/evidence/reasoning, gathering and evaluating sources, authentic assessments, problem solving, etc.).
- 1.2.2 (CK) Candidates are able to identify appropriate forms of representation for the social studies disciplines (e.g., maps, case studies, charts, graphs, political cartoons, etc.).
- 1.2.3 (CK) Candidates are able to recognize primary and secondary sources.

Professional Skills (PS)

- 1.2.4 (PS) Candidates are able to identify, analyze, evaluate, and contextualize primary and secondary sources using sound methodology and differentiating between various interpretations.
- 1.2.5 (PS) Candidates use graphs, tables, and other forms of representation in discipline appropriate methods.
- 1.2.6 (PS) Candidates employ vocabulary, methodologies, and technical tools in discipline appropriate methods.
- 1.2.7 (PS) Candidates apply ideas, theories, and modes of inquiry within discipline appropriate methods.
- 1.2.8 (PS) Candidates develop and implement effective analytical and research strategies and exhibit the results of this work using a variety of formats, including but not limited to speaking, writing, and creating multimedia productions.

Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to construct engaging units of study.

Content Knowledge (CK)

2.1.1 (CK) Candidates identify developmentally appropriate disciplinary instructional strategies.

2.1.2 (CK) Candidates identify current research-based disciplinary strategies to be used within the classroom.

2.1.3 (CK) Candidates analyze individual student needs and how they affect their planning for instruction.

Professional Skills (PS)

2.1.4 (PS) Candidates implement developmentally appropriate disciplinary instructional strategies.

2.1.5 (PS) Candidates incorporate the responsible use of technology and digital literacy.

2.1.6 (PS) Candidates recognize inter/intra-disciplinary standards and competencies and integrate them where appropriate.

2.1.7 (PS) Candidates integrate civic engagement, social justice practices, and culturally responsive teaching.

2.1.8 (PS) Candidates create opportunities for students to apply higher level thinking skills.

2.1.9 (PS) Candidates use data to inform instructional planning and reflect on their decision-making processes.

Function 2: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to implement engaging units of study.

Content Knowledge (CK)

2.2.1 (CK) Candidates demonstrate knowledge of appropriate, engaging disciplinary instructional strategies.

2.2.2 (CK) Candidates identify current research-based pedagogical strategies to be used within the classroom.

2.2.3 (CK) Candidates analyze how differentiation impacts whole-class instruction.

Professional Skills (PS)

2.2.4 (PS) Candidates plan and implement a wide variety of instructional strategies using theory and research (e.g., primary sources, secondary sources, experiential learning, etc.).

- 2.2.5 (PS) Candidates incorporate the use of technology, digital literacy, and culturally responsive teaching into plans of study.
- 2.2.6 (PS). Candidates incorporate individual student needs and how they learn into their instruction.
- 2.2.7 (PS) Candidates implement opportunities for students to use higher level thinking skills in application.
- 2.2.8 (PS) Candidates reflect on what is guiding the instruction they are implementing in the classroom.

Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan meaningful assessments.

Content Knowledge (CK)

- 3.1.1(CK) Candidates demonstrate knowledge of developmentally appropriate assessments.
- 3.1.2 (CK) Candidates can align learning sequence objectives and assessments.
- 3.1.3 (CK) Candidates can explain why assessments are appropriate for an individual class.
- 3.1.4 (CK) Candidates have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Professional Skills (PS)

- 3.1.5 (PS) Candidates implement developmentally appropriate assessments.
- 3.1.6 (PS) Candidates use assessment data to inform and appropriately adjust instruction.

Function 2: The teacher of HGSS 5-8 employs students' individual backgrounds, strengths, and social/emotional demands to implement meaningful assessment.

Content Knowledge

- 3.2.1 (CK) Candidates identify a consistent and rational system of assessment within their disciplines.
- 3.2.2 (CK) Candidates identify multiple forms of formative and summative assessments to address student needs.

Professional Skills

- 3.2.3 (PS) Candidates can apply a variety of assessment strategies to address individual student learning and needs.
- 3.2.4 (PS) Candidates assess higher level thinking skills.
- 3.2.5 (PS) Candidates use assessment data to improve their professional practice.
- 3.2.6 (PS) Candidates use assessment data to improve student engagement and performance.

Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan and implement pedagogies that position students to take informed action.

Content Knowledge (CK)

4.1.1 (CK) The teacher demonstrates knowledge of instruction that promotes critical engagement with complex issues.

Professional Skills (PS)

4.1.2 PS The teacher plans and implements instruction that positions students to understand problems, assess solutions, and apply action.

Function 2: The teacher of HGSS 5-8 demonstrates culturally relevant pedagogy that uses civic literacy and interdisciplinary knowledge.

Content Knowledge (CK)

4.2.1 CK The teacher understands educational philosophies that support the creation of collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

Professional Skills (PS)

4.2.2 PS The teacher plans and implements instruction that facilitates collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

4.2.3 PS The teacher engages students in discussions on social, political, and economic issues pertaining to the disciplinary content and how it applies to contemporary issues.

Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Function 1: The teacher candidate of HGSS 5-8 collaborates appropriately with students and families.

Content Knowledge (CK)

5.1.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with students and families.

Professional Skills (PS)

5.1.2: The teacher candidate creates a culture of collaboration through various appropriate methods.

Function 2: The teacher candidate of HGSS 5-8 communicates appropriately with students and families.

Content Knowledge (CK)

5.2.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively communicate with students and families.

Professional Skills (PS)

5.2.2: The teacher candidate will create a culture of open communication through various appropriate methods utilizing the LEA's (local educational agency) approved guidelines.

Crosswalk: Previous versus New History, Government, Social Studies 5-8 Standards

General Information about this Revision:

- » Updated to meet current discipline needs.
- » Combined content into one standard.
- » Increased emphasis on pedagogy.

Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.	<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.	Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and	Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

utilizes essential analytical and research skills.		
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.	<ul style="list-style-type: none"> Increased emphasis on pedagogy. Updated to meet current discipline needs.
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.	<ul style="list-style-type: none"> Combined content into one standard. Increased emphasis on pedagogy. Updated to meet current discipline needs.
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.		<ul style="list-style-type: none"> Combined content into one standard. Updated to meet current discipline needs.
Standard 7		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and		<ul style="list-style-type: none"> Combined content into one standard. Updated to meet current discipline needs.

physical and human environments.		
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

History, Government Social Studies Higher Ed Preparation Standards Grades 6-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.

Function 1: Candidates are knowledgeable about concepts, facts, and tools of History, Government, and Social Studies content.

Content Knowledge (CK)

- 1.1.1 (CK) Candidates explain, analyze, and interpret significant political, economic, geographic, social, and cultural events and developments in each of the social studies disciplines.
- 1.1.2 (CK) Candidates are able to recognize the difference between fact and fiction.

Professional Skills (PS)

- 1.1.3 (PS) Candidates are able to use graphs, tables, and other data to process and report information.
- 1.1.4 (PS) Candidates employ appropriate vocabulary, methodologies, and technical tools to evaluate contemporary local, regional, national, and global issues.
- 1.1.5 (PS) Candidates apply ideas and theories to examine persistent issues and social problems.
- 1.1.6 (PS) Candidates are able to evaluate the credibility and reliability of sources of information.

Function 2: Candidates know and employ appropriate disciplinary inquiry and forms of representation in History, Government, and Social Studies.

Content Knowledge (CK)

- 1.2.1 (CK) Candidates are able to identify inquiry methods appropriate for each of the social studies disciplines (e.g., research methods, claim/evidence/reasoning, gathering and evaluating sources, authentic assessments, problem solving, etc.).
- 1.2.2 (CK) Candidates are able to identify appropriate forms of representation for the social studies disciplines (e.g., maps, case studies, charts, graphs, political cartoons, etc.).
- 1.2.3 (CK) Candidates are able to recognize primary and secondary sources.

Professional Skills (PS)

- 1.2.4 (PS) Candidates are able to identify, analyze, evaluate, and contextualize primary and secondary sources using sound methodology and differentiating between various interpretations.
- 1.2.5 (PS) Candidates use graphs, tables, and other forms of representation in discipline appropriate methods.
- 1.2.6 (PS) Candidates employ vocabulary, methodologies, and technical tools in discipline appropriate methods.
- 1.2.7 (PS) Candidates apply ideas, theories, and modes of inquiry within discipline appropriate methods.
- 1.2.8 (PS) Candidates develop and implement effective analytical and research strategies and exhibit the results of this work using a variety of formats, including but not limited to speaking, writing, and creating multimedia productions.

Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g. primary and secondary).

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to construct engaging units of study.

Content Knowledge (CK)

- 2.1.1 (CK) Candidates identify developmentally appropriate disciplinary instructional strategies.
- 2.1.2 (CK) Candidates identify current research-based disciplinary strategies to be used within the classroom.
- 2.1.3 (CK) Candidates analyze individual student needs and how they affect their planning for instruction.

Professional Skills (PS)

- 2.1.4 (PS) Candidates implement developmentally appropriate disciplinary instructional strategies.
- 2.1.5 (PS) Candidates incorporate the responsible use of technology and digital literacy.
- 2.1.6 (PS) Candidates recognize inter/intra-disciplinary standards and competencies and integrate them where appropriate.
- 2.1.7 (PS) Candidates integrate civic engagement, social justice practices, and culturally responsive teaching.
- 2.1.8 (PS) Candidates create opportunities for students to apply higher level thinking skills.
- 2.1.9 (PS) Candidates use data to inform instructional planning and reflect on their decision-making processes.

Function 2: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to implement engaging units of study.

Content Knowledge (CK)

- 2.2.1 (CK) Candidates demonstrate knowledge of appropriate, engaging disciplinary instructional strategies.
- 2.2.2 (CK) Candidates identify current research-based pedagogical strategies to be used within the classroom.
- 2.2.3 (CK) Candidates analyze how differentiation impacts whole-class instruction.

Professional Skills (PS)

- 2.2.4 (PS) Candidates plan and implement a wide variety of instructional strategies using theory and research (e.g., primary sources, secondary sources, experiential learning, etc.).

- 2.2.5 (PS) Candidates incorporate the use of technology, digital literacy, and culturally responsive teaching into plans of study.
- 2.2.6 (PS). Candidates incorporate individual student needs and how they learn into their instruction.
- 2.2.7 (PS) Candidates implement opportunities for students to use higher level thinking skills in application.
- 2.2.8 (PS) Candidates reflect on what is guiding the instruction they are implementing in the classroom.

Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to plan meaningful assessments.

Content Knowledge (CK)

- 3.1.1(CK) Candidates demonstrate knowledge of developmentally appropriate assessments.
- 3.1.2 (CK) Candidates can align learning sequence objectives and assessments.
- 3.1.3 (CK) Candidates can explain why assessments are appropriate for an individual class.
- 3.1.4 (CK) Candidates have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Professional Skills (PS)

- 3.1.5 (PS) Candidates implement developmentally appropriate assessments.
- 3.1.6 (PS) Candidates use assessment data to inform and appropriately adjust instruction.

Function 2: The teacher of HGSS 6-12 employs students' individual backgrounds, strengths, and social/emotional demands to implement meaningful assessment.

Content Knowledge

- 3.2.1 (CK) Candidates identify a consistent and rational system of assessment within their disciplines.
- 3.2.2 (CK) Candidates identify multiple forms of formative and summative assessments to address student needs.

Professional Skills

- 3.2.3 (PS) Candidates can apply a variety of assessment strategies to address individual student learning and needs.
- 3.2.4 (PS) Candidates assess higher level thinking skills.
- 3.2.5 (PS) Candidates use assessment data to improve their professional practice.
- 3.2.6 (PS) Candidates use assessment data to improve student engagement and performance.

Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to plan and implement pedagogies that position students to take informed action.

Content Knowledge (CK)

4.1.1 (CK) The teacher demonstrates knowledge of instruction that promotes critical engagement with complex issues.

Professional Skills (PS)

4.1.2 PS The teacher plans and implements instruction that positions students to understand problems, assess solutions, and apply action.

Function 2: The teacher of HGSS 6-12 demonstrates culturally relevant pedagogy that uses civic literacy and interdisciplinary knowledge.

Content Knowledge (CK)

4.2.1 CK The teacher understands educational philosophies that support the creation of collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

Professional Skills (PS)

4.2.2 PS The teacher plans and implements instruction that facilitates collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

4.2.3 PS The teacher engages students in discussions on social, political, and economic issues pertaining to the disciplinary content and how it applies to contemporary issues.

Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Function 1: The teacher candidate of HGSS 6-12 collaborates appropriately with students and families.

Content Knowledge (CK)

5.1.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with students and families.

Professional Skills (PS)

5.1.2: The teacher candidate creates a culture of collaboration through various appropriate methods.

Function 2: The teacher candidate of HGSS 6-12 communicates appropriately with students and families.

Content Knowledge (CK)

5.2.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively communicate with students and families.

Professional Skills (PS)

5.2.2: The teacher candidate will create a culture of open communication through various appropriate methods utilizing the LEA's (local educational agency) approved guidelines.

Crosswalk: Previous versus New History, Government, Social Studies 6-12 Standards

General Information about this Revision:

- » Updated to meet current discipline needs.
- » Combined content into one standard.
- » Increased emphasis on pedagogy.

Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.	Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.	<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.	Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 4

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.	Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 5

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 6

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 7

PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7 The teacher of U.S. history and U.S. government, and world history has knowledge and		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

understanding of governmental systems in the United States and other nations.		
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.
Standard 9		
PREVIOUS STANDARDS⁷	NEW STANDARD	WHAT CHANGED?
Standard 9 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth's surface and the relationships among people, places, and physical and human environments.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.
Standard 10		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 10 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2025

Item Title:

Act to approve authorize the Kansas State Department of Education to contract with Office of Administrative Hearings

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Kansas Office of Administrative Hearings from July 1, 2025, through June 30, 2030, in an amount not to exceed \$200,000.00.

Explanation of Situation Requiring Action:

The Kansas State Department of Education contracts with the Office of Administrative Hearings at the rate of \$115.00 per billable hour. The pending contract would lock in that hourly rate for the next five years.

Hearings fall within three separate categories:

Professional Practices Commission- The contractor will provide presiding officer/administrative law judge services including but not limited to the following: conduct prehearing conferences, issue prehearing orders, rule on discovery requests, assist the PPC chairperson with the hearings, rule on evidentiary issues at hearings, and draft the PPC's initial orders.

Special Education- The Kansas State Board of Education is required by law to provide school districts and parents with an administrative appeal of a hearing officer's ruling in due process cases. The State Board is required to provide these review officers per K.S.A. 72-974(b). The review officer appointed by the State Board shall conduct an impartial review of hearing officer decisions within 20 calendar days after the notice of appeal is filed.

Child Nutrition and Wellness- Hearings requested by Child Nutrition Program Sponsors due to fiscal action by KSDE and hearings appealing the audits of the Child Nutrition Program Administrative Review.

**ARTICLES OF AGREEMENT TO ORGANIZE AND OPERATE THE
WYANDOTTE COMPREHENSIVE EDUCATION COOPERATIVE**

--revised April 2025--

ARTICLE I GENERAL:

Section 1. Name:

The name of the organization shall be the Wyandotte Comprehensive Special Education Cooperative, hereinafter referred to as the "Cooperative."

Section 2. Purpose:

The purpose of the Cooperative shall be to organize and operate a program of service for exceptional children as authorized by the General Statutes of Kansas.

Section 3. Type of Agreement:

The agreement shall be a sponsoring district special education cooperative pursuant to K.S.A. 72-3412, *et seq.*

Section 4. Membership:

The participating school districts are Unified School District No. 500, Wyandotte County, Kansas, and Unified School District No. 204, Wyandotte County, Kansas.

Section 5. Term:

The agreement shall be effective from the date of its approval by the State Board of Education, _____, 2025.

Section 6. Termination/Changes:

This Agreement shall be perpetual, but may be partially or completely terminated as set forth in K.S.A. 72-3412, *et seq.*

ARTICLE II ORGANIZATION AND OPERATION

Section 1. Sponsoring District:

Unified School District No. 500, Wyandotte County, Kansas shall be the sponsoring district of the Cooperative.

- (a) General responsibilities. The fiscal affairs of the Cooperative shall be administered by the sponsoring district.
- (b) Duties. The sponsoring district shall be responsible for the following:

- a. To keep records of all fiscal transactions of the Cooperative and to prepare such statements and reports as may be required.
- b. To enter into contracts of employment with all joint Cooperative personnel who are not employed by the individual districts.
- c. To make purchases and expenditures for the Cooperative consistent with consistent with the Cooperative and the Sponsoring District's policies, subject to budgetary limitations and applicable statutes including the cash basis law.
- d. To apply for and receive all funds, including federal and state monies, payments of participating school districts and payments from any other agencies for which Services have been performed.
- e. Annual accounting. The sponsoring district shall provide the cooperating district(s) an annual accounting of the expenditures and receipts for the Special Education Cooperative. The books and records of the sponsoring district, relative to the Special Education Cooperative shall be open for inspection by any lawful representative of the member district(s).

Section 2. Superintendent Meetings:

The superintendents of each participating school districts shall be advisory to the board of education of the Sponsoring District. The superintendents and/or his/her designated representative shall meet on a regular basis and recommend policies and procedures, priorities, and budgeting requests on behalf of the cooperative to be acted upon the board of education of the Sponsoring District.

Section 3. Participating District:

A district which has agreed to participate in the services of the Cooperative shall be known as a participating district.

(a) Duties. The Participating Districts shall:

- (1) Enter into contracts of employment with all newly hired full-time personnel hired 2025-26 school term and thereafter. Said contracts shall adhere to the adopted policies of the Participating District.

ARTICLE III PROGRAM SERVICES

Section 1. Program Description:

Program Description: The Cooperative shall be organized to develop and operate multi-purpose special education programs and provide joint services which would not be practical if each district acted independently. Director of Special Education and District Superintendents will be flexible in organizing programs pending growth and student enrollment in the Participating Districts.

Section 2. Program Justification:

Cooperative programming provides for quality education programs at less cost per child, and a broader range of services, including exceptional children in low incidence categories.

Section 3. Description of Services:

The Cooperative shall provide special education services for all exceptional children in the Cooperative service area and said special education services shall meet standards and regulations set by state and federal agencies. The provision for special education services are delineated in the Cooperative's Comprehensive Plan.

Section 3. Number of Children Served:

The number of children receiving special education in each district shall be reported as of December 1 of each school year in order to make application for Title VI-B (IDEA) funds. Each participating district shall count the pupils belonging to that district for the state official enrollment count.

ARTICLE IV FINANCE

Section 1. Sponsoring District:

The cost incurred by the Sponsoring District in providing services to the Cooperative shall be shared by the participating Cooperative member districts. Each participating district's share amount will be computed each year by determining the percentage of Students enrolled in each district as compared to the total of all Cooperating districts, as per official enrollment count. This percentage will be used to arrive at each district's portion of the gap between Cooperative expenses and revenue.

Section 2. Date of Payment:

Participating districts will be officially notified of their local share at Board of Directors' meeting in June. Such installments shall be paid within 30 days of the date on the invoice. The invoice shall originate from the office of the Director of Special Education.

Section 3 . Federal Funds:

All applications Federal IDEA (Individuals with Disabilities Education Act) funds shall be applied to the overall operating budget for the Cooperative following Kansas State Department of Education regulations and approved by the Cooperative's Board of Directors.

ARTICLE V CHANGES TO THE AGREEMENT

Section 1.

Mutual agreement means the unanimous consent of all districts Participating in the agreement.

Section 2. Termination or Revision:

The Cooperative agreement is subject to change or termination at any time by the legislature or as otherwise provided for in state law..

Section 3. Disposal of Property:

In the event of withdrawal of any participating school district from membership in the Cooperative, said district shall be reimbursed for any funds due that school or shall make payment of outstanding obligations to the Cooperative. Supplies, materials, and equipment maintained by the Cooperative shall remain the property of the Cooperative, and no reimbursement shall be made to the withdrawn participating district. Should all participating districts mutually agree to dissolve, said supplies, materials and equipment shall remain the property of the Sponsoring District.

ARTICLE VI AMENDMENTS

Proposed amendment of these articles shall be submitted in writing to the Board of Directors.

When a proposed amendment has been submitted a copy thereof shall be furnished promptly to each member. If approved by an affirmative vote of the majority of the members of the Board of Directors said amendment shall become effective on the date specified in the amendment, subject to the approval of the sponsoring district Board of Education, the State Board of Education.

ARTICLE XIII KANSAS LEGISLATURE

This Agreement is in the best interests of Unified School District No. 500, Wyandotte County, Kansas, and Unified School District No. 204, Wyandotte County, Kansas. and the State of Kansas.

This Agreement shall be subject to change or termination by the Kansas legislature and the mandatory contract provisions required by the Kansas Department of Administration in Form DA-146a is attached hereto.

ARTICLE IX - PARTICIPANT SIGNATURES

The Articles of Agreement are entered into with the intent of participating district as signatories hereto to organize and operate the Wyandotte Comprehensive Special Education Cooperative whose Office of Director will undertake to administer the Cooperative within the framework of the policies set forth in these Articles and as determined by the availability of funds, Resources, and demand for the program.

This Cooperative Agreement is entered into by and between the designated Unified School Districts on the ____ day of April, 2025.

Randy Lopez

Signature of the President, Board of Education,
Unified School District No. 500,
Wyandotte County, Kansas

4-8-2025

Date

Jessie Jones

Attest: Clerk

4-8-25

Date

[Signature]

Signature of the President, Board of Education,
Unified School District No. 204,
Wyandotte County, Kansas.

4-7-2025

Date

Leticia Rote, Ph.D.

Attest: Clerk

4-7-2025

Date

Approval by the Kansas State Board of Education:

Date

CONTRACTUAL PROVISIONS ATTACHMENT A

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

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the

___ day of ___, 20__.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

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