“Happily for the country, there is a growing sentiment in favor of free common schools and they are everywhere recognized as the bulwark of popular liberty. Happily for Kansas, the men of the early day were lovers of liberty, trained under the common school system of New England, New York and the great Northwest, and they had broad and deep foundations for popular education in the young State, as the very first step in civilization. The first impulse of the Kansas pioneer is to shelter his family and begin breaking the native greensward. The second is to organize a school for his children. He will have a comfortable school house for them, even though himself must, for a time, live in a “dug-out.” The school house is the last mile post that marks the advance of civilization into the primitive wilderness."
School Board Review makes changes

School Board Review, the official publication of KASB, is changing its format. Starting with this issue, SBR will have more pages — usually 24 pages as opposed to the current 8 pages or less — and will be published monthly, instead of twice a month. You will also notice a few regular columns and features.

The purpose is to provide better service to our members by giving readers more in-depth information on what is going on in public school education in Kansas and what KASB and our members are doing. We will include monthly fixtures that will give you a deeper understanding of the challenges and opportunities that exist for K-12 education in Kansas.

This year marks KASB’s 100th year of service to members. Our staff has several plans to celebrate this milestone throughout the year, culminating in special events planned at our annual conference Dec. 1-3 in Wichita.

We appreciate any feedback or recommendations on subjects you might like us to tackle in SBR. Please send any suggestions to Advocacy Communications Specialist Scott Rothschild, srothschild@kasb.org. Thank you for your service to our future generations.
STAFF

Associate Executive Director
Mark Tallman | mtallman@kasb.org

Assistant Executive Director
Carol Pitts | cpitts@kasb.org

Advocacy/Outreach Specialist
Leah Fliter | lfliter@kasb.org

Communications Specialists
Andrea Hartzell | ahartzell@kasb.org
Scott Rothschild | srothschild@kasb.org

Governmental Relations Specialist
Rob Gilligan | rgilligan@kasb.org

Research Specialist
Ted Carter | tcarter@kasb.org

Assistants
Debbie Dyche | ddych@kasb.org
Shaneice McNabney | smcnabney@kasb.org

GUIDELINES FOR AUTHORS

KASB welcomes any articles on education. The article should be as brief as possible and written in a direct manner. Author name, title, address, phone and email should be included. Articles must be submitted electronically and will be edited to conform to KASB style. KASB reserves the right to refuse publication of any article. Email Scott Rothschild at srothschild@kasb.org for more information or to submit an article.

ABOUT KASB

The Kansas Association of School Boards is a not-for-profit organization located in Topeka, Kansas dedicated to serving members of governing boards for unified school districts, community colleges, area vocational-technical schools and cooperatives, interlocals and regional service centers. The association serves a membership base of close to 5,000 school board members and educational leaders.

TABLE OF CONTENTS

Celebrating Public Schools

- President’s Perspective 4
- I’m From Kansas 5
- KASB Research 10
- Taking Notes 16

Features

- KASB’s road warriors 8
  Our Leadership Services team puts a lot of miles on their vehicles as they criss-cross the state to put school boards and administrators in a position to help their students succeed.

- National Blue Ribbon 12
  KASB’s Leah Fliter writes about Chanute Elementary in the first of four installments on schools in Kansas that recently received the national honor.

- Carolyn Wims-Campbell 17
  finishes her term on the State Board of Education but she’s not through serving the needs of Kansas students.

- Fake news 22
  Seems like a lot of news in recent weeks is about the news or more specifically how as informed citizens we should consume news in this world of “fake news” and “alternative facts.” Schools play a key role in helping students separate what is fact from fiction and to put current events in perspective.

ON THE COVER: Kansas schools have come a long way from the one-room schools that dotted the state in the 1800s and early 1900s to the high-tech, modern buildings we have today. On the cover is a photo of a dugout school in the side of a hill in Thomas County from 1892 and a photo of modern Wichita Southeast High School, which was completed in 2016. The narrative is from “Kansas As It Is. A complete review of the resources, advantages and drawbacks of the great central state.” This was written in 1878 and was one of many guides written that served as a source of information for people who were thinking of settling out West.
As we work in 2017, it is imperative that school board members and education advocates raise their voices and make their views known on what Kansas schools should be like. Because if you don’t, others will.

There are well-funded organizations that lobby state legislators hard to diminish school funding or transfer public dollars to private schools.

School funding is under the microscope. Every branch of state government has a role in the K-12 system.

The Legislature is considering a new school finance formula, the Kansas Supreme Court is expected to rule soon on whether the state provides adequate school funding, and Gov. Sam Brownback recently announced initiatives he would like to see, such as merit pay for teachers, as part of the Kansas school system.

With all this attention on school funding, it is imperative that school board members across the state let policymakers know the challenges they face, the opportunities they see and what is needed in the classroom to prepare the next generation of Kansans.

The state budget is simply a mess and a new Legislature faces many difficult decisions on how to match spending with revenue. Since K-12 funding makes up approximately half of the state budget, the decisions they make will undoubtedly affect our students.

The good news is that more than a third of the Legislature are new members, and most of those have a more moderate view of the role of state government and public schools. In fact, a good number of the new legislators are, or have been, involved in public education as school board members or administrators.

Writing a new school finance formula and ensuring adequate funding of schools will require the kind of knowledge one gets from serving on a school board or working in a school.

The funding of public schools, the success of our students and the future of Kansas is at stake. Please stay in touch with your state representatives and state senators to let them know what is needed for our schools.
KASB embarks on next 100 years

This year KASB is celebrating 100 years of service. There was a lot going on in 1917. Most importantly, America had just entered the War to End All Wars, which had been going on for four years. My grandfather was a soldier in France and the only story he would tell was how foolish he felt guarding a warehouse full of cabbages. Not surprisingly, the top song on the charts, such as they were, was “Over There.” The Livery Stable Blues” was recorded by the Original Dixieland Jazz Band, which one might argue was an early precursor of Rock and Roll. Besides the war, women’s suffrage was the political topic of the times. Montana led the way by electing the first female to the House of Representatives. My personal favorite invention of 1917 was marshmallow creme. Think of a world without this delicacy!

School board members in 1917 were part of a different system with different expectations. Only about 20 percent of 13-19 year olds were enrolled in High School. Graduation rates ran about 15 percent and the median education attainment at the time was 8th grade, exactly that of my grandfather. Only about 60 percent of 5-19 year olds were enrolled in school and that rate was only 40 percent for minority children. Thirty percent of African Americans were illiterate. These were not proud days for American public education.

One wonders whether board members were concerned about the low graduation rates and the poor treatment of minorities by the education system. Fifty years later, in 1967, those issues had reached the forefront for boards of education and American society.

Race riots were in the news in 1967, when KASB held its fiftieth convention. Rioting at home and war in Vietnam were the political issues of the day. As a third grader in Manhattan, Kansas, my biggest worry was whether he Russians were going to drop “the big one” (as my grandmother called the bomb), a concern made worse by being forced to practice for the event by hiding under a particle board desk in Mrs. Sunderman’s class at Marlatt School. The USA and the USSR were in a full-scale arms race and nuclear weapons were tested frequently by both sides this year. The world of science wasn’t all about bombs, as 1967 gave us our first successful human heart transplant. If there was ever something stranger than marshmallow creme, it is that Jimi Hendrix opened for The Monkees in 1967. Let that swirl around the record player of your brain for a minute. No wonder he set fire to his guitar at the Monterey Pop Festival later that year.

In 1917 school board members were part of a different system with different expectations. Only about 20 percent of 13- to 19-year-olds were enrolled in high school. Graduation rates ran about 15 percent and the median education attainment at the time was 8th grade, exactly that of my grandfather.

In education, I was struggling with accents on syllables along with those nuclear war drills at Marlatt. In the rest of the country, great progress had been made. The enrollment rate for high school aged students was 90 percent, up from 60 percent in 1917. The graduation rate had increased from 15 percent to 70 percent and school enrollment had reached 90 percent for whites and only slightly less for minorities. The median educational attainment had increased from 8.2 years to 12.1 years. Board members had to be happy with the successes of the past 50 years.

And now it’s 2017 and board members still have plenty to worry about. Graduation and attainment rates have continued to increase over the past 50 years, but more recently, those rate increases have included dramatic increases in standards. Students take more classes to graduate and have higher expectations than those of 50 years ago and at least in Kansas, we look at student success instead of achievement or attainment. Much like those board members facing abysmally low graduation rates 100 years ago, board members in 2017 will rally to the challenge of taking responsibility for providing students the necessary tools to be successful citizens. KASB will be here to support Kansas school boards along the way, just as we have for the past 100 years. Understanding our past, imagining our future.
KASB’s Leadership for Tomorrow graduates class of 2016-17

By Carol Pitts, cpitts@kasb.org

KASB recognized thirty-three graduates from its Leadership for Tomorrow program on Jan. 11, 2017. The ceremony took place after the fifth and final session for this year’s class of board members and district leaders. KASB’s Leadership for Tomorrow program identifies exemplary board of education members, school superintendents and administrators from across Kansas for the year-long leadership program. Also included in this year’s class were two KASB staff members.

The 2016-2017 Leadership for Tomorrow class is the twelfth class to graduate from the KASB program. One hundred and ninety-seven board members and administrators have completed the program. Graduates included:

- Jeremy Boldra, superintendent, Flinthills USD 492;
- Katina Brenn, superintendent, Colby USD 315;
- Barb Brittan, board of education, Abilene USD 435;
- Dale Brungardt, superintendent, Ellsworth-Kanopolis-Geneseo USD 327;
- Rick Burgess, board of education, Lyons USD 405;
- Lori Church, attorney, Kansas Association of School Boards;
- Cindy Couchman, assistant superintendent, Buhler USD 313;
- Justin Coup, superintendent, Solomon USD 393;
- Shannon Culver, board of education, Woodson Co. USD 366;
- Amy Garver, principal, Basehor-Linwood Middle School, Basehor-Linwood USD 458;
- Dr. Jackie Glasgow, board of education, Wellington USD 353;
- Mike Gower, superintendent, Phillipsburg USD 325;
- Art Gutierrez, board of education, Emporia USD 253;
- Sandra Halling, board of education, Bucklin USD 459;
- Pat Happer, superintendent, Jefferson West USD 340;
- Adam Hatfield, principal, Wellington High School, Wellington USD 353;
- Nicole Hawkins, board of education, Goddard USD 265;
- Jerry Hodson, superintendent, Chapman USD 473;
- Lori Johnson, board of education, Girard USD 248;
- Doug Lockwood, board of education, Turner-Kansas City USD 202;
- Liz Maisberger-Clark, administrator, KASB Workers Compensation Fund, Inc.;
- Angie McDonald, director of instruction, McPherson USD 418;
- Jo McFadden, principal, Inman Elementary, Inman USD 448;
- Gina McGowan, board of education, Ellsworth-Kanopolis-Geneseo USD 327;
- Mischel Miller, superintendent, Vermillion USD 380;
- John Montford, principal, Sunnyside Elementary, Dodge City USD 443;
- Barb Sewing, board of education, Stafford USD 349;
- Daryl Stegman, superintendent, Spearville USD 381;
- Mike Stegman, superintendent, Cimarron Ensign USD 102;
- Brad Stratton, board of education, Shawnee Mission USD 512;
- Kris Thexton, interim superintendent, Great Bend USD 428;
- Greg Tice, board of education, Renwick USD 267;
- Brett White, assistant superintendent, Andover USD 385.

This year’s class participated in five two-day sessions centering on student achievement, key education issues and leadership skills. Site visits included McPherson USD 418, Smoky Valley USD 400, Dodge City USD 443, Montezuma USD 371 and Kansas City, Kansas USD 500. The final session for the class included a visit to Seaman USD 345 and attendance at the KASB and USA Kansas Advocacy in Action conference.

The class also met for a half-day in December to explore the state’s new accreditation system and using data to make decisions on how to use resources at the local level. Class members then joined KASB Annual Conference early bird sessions on Friday, Dec. 2, 2016.
Dayna Miller (LFT Class of 2009), Basehor-Linwood USD 458 board member and KASB president-elect, welcomes Leadership for Tomorrow graduates to the Jan. 11, 2017 graduation dinner. Miller shared thoughts on her own experiences with the program and noted how often she still calls on her fellow graduates for ideas and feedback.

The Leadership for Tomorrow class spent part of their last class session learning about Seaman USD 345. Steve Noble, Seaman USD 345 superintendent, shares how the district uses stakeholder input to plan for district improvements.

Frank Henderson, Jr. (far right), Seaman USD 345 board of education, reminds Leadership for Tomorrow graduates that leaders are needed at every stage of life. “Answer the call and do your best.” Henderson is a KASB past president and a 2009 graduate of Leadership for Tomorrow.
By Scott Rothschild, srothschild@kasb.org

The Manhattan High School auditorium was full and the issue before the Manhattan-Ogden USD 383 school board was contentious.

But after five hours of public discourse over whether to keep an Indian mascot for the high school, speakers from both sides left having aired their opinions in a safe and respectful manner.

Dr. Brian Jordan, executive director of Leadership Services for KASB, who moderated the discussion steadily guided the meeting to its peaceful conclusion.

KASB Leadership Services brings experience, objectivity and professionalism to school boards in many ways, from helping school boards search for and hire a superintendent, to facilitating goal-setting and long-range planning for boards and entire communities, providing the training necessary for board members and administrators to be successful, and even serving as a moderating influence when boards face divisive issues.

In addition to Jordan, the Leadership Services team includes Dr. Doug Moeckel, deputy executive director of KASB; Gary Sechrist, leadership services field specialist and Randy Weseman, assistant executive director of operations.

The experience the team brings to help school boards — nearly 140 years in the trenches of teaching and leading — is unmatched.

Jordan has served as a district- and building-level leader from rural to large, diverse districts. Moeckel has decades of experience in education as a superintendent, building-level leader, teacher and coach. Sechrist has served as a superintendent, building-level leader and teacher. Weseman was a teacher for 35 years in Lawrence USD 497 before serving as superintendent there and later in Tonganoxie.

Leadership team members spend a good portion of each week on the road, meeting with boards, setting up focus groups, facilitating meetings and leading training sessions. They are familiar with school leaders throughout Kansas and the Midwest and can tap into national sources as well, since KASB is a member of the National School Boards Association and the National Association of Superintendent Searchers.

This time of year, is usually dominated by superintendent searches.
“We always say to the board, hiring a superintendent is one of the biggest decisions you make as a board,” Jordan said. “It’s the person that they (board members) will lean on to make sure their vision happens,” he said.

Throughout the search process, KASB operates to ensure that the candidates will be a correct fit for the school board.

“The right superintendent working hand-in-hand with the right board, that’s what makes high-performing districts,” Moeckel said.

The search process includes detailed steps that generally take about two months. KASB Leadership will meet many times with the school board and focus groups and handle the screening and vetting process as the board moves forward.

KASB has offered superintendent search services for 40 years. Over the past three years, KASB has conducted 79 superintendent searches.

**Leadership team offers many services**

But while superintendent searches and hiring may produce the most headlines and public interest, KASB Leadership Services offers many other services.

In its Leadership Training, KASB has an exclusive partnership with the Mid-Continent Research for Education Learning (McREL) and offers leadership seminars for administrators and principals. Leadership services staff also work with boards and educational leaders to enhance their evaluation processes and procedures to improve the quality of teaching and leading that is occurring within the district.

In addition, KASB provides support related to state initiatives and priorities. Support with Kansas Education Systems Accreditation (KESA), specifically with on-site training for school site councils, which will play a more significant role under KESA, are examples.

And KASB Leadership Services works with school districts on opportunities to save time and money. KASB is committed to helping districts operate effectively while being as efficient as possible. This is achieved by the different types of targeted studies that are offered, such as personnel, transportation, and facility planning. Some of these are done with prestigious partners, but not all.

The goal of Leadership Services is to put education leaders in a position to help students through an on-going partnership.

“We try to bring all boards back to student success,” said Moeckel.
Looking at the Data
Ted Carter, KASB Research Specialist

Supplemental contracts increasing

KASB recently released the 2016 KASB Supplemental Pay Survey Report, containing information collected via the annual survey since 1994-95.

One of the key findings in the report is that the number of supplemental contracts per district has been increasing steadily since 1994-95. For example:

- High school head positions increased from 24 per district to 29 per district, which is a 21 percent increase.
- High school assistant positions increased from 10 per district to 16 per district (60 percent).
- Middle school head positions increased from nine per district to 13 per district (4 percent.)
- Middle school assistant positions increased from five per district to eight per district (38 percent).

This increase was seen across activity types:

- Contracts for athletics increased from 30 per district to 38 per district (27 percent increase).
- Contracts for non-athletic activities increased from 17 per district to 25 per district (47 percent).
- Other contracts increased from two per district to four per district (100 percent).

It is important to note, however, the sharp increase seen from 2014-15 to 2015-16 is likely due to the survey response rate, as noticeably fewer districts responded with their 2015-16 information at the time of the annual report’s publication.

KASB encourages districts to verify that they have submitted this data for the current and most recent school years by visiting kbsresearch.org.

In addition to the number of positions increasing, the average contract amounts are also increasing.

- District heads saw the most varied increase of the positions; going from an average of $2,619 in 1996-97 to $4,662 in 2015-16 (78 percent increase).
- Other positions saw an 86 percent increase during this same time from $924 to $1,717.
- From 1994-95 to 2015-16, high school head contracts went from $1,647 to $2,693 (64 percent increase),
- High school assistants from $1,445 to $2,260 (57 percent),
- Middle school heads from $1,227 to $1,999 (63 percent), and
- Middle school assistants from $1,084 to $1,816 (68 percent).

When looking at amounts by activity types, the data indicates the contract amounts for non-athletic activities is increasing at a higher rate than those for athletic activities, just as the number of contracts for non-athletic positions is increasing at a higher rate than contracts for athletic positions.

- Contracts for athletic activities went from $1,727 per contract
in 1994-95 to $2,761 in 2015-16 (60 percent),
• For clubs and academic activities from $1,074 to $1,773 (65 percent), and
• For other contracts from $1,330 to $2,118 (59 percent).

**Other key findings from the report**

From 1994-95 to 2015-16:
• The number of students per district head centered around 900 annually.
• The number of students per member or other positions went from around 800 to 600.
• The number of students per high school head ranged from 55 to 61.
• The number of students per high school assistant ranged from 124 to 151.
• The number of students per middle school head ranged from 138 to 156.
• The number of students per middle school assistant ranged from 231 to 227.
• Contract amounts for high school heads increased 64 percent from $1,647 to $2,693.
• Contract amounts for high school assistants increased 57 percent from $1,445 to $2,260.
• Contract amounts for middle school heads increased 63 percent from $1,227 to $1,999.
• Contract amounts for middle school assistants increased 68 percent from $1,727 to $2,761.
• Contract amounts for athletic activities increased 60 percent from $1,074 to $1,773.
• Contract amounts for other positions increased 59 percent from $1,330 to $2,118.
• Hourly pay for most activities went from between $10 and $15 to between $16 and $23.
• Hourly pay for concessions/tickets and lunchroom went from between $7 and $10 to $11.

From 1994-95 to 2014-15:
• The number of students per athletic contract decreased from 49 to 44 on average.
• The number of students per contract for clubs and academic activities decreased from 86 to 82 on average.
• The number of students per other contract decreased from 923 to 665.

You can find the report, data, and an interactive tool to explore local data at kasbresearch.org. If you have questions or require assistance, you can contact research@kasb.org.
“School improvement takes a lot of time, it takes a lot of effort, it takes a lot of commitment, it takes a lot of hard work and it takes some really dedicated people.”

~Chanute Elementary Principal Gary Weaver

Hard work by dedicated staff leads to great improvements

By Leah Fliter, lfliter@kasb.org

Like many communities in Kansas, Chanute saw some of its largest employers downsize or close during the Great Recession and many challenges associated with economic hard times found their way to Chanute’s schools.

But that didn’t stop the community and school district from driving student success. Chanute Elementary (CE) in Chanute USD 413 was one of four Kansas schools recently designated a National Blue Ribbon School for 2016.

“School improvement takes a lot of time, it takes a lot of effort, it takes a lot of commitment, it takes a lot of hard work and it takes some really dedicated people,” Chanute Elementary Principal Gary Weaver says.

The National Blue Ribbon Schools Program is sponsored by the U.S. Department of Education and recognizes outstanding public and non-public schools in each state. The award was created in 1982.

Chanute Elementary was honored for being an “Exemplary High Performing School,” with students in the top 15 percent in English and mathematics, as measured by state assessments. It has 864 students, 72 percent of whom are on free or reduced lunch status.

School district part of community’s recovery

Chanute has seen the number of students who receive free or reduced lunch increase dramatically and nearly 100 students receive weekend food packages to tide them over until school starts again on Monday. School leaders say, however, that the town is showing signs of a strong recovery and the district has been an important part of the journey.

In spite of economic difficulties, the citizens of Chanute in 2008 approved a $47 million bond issue that resulted in a new high school, a renovated middle school, and a new elementary school that houses all of the district’s elementary-aged students. Prior to the bond issue, the district had four elementary schools.

“We no longer have schools associated with high and low-socioeconomic areas,” Principal Weaver wrote in the school’s Blue Ribbon application. “Elementary teachers are now collaborative rather than competitive. Through our professional learning groups, we have programs to meet the unique needs of many of our students.
rather than busing students around the community,”

**Positive school climate**

CE has three tenets its leaders say work together for student success: every child should come to school feeling welcomed by faculty, staff, and administration; varied approaches to teaching will ensure all students believe they will be successful; and the school will create a positive rather than a punitive environment through daily teaching of one of 18 social skills.

“These tenets are important components of a positive school climate as they help us to build relationships with our students,” Weaver said. “We believe that to be the key to a positive school culture, students need to know we care about them beyond the classroom. To do this, we believe it is our responsibility to build relationships with our students. Students remain engaged when they believe their teacher authentically likes them even outside the classroom.”

CE students are further supported through the work of the school’s professional learning groups. “We have now implemented systems of academic and positive behavior supports for all students,” Weaver says. “A major key to our success has been the development of tier-two and tier-three programs for students who need additional learning time or unique instruction.”

School leaders say they value and support teachers through a competitive salary structure and recognition within the school and in the community. “We consistently tell our teachers that we cannot be successful as a school unless they are successful in their classroom!” the CE application states.

The Chanute school district is transitioning from a “sit-and-get” model of teacher professional development to a teacher-led model that develops topics requested by the teachers rather than those solely dictated by district administration. “No one knows what training a teacher needs more than that teacher, so this transformation in professional development has been enjoyable to watch,” Weaver says.

The CE principal also credits a concerted community partnership effort for the elementary school’s -- and the district’s -- achievement. The district communications director sends daily updates to local news media and area businesses are active sponsors of many school district activities and programs.

This is the first of four installments on Kansas schools receiving the National Blue Ribbon designation. Besides Chanute Elementary, the other three schools are Challenger Intermediate, Goddard USD 265; McKinley Intermediate, Abilene USD 435 and Wheatridge Middle School, Gardner-Edgerton USD 231.
How to stay informed, involved during Legislative Session

By Scott Rothschild, srothschild@kasb.org

As the 2017 legislative session continues, it is important for school advocates to stay abreast of what is going on in Topeka and in touch with their representatives.

Here are several ways to follow developments and stay involved during the session:

- Go to the Kansas Legislature’s website at www.kslegislature.org
  - The website includes contact information for all legislators and committees and information on bills. If you want to let your legislator know how you feel about a certain proposal, a quick email or phone call would do the trick.
  - The website also hosts live audio streaming of full House and Senate proceedings. Go to the homepage and click on A/V Live in the top right hand corner.
  - Several committee rooms are set up to stream live audio on-line of committee meetings during the session. Those rooms currently are used for budget, education, judiciary and tax committees and some others.
  - When the committees are on-line, you can go to the legislative website and click on the committee link and listen.
  - The legislative homepage has links to House and Senate calendars, which shows you bills and subjects that will be considered by the Legislature and the various committees.
  - Another quick way to check on committee schedules is to go to KASB’s weekly Capitol Calendar at www.kasb.org and then move your cursor to the Advocacy Services drop down tab and click on Capitol Calendar.

Follow KASB Advocacy Team throughout session to stay current on issues.

Team members attend committee meetings daily to monitor and report progress on education issues.
• Twitter: @KASBTopeka
  • Mark Tallman @tallman_mark
  • Leah Fliter @leahfliter
  • Rob Gilligan @robgilligan
  • Scott Rothschild @srothschild1
  • #ksed, #ksleg
• KASB News Briefs published daily and distributed through email.
• School Board Review, the official KASB publication, published monthly and distributed via email and mail.
• KASB Facebook: KASB.Topeka
• Come to the Statehouse on KASB-hosted Wednesday “Ed” Days each Wednesday during the session.
  While school leaders are always welcome to come to the Statehouse to speak with legislators, attend committee hearings and testify, during these “Ed” Days, we hope to host groups of school leaders to make their presence known at the Statehouse to further our public school message. KASB will provide support if requested during these visits. Ed Days have been successful in the past in helping school leaders gain information, make contacts and become familiar with the legislative process.
  It also helps to follow the media through specific television, newspaper and radio websites or on Twitter. There are reporters based in the Statehouse who cover the Legislature on a daily basis. Below are their Twitter handles. This is not a complete list of the reporters who will be covering the session, as several will cover it off and on as issues arise.

Reporters based in Statehouse on Twitter
• Tim Carpenter @TimVCarpenter
• Peter Hancock @LJWpshancock
• John Hanna @APjdhanna
• Stephen Koranda @KPRKoranda
• Bryan Lowry @BryanLowry3
• Jonathan Shorman @jshormanCJ
• Hunter Woodall @HunterMw

Kansans gathered recently to hear a tax proposal from the Rise Up Kansas coalition, representing teachers, child advocates, state employees and highway contractors. Education advocates need to be in contact with their legislators who will be working on proposed fixes to the current budget deficit.
**Educators Shaping the Future**

**Gloria Willis**, a prominent educator in Kansas City, Kan., died Dec. 22 at age 85 after a brief illness. Willis had been a teacher and principal in Kansas City USD 500 for 41 years and then upon retirement served on the school board for more than two decades until her death. After she retired, Willis later recalled, “I couldn’t fathom the idea of being home and not doing something for the district.”

In an interview with the Kansas City Star, Kansas City USD 500 Superintendent Cynthia Lane said of Willis, “Remarkable woman. I think that many of us aspire to leave even a fraction of the legacy that she had left.” Willis was quoted once as saying, “All children can learn and we must all work together to make our children successful lifelong learners.” The Star’s news obituary on Willis can be read at www.kansascity.com/news/local/article122535969.html#storylink=cpy

**Alicia Moss**, a fifth-grade teacher at Meadowlark Elementary in Andover USD 385, was interviewed at length by national education blogger Dr. Rod Berger in the Huffington Post about maintaining the attention of tech-savvy students in the classroom.

Berger observed: “Moss and her students have created a culture of exciting learning in an environment that is both mentally and physically active.”

For starters, Moss allows her students flexible seating options, like on a couch or big stuffed chair, even students who want to stand during class.

Moss said: “My kids were very cutting-edge, and they knew so much technology that there was no way that I was going to be able to do the things I did the year before because they would have been bored and it would not have worked for them. That’s when I had to push myself and think outside my box to make them think outside their box.”

Moss shares her ideas on social media. Follow her on Twitter @moss5thgrade or her Facebook page, Moss’s Minutes. Her full interview with Huffington Post is at www.huffingtonpost.com/y/58655287e4b014e7c72edf?timesa mp=1483497939925

**Dodge City USD 443** was the focus of a report by HBO’s VICE News Tonight on the challenge of teaching the growing number of English language learner students amid shrinking public school funding. Dodge City attracts thousands of legal migrant workers to the meatpacking industry and school district student enrollment is approximately 78 percent Hispanic with 60 percent of students learning English. But the current block grant has frozen the district’s state funding as enrollment has grown.

Dodge City USD 443 Superintendent Alan Cunningham said: “The larger the classes get, the more likely it is we’re not going to be able to give all kids what they need.” The story can be viewed here https://news.vice.com/story/kansas-school-funding-crisis

Para educator **Shawntele Johnston**, decided that some of her students at Adams Elementary in Wichita USD 259 needed some extra help in social and life skills, so she started the Ladies & Gentleman’s Club where the children learn about professional dress and etiquette. Students meet every other week for a formal lunch and hear a guest speaker.

Johnston, who grew up in the school’s neighborhood and whose efforts were recently reported in the Wichita Eagle, said: “I focus on the troubled kids – ‘That’s a bully,’ or ‘He’s a this’ or ‘She does that.’ Those are the kids I focus on because I know if I can change them, it’s going to be a breeze to change the other ones. We had one baby that, for whatever reason, just had the worst mouth ever. He always just disrespected girls. It was bad. So right off the bat, we knew: He’s going to be in Ladies & Gentleman’s Club because before he leaves here, he’s going to learn how to be a gentleman, and he’s going to learn to be respectful to ladies.” To read the full story, go to www.kansas.com/news/local/education/article121408988.html

**Chase Middle School** in Topeka USD 501 is using an on-line program called Front Row to tailor math instruction for each individual student. The software gives the student an assignment and homework customized to how well they grasp the concept, reports the Topeka Capital-Journal. Math teacher **Victor Horton** said the program removes the frustration level some students may feel when they don’t understand a concept. Horton said: “If I need to work on a certain skill set with my lower kids, I can, while my other kids are also still learning. Then I can offer my high kids extension activities, which provides them with additional rigor they need to also be learning.”
Carolyn Wims-Campbell ends service on Kansas State Board of Education

Carolyn Wims-Campbell, who has been the only African-American to serve on the Kansas State Board of Education, will continue to work on behalf of Kansas public education.

Campbell, a Democrat from Topeka, will chair an oversight committee tasked with ensuring the State Board’s vision for the success of each student is accountable and remains viable.

Campbell decided last year not to seek a third four-year term to the 10-member board. Ann Mah, also a Democrat from Topeka, and a former state legislator, was elected to replace Campbell.

Campbell was first elected to the State Board in 2008 after having served on the Topeka USD 501 board for 12 years, where she also served as president. She is also a former KASB regional vice president.

During her time in public office, Campbell consistently raised concerns about inadequate school funding and the need to help students reach their potential.

“What I’ve appreciated most was that I was the voice for our children, our teachers, our parents of color,” she told the Topeka Capital-Journal. “That I could make certain that we are not forgotten in the equation. That is what I was most thankful for,” she said.

Campbell is a recipient of the State of Kansas Governor’s Dr. Martin Luther King Living the Dream Education Award and Topeka Public Schools Friends of Education Award. She is a lifelong member of St. Mark’s African Methodist Episcopal Church and remains active in the work of the congregation. She has one grown daughter, Erica.

As a child, Carolyn Campbell, attended a segregated elementary school in Topeka.

The year she graduated from McKinley Elementary School - 1954 - was the same year as the landmark U.S. Supreme Court decision in Brown v. Board of Education that outlawed segregation. The Rev. Oliver Brown, the lead plaintiff in that lawsuit, was Campbell’s pastor.

After graduation from Topeka High School, Campbell decided to forgo college to go to business school to help out her mother, who had been widowed years earlier.

Within a year, Campbell was working for Southwestern Bell Telephone Co., where she stayed for nearly 30 years.

Just weeks after retiring from Southwestern Bell, she went to work as a “session secretary” for the Kansas Legislature at the Capitol and has worked for many years for Senate Democratic Leader Anthony Hensley.
Responding to open records requests

The Kansas Open Records Act (KORA), K.S.A. 45-215, et seq., is the state law that requires public records to be open for inspection by the public. Schools must make facilities available for record inspection, make copies of public records, if requested, and adopt procedures to be followed in requesting access or obtaining copies of public records. The school must also provide educational materials for the general public informing them of their rights and the school’s responsibilities under KORA.

Unlike FERPA, which allows up to 45 days to act on a request for access to records, KORA requires that access to a requested record be provided as soon as possible but not later than three business days after the request is received. In practice, many agencies take this to mean they have three days to respond, regardless of circumstances. A party making a request under KORA may argue, however, that records which are readily accessible must be provided sooner than the three-day outside limit, based on the “as soon as possible” language of the statute. Reporters for news agencies, in particular, have been pushing for immediate answers to record requests. Delaying response for three business days may not always be permissible under the Act.

KORA also requires that copies of records be provided, if requested, but allows schools to charge a copying fee. FERPA, on the other hand, requires copies be provided only if denying a copy effectively denies access to the record. FERPA allows fees for copying, but only for copying. KORA allows fees to compensate for time spent in locating and retrieving the record in addition to actual copying costs.

Although the general policy of KORA is that records should be open to the public, and that any person can have access to public records, some public records are granted exemption from the openness requirement. Records exempted by other state or federal laws, such as FERPA, are not required to be open to the general public under KORA. KORA also contains other specific exemptions that may have application in the educational context. State law can create greater rights, but not lesser rights, than FERPA. State law exempts records whose disclosure is prohibited or restricted by federal law from state law disclosure requirements, “except to the extent disclosure is otherwise required by law.” Arguably this state law provision would only require disclosure of student records as required by FERPA, in accordance with FERPA timelines.

However, when the provisions of FERPA and KORA conflict, following the law that provides greater rights is recommended. For example, access to records should be provided within three business days (KORA), requested copies of any record should be provided (KORA), but no fees should be charged for retrieval time (FERPA).

Voting at board meetings

KASB members have recently inquired about the use of secret ballots to vote on various issues at board meetings.

The law does not require voting to occur in a particular manner, but it does require:

- Binding action be taken in an open session of a meeting (the public must be able to see or hear the vote);
- Four affirmative votes for the passage of any motion or resolution, regardless the number of board members in attendance;
- Abstaining votes be counted as having voted “NO” on the issue. [If a board member has a legal conflict of interest in voting on an issue, he or she should declare the conflict and leave the meeting when the vote occurs.]
- The board president is entitled to vote on issues like any other board member.
- Voting by proxy or by secret ballot is not allowed. Paper ballots may be used, but they must be signed by board members and maintained with the minutes of the meeting. The ballots then become a public record, subject to disclosure in response to an Open Records request.
Issues that require schools to report

Various issues that arise in the operation of the school district give rise to a requirement to make a report to certain state agencies or authorities. The following situations require a report to be made:

- **Child Abuse (physical, mental, emotional or sexual abuse)**
  - K.S.A. 38-1522
  - Report to SRS
- **Truancy** K.S.A. 72-1113
  - Report to SRS if student is 12 or younger
  - Report to county attorney if student is 13 or older
- **Contagious Diseases** K.S.A. 65-118
  - Report to local health authorities
- **School Safety & Security Act** K.S.A. 72-89b01, et seq.
  - School employees must report knowledge of certain types of “dangerous students” in the school to school administrators who must in turn report to other school employees who come in contact with students.
  - “Dangerous Students” include:
    - Students who have been expelled for conduct which endangers the safety of others, possession of a weapon under K.S.A. 72-89a02, or felonious conduct.
    - Students who have committed felonies or been adjudicated a juvenile offender.
    - The conduct must have occurred within past 365 days.
    - School employees must report crime at school, on school property or school activities to law enforcement if the act:
      - Constitutes commission of a felony or misdemeanor; or
      - Involves possession of firearms or other weapons.

In cases of suspected child abuse or neglect, KASB recommends that school employees make the report if there is cause for reasonable suspicion. K.S.A. 38-2223(f) provides immunity from civil liability so long as the report is made without malice. Failure to report when there is reason to suspect abuse, on the other hand, is a class B misdemeanor and could lead to criminal prosecution.

---

*These articles are provided by the KASB Legal Services team and are not intended to be legal advice. If you having any questions, please contact KASB at 800.432.2471. KASB Legal Staff: Donna Whiteman, assistant executive director of legal services/attorney; Lori Church, attorney; Sarah Loquist, attorney; Luke Sobba, attorney; David Shriver, attorney; and Angie Stallbaumer, attorney/policy specialist.*
KASB and USA honor current and former school board members and administrators serving in the 2017 Kansas Legislature.
Thirty-two first-year educators were recently recognized for their outstanding teaching skills through the 2017 Kansas Horizon Award program.

They will be honored at a special ceremony during the Kansas Exemplary Educators Network (KEEN) State Education Conference on Feb. 10 in Topeka.

The Kansas Horizon Award program, which is sponsored by the Kansas State Department of Education, allows all school districts in the state an opportunity to nominate one elementary and one secondary teacher for the award.

To be eligible for the award, teachers must have successfully completed their first year of teaching and have performed in such a way as to distinguish themselves as outstanding.

The program is a regional competition with four regions corresponding to the state’s U.S. congressional districts. Four elementary and four secondary classroom teachers may be selected for the award from each region.

“Each recipient has demonstrated their dedication to the teaching profession, and I want to thank them for their time and talent,” said Kansas Education Commissioner Randy Watson. “With the help of great teachers like these, we are one step closer to meeting the vision for education in the state, which is Kansas leads the world in the success of each student. Kansas is lucky to have such quality teachers in its classrooms,” he said.

### 2017 Kansas Horizon Award Recipients

#### Region 1
- Alexandria Acton, Union Valley Elementary, Buhler USD 313
- Rebecca Burnfin, Bernadine Sitts Intermediate Center, Garden City USD 457
- Olivia Casey, Ellinwood Grade School, Ellinwood USD 355
- Jeremy Holiday, Saint George Elementary, Rock Creek USD 323
- Carter Kruger, Liberal High School, Liberal USD 480
- Anna Nusser, Chapman High School, Chapman USD 473
- Jesse Todd, Plum Creek Elementary, Buhler USD 313
- Ashley Winger, Salina West Alternative Program, Salina USD 305

#### Region 2
- Ariel Beam, Chanute Elementary, Chanute USD 413
- Jillian Brock, Community Elementary, Coffeyville USD 445
- Jennifer Daley, Shawnee Heights High School, Shawnee Heights USD 450
- Margaret LaPiana, Hillcrest Elementary, Lawrence USD 497
- Roger Laubengayer-Mena, Highland Park High School, Topeka USD 501
- Tyler Riedel, Washburn Rural Middle School, Auburn Washburn USD 437
- Kelsey Stolt, West Middle School, Lawrence USD 497
- Michael Vander Linden, Burlington High School, Burlington USD 244

#### Region 3
- Lauren Aiello, Turner Middle School, Turner USD 202
- Matthew Baker, Shawnee Mission West High, Shawnee Mission USD 512
- Shelby Hansen, Lakewood Middle School, Blue Valley USD 229
- Kimberly Ingraham, Pleasant Ridge Elementary, Olathe USD 233
- Courtney MacCallum, Stanley Elementary, Blue Valley USD 229
- Penny Seifert, Turner Sixth Grade Academy, Turner USD 202
- Heathyr Shaw, Mill Valley High, De Soto USD 232
- Stephanie Wilhite, Brookridge Elementary, Shawnee Mission USD 512

#### Region 4
- Jill Bajaj, Robinson Middle School, Wichita USD 259
- Carly Bowden, Andover Central Middle School, Andover USD 385
- Olivia Burbach, Lawrence Elementary, Wichita USD 259
- Cady Jackson, Valley Center High School, Valley Center USD 262
- Mallory Keefe, Jefferson Elementary, El Dorado USD 490
- Nova Latta, Chisholm Middle School, Newton USD 373
- Michael Russell, Complete High School Maize, Maize USD 266
- Alexis Schirmer, Vermillion Elementary, Maize USD 266
Federal Education Issues

Educators’ responsibility to take on fake and biased news

By Jill Berkowicz and Ann Myers

Last week we witnessed a horrific event, streamed on Facebook and now available on YouTube video. Four young African Americans took a special needs, white young man hostage, tortured him and filmed and posted their actions. That is how the public learned what had happened. The incident contains several layers of issues for educators to consider. Some of those layers will demand action on our part and others should make us cautious.

Students have an on-line presence. They build relationships there and get their news there. Many spend hours on Facebook and YouTube. It is highly unlikely they do not know about this episode. Only in safe school environments is there a possibility for the adults to make courageous, informed decisions and hold open conversations and learning opportunities for their students. If educators don’t take this on as a responsibility, then the numbing of a generation of students will produce a generation of adults who believe what they want, see things as they are reported as true, and perhaps become the most uninformed generation with blind reinforced bias. Here is how.

Even real news can invoke bias

The news was reported as four young whites taking a young, white special needs young man hostage and beating and torturing him? What was the purpose of reporting the color of their skin? It is understandable when the action of an individual break with tradition like the ‘first Jewish Associate Justice of the Supreme Court” or the “first African American POTUS” because previous to their accomplishment, no one had done it before them. What did the fact that the four perpetrators were African American have to do with the crime? What is the effect of the identification of the race when we are well aware the bias that results in arrests, convictions, and incarceration of African Americans. This only feeds the beast that remains in the belly of Americans who have held bias toward African Americans. If our news outlets don’t take responsibility for how they contribute to the beliefs of their audience, it is, once again, our responsibility as educators to pick up on this nuance, albeit a rather obvious one, and clarify the real news for our students.

Fake news is downright dangerous

How can we know and teach students to determine what is ‘fake news’ and what isn’t? Do the educators know how to determine whether something is true or not? Recently, it was as easy as going to Snopes.com to fact check. Now, there are concerns that even Snopes is biased and, in some cases, seen as a left leaning organization. Articles have surfaced with questions about its reliability as a single source of verification of ‘true news’. Are those articles reliable? Is there a difference between fake news and left or right leanings and biases?

In our generation, there was Walter Cronkite, a daily rock of reliable news who famously said, “In seeking truth you have to get both sides of a story.” His NY Times obituary began “Walter Cronkite... pioneered and then mastered the role of television news anchorman with such plain-spoken grace that he was called the most trusted man in America…” Sadly, we no longer have a “most trusted” man or woman to rely upon. There are many who seek the definitiveness of perspective which negates another side. Compromise is becoming a disdainful process. We have long discussed that even history books are written from only one point of view, knowing that there would be another perspective if we listened to other voices. Surely the British see the American Revolution with a different lens than we do. The same goes for the view of the Native Americans as the immigrants who landed on these shores systematically took their land and their lives in order to claim the land and create this country. But, now, we have purposeful lies in the form of ‘fake news’ to address.

Ann Myers and Jill Berkowicz are the authors of The STEM Shift (2015, Corwin) about leading the shift into 21st century schools. [Reprinted from Education Week’s blogs, Jan. 10, 2017]
Risk Management Self-Assessment:

- Do I understand all the insurance risks associated with my school(s)?
  - Yes  
  - No

- Do I believe better oversight of these risks could actually lead to student success?
  - Yes  
  - No

- Do I know how much my lack of knowledge or attention to our risks is costing my group?
  - Yes  
  - No

- Did I become a school administrator to be a risk manager?
  - Yes  
  - No

If you answered no to any or all of these questions,

STOP & GIVE US A CALL!

riskmanagement@kasb.org
785.271.4599 (Direct)
844.763.0535 (Toll Free)
Piper Jaffray is dedicated to meeting the needs of Kansas school districts.

Through our deep expertise and longstanding commitment to clients, Piper Jaffray continues to be a leading underwriter for K-12 bond issues. Last year, our Kansas team ranked No. 1 for completing 62 bond issues in Kansas for approximately $1.498 billion. We are grateful for the opportunity to work with schools across the state on financing needs. We truly value the trust and confidence you’ve placed in us and look forward to partnering with you in 2017 and beyond.

www.piperjaffray.com/education

Greg Vahrenberg
Managing Director
913.345.3374

Dustin Avey
Managing Director
913.345.3375