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

Kansas State Board of Education
June 8, 2026

WORKING SESSION

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

ROLL CALL

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

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

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

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

Beginning of video Devices

OVERVIEW ABOUT DEVICES IN SCHOOLS

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

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

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

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

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

PRESENTATION ON HIGHER ED TEACHER TRAINING FOR USING DEVICES IN SCHOOLS

12:22
Higher Ed

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

Dr. Chmidling made these key points:

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

Employer and completer surveys assess whether graduates were adequately prepared.

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

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

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

Key points included:

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

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

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

Key points:

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

1:01:20
Steel

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

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

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

1:07:20
Other States

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

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

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

State-by-state highlights of enacted legislation:

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

Kansas Senate Bill 350 (Did Not Pass)

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

Grades K–5:

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

Grades 6–8:

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

Grades 9–12:

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

All Grades:

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

RESEARCH ON EFFECT OF USING TECHNOLOGY ON STUDENT LEARNING AND OUTCOMES

1:28:35
Tech

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

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

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

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

EXECUTIVE SESSION (ATTORNEY CLIENT) ON THIS ISSUE

2:12:02
Exec Session

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

Attorney Ferguson, Attorney Gordon, and Deputy Commissioner Nugent.

Next Steps and Future Meeting Planning

The Board discussed logistics for continuing this conversation:

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

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

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

Kansas State Board of Education
June 9, 2026

CALL TO ORDER

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, June 9, 2026, in the Boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

ROLL CALL

Ten Board members were present:

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

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

ACT ON MAY MINUTES

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

APPROVE JUNE AGENDA

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

Consent Agenda

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

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

Consent Items that were approved were:

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

COMMISSIONER'S REPORT — 7:30 Steel

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

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

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

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

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

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

CITIZENS' OPEN FORUM — 31:51 Forum

Speakers included:

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

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

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

Mrs. Melanie Haas
Vice Chair Danny Zeck

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

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

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

Deputy Commissioner Frank Harwood, Fiscal and Administrative Services

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

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

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

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

Cell Phone
1:05:00

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

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

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

Walkout
1:22:45

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

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

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

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

Regs/Rules
1:40:40

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

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

Fee Changes
1:45:00

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

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

Quality
3:30:18

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

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

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

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

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

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

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

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

MATH CORNER

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

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

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

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

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

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

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

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

4:37:00 Consent g & h

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

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

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

(Item 3. K and L)

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

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

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

Deputy Commissioner Frank Harwood, Division of Fiscal and Administration Services

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

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

Dr. Catherine Chmidling, Teacher Licensure

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

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

Dr. Catherine Chmidling, Teacher Licensure

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

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

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

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

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

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

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

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

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

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

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

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

ACT ON INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY ITEM DEVELOPMENT FUNDING

5:49:30
IADA

Deputy Commissioner Frank Harwood, Division of Fiscal and Administrative Services

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

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

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

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

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

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

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

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

PPC 5:57:25

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

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

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

Oral Argument 6:12:30

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

Motions

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

7:39:00

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

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

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

WEDNESDAY MINUTES

Kansas State Board of Education
June 10, 2026

(Taping was started about 5 minutes late)

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

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

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

PRESENTATION ON SCHOOL IMPROVEMENT: END OF THE YEAR REPORT AND PLANS FOR THE FUTURE
Deputy Commissioner Nugent, Division of Learning Services
Dr. Jay Scott, Director, Accreditation and Design

Starts the Video

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

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

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

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

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

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

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

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

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

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

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

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

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

Shane Carter, Director, Teacher Licensure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECEIVE/ACT ON PUBLIC INNOVATIVE DISTRICT

Innovative
2:39:40

Deputy Commissioner Harwood, Fiscal and Administrative Services

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

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

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

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

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

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

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

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

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

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

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

Motion 3:31:00

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

Motion 3:33:35

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

COMMITTEE REPORTS

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

TRAVEL REQUESTS

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

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

FUTURE AGENDA REQUESTS

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

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

BOARD COMMENTS

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

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

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

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