The rise and fall of the one-room school

By Scott Rothschild, srothschild@kasb.org

The one-room school, where one teacher taught children of all ages, holds a special place in the history of rural America, including Kansas.

But the fact is, by the early 1900s, the one-room school was on its way out like the horse and buggy.

In the decade from 1917-18 to 1927-28, the number of one-teacher schools decreased from 195,397 to 153,306 in the United States, according to a comprehensive study done in 1942 by the Kansas Legislative Research Department.

The drop in one-room schools in Kansas was part of the national trend as mechanized farming, among other factors, pushed people into the towns and cities.

Nearly 8,000 one-room schools were operating in Kansas in the early 1900s. But by the 1920s and 1930s, between 250 and 300 schools were shutting down each year. In 1941-42, more than 1,600 schools closed.

The “Closed Schools in Kansas” report to the Legislature from 75 years ago noted that while some expressed misgivings about the closing of a school, closing schools was actually desirable.

“Kansas ranks third highest among the states in the number of school units and third lowest in average enrollment per unit. In other words, Kansas appears over-organized for school purposes ... ,” the report said.

And the report noted the closing school movement wasn’t dictated top-down from the government, but was a natural “grass roots movement which arose independently and spontaneously in separate communities because of local circumstances and immediate needs.”

The closing school movement spread through Kansas like wildfire. In addition to changes in agriculture, some one-room schools yielded to competition. Kansans actively sought better education opportunities for their children.

“The preference for graded school centers would indicate that many parents in rural areas want their children to have certain advantages offered by graded schools, not found in schools having but one teacher,” the report said.

And some of the small schools succumbed to the killer economic one-two punch: High per pupil costs and low property valuations.

World War II also played a role in creating a teacher shortage. “The war has become a contributing factor to the closing of schools by creating conditions in which teachers are attracted to more remunerative occupations,” the report said.

By the 1950s, the era of the one-room school was almost over but not before thousands of Kansas students had become part of its history.

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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.

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It has been a great year

One hundred years.

That’s how long the Kansas Association of School Boards has been serving education leaders. And as my year as president comes to an end, it strikes me that I got the best one.

Granted, at the time I pen this we are two weeks into the veto session with no budget, no tax plan and no school funding formula.

But on May 16, as I rose with my fellow officers and board members to be recognized on the House and Senate floors for KASB’s 100th anniversary, it occurred to me that I am surrounded by excellence.

I stood shoulder to shoulder with selfless, thoughtful, caring and good-humored public servants as we looked out at a legislative body that included the friendly faces of many current and former educators and school board members. Up in the gallery we were cheered on by a supremely talented and professional staff that pours their hearts into making Kansas schools the best they can be. KASB is seen as the respected leader on education issues in the state, and every day we provide critical services to our members. Conservative financial planning has kept us agile and strong, and we have a solid strategic plan for the future.

On the personal side, I have been surrounded by people I have come to call good friends, people who inspire me to bring my best self to this work, and who teach me something new every time we meet. I’ve been nudged outside my comfort zone and I’ve had the privilege of sitting at tables with people who are vastly more experienced and knowledgeable than me.

That, my friends, is a good year.

Will this next one be even better? You bet it will. Dayna Miller will bring her high standards and energetic personality to the helm, and the ship will carry us forward. And I will continue to serve KASB with gratitude for this incredible experience.

Thank you for this great privilege you have given me.
LEADERSHIP VOICES

I’m From Kansas
KASB Executive Director
Dr. John Heim

Y’up, Shorty! Do you work in the summer?

You want to see an educator’s blood pressure increase? Pose this question: “You get three months off during the summer, right?” Sure, and bankers only work from 9 a.m. to 3 p.m.

Everyone in a school system works in the summer, whether it is a teacher planning and learning new skills, or a maintenance worker putting in 12-hour days making sure everything works when the kids show up on August 15. Board members know that some of their toughest work can come in the summer, when budget decisions must be finalized.

In this issue of the School Board Review, we look at what happens during the summer in a school district. Regular readers know I sometimes romanticize my summer experiences working on the family farm. This edition reminded me that about age 16 my grandparents had little use for a surly teenage boy who missed all his friends. Additionally, my parents grew tired of my whining so I was allowed to stay home if I got a job.

Luckily, Hutchinson USD 308 was hiring summer maintenance help and by some luck (or intervention on the part of the superintendent) I was hired. The weirdest thing is that as I began to write about summer experiences, I could recall all the members of that summer crew. There was Tiny, a giant man with a degree in sociology; Shorty, a tiny little guy who called everyone else Shorty, so he was also called Shorty; Bill, who handled irrigation and lawns; Al, the mower man; Harold, who delivered supplies and textbooks; the plumber who engaged me in a contest to see who could drink the most Nehi Grape Sodas; and Joe, the welder/mechanic who had everyone’s respect for his strong work ethic.

The thing I recall is we all worked hard and at so many different things. We removed all the merry-go-rounds that summer, (cussing insurance companies and lawyers the whole time) painted playground equipment and gym floors, striped parking lots (you can probably still see where a five gallon bucket fell out the back of the truck on the Woody Seat Freeway), set up mobile units, hauled old desks to storage, delivered new desks, put up chain link fence, sprayed weeds (no doubt with some deadly chemical that slaughtered brain cells by the millions), sprig-planted a practice football field by hand, carted textbooks in, out, and around; and when it rained we sorted school supplies and cleaned the shop. The whole time, we were admonished to “Hurry up, Shorty” by Shorty, who said it so often it became “Y’up, Shorty.”

That experience gave me a true understanding of what happens during the summer in a school district. Of course, when one teaches, the summer is filled with taking college classes, curriculum work and reflecting on what to do better next year. Principals and central office administrators supervise all of those activities.

So, when someone asks me if I work during the summer, all I can think about is “Y’up, Shorty,” summer is almost over!

Read more from Dr. Heim online at http://heimkasb.blogspot.com

EVERYONE in a school system works in the summer, whether it is a teacher planning and learning new skills, or a maintenance worker putting in 12-hour days making sure everything works when the kids show up on August 15.
Medicaid, budget bills will impact Kansas schools

by Leah Fliter, lfilter@kasb.org

KASB members and allies should contact Kansas Members of Congress to urge them to reject proposed federal budget cuts to programs important to Kansas schools.

President Donald Trump’s federal budget proposal for Fiscal Year 2018 includes cuts to Medicaid reimbursements to schools as well as Department of Education cuts that would eliminate $56 million in funds to Kansas education programs and direct additional resources to “school choice” initiatives.

Trump’s budget calls for $800 billion in cuts to Medicaid, including reimbursements for school-based services. The cut assumes that a healthcare bill passed by the U.S. House becomes law.

In early May, the U.S. House of Representatives passed H.R. 1628, the American Health Care Act (AHCA), which puts at risk the roughly $4 billion in annual Medicaid reimbursements for in-school services such as speech, physical therapy and behavioral therapy. Kansas Representatives Lynn Jenkins, Kevin Yoder, Roger Marshall and Ron Estes all voted in favor of the measure.

Kansas schools receive approximately $46 million in Medicaid reimbursements.

The House bill also imposes a per-capita cap on certain populations, such as children, that are eligible for Medicaid services. Medicaid is currently an “entitlement” program that is designed to cover most costs for eligible people. Placing a per-capita cap on Medicaid would limit its scope of service.

The U.S. Senate is drafting its own version of the AHCA, so KASB members should contact Senator Pat Roberts and Senator Jerry Moran immediately to tell them how the House cuts would affect your students.
School leaders should also contact Jenkins, Yoder, Marshall and Estes to urge them to vote against Medicaid cuts in any future version of the AHCA as the two chambers resolve their differences on the legislation.

Trump’s Fiscal Year 2018 budget for the federal Department of Education (DOE) would eliminate $18 million in Kansas Title II funding, eliminate the 21st Century Learning Center grant program that funnels $8 million to Kansas schools, and zero out the Impact Aid for Federal Property program that compensates Kansas schools for $30 million in foregone property taxes and for education costs associated with military-connected students.

Kansas schools use Title II funds for teacher professional development, to lower class sizes, promote STEM initiatives and many other purposes. School districts use 21st Century Learning Center grants to offer before- and after-school programs and summer school.

Trump’s DOE budget adds $1.4 billion to Title I for public and private school choice programs, with a goal of appropriating $20 billion annually for those initiatives. It also includes $168 million for charter schools. In Kansas, charter schools operate under the supervision of the locally-elected board of education. In 2015-16, there were 10 charter schools in the state.

Finally, the proposal adds $250 million for a new private school choice program. Private school choice initiatives, often referred to as “vouchers,” generally direct education tax dollars away from public schools to help subsidize the tuition of private and religious schools. In Kansas, state law allows corporations to receive a tax break in exchange for donations to an organization that grants scholarships to low-income children who wish to leave low-performing Kansas public schools to enroll in “participating qualified schools,” all of which are private or religious schools.
Legislature simplifies working after retirement rules

by Leah Fliter, lfilter@kasb.org

The Kansas Legislature has simplified KPERS working after retirement provisions and eliminated the earnings cap, making it easier for Kansas school leaders to hire qualified retirees for critical positions.

Under an agreement approved by legislators, as of January 1, 2018, the following provisions apply to any KPERS school retiree, regardless of retirement date:

- There is no earnings cap;
- For non-covered employees (those who work 630 hours or less in a calendar year) employers do not make a contribution to the KPERS fund;
- Employers will make the statutory contribution on a covered employee’s first $25,000 in earnings in a calendar year and make a 30 percent contribution on earnings above $25,000;
- An employee who retires before the age of 62 must wait 180 days before returning to work;
- Employees aged 62 and older must wait 60 days before returning to work.
- Pre arrangements are prohibited in all cases.

“This is a major attempt by the Legislature to solve all of the challenges around working after retirement,” said KPERS Director Alan Conroy. “It appears this will set the course that everyone will better understand working after retirement.”

School leaders asked the Legislature to simplify working after retirement rules due to critical shortages of teachers, superintendents and other administrators, particularly in rural Kansas, where younger employees can be scarce.

“This agreement will make it easier for districts to hire people and for retirees to decide to go back into the job market,” said United School Administrators Executive Director G.A. Buie. “It gives us the flexibility of getting the best person possible into the classroom.”

House Sub for SB 21 was signed into law on June 7 by Gov. Sam Brownback.

Find the full text of the bill online at www.kslegislature.org.

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<tr>
<th>Working After Retirement Member Types on January 1, 2018</th>
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<td>As Agreed to by the Conference Committee on House Sub for SB 21 on May 21, 2016</td>
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<tr>
<th>Member Type</th>
<th>Earnings Limit</th>
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<th>Waiting Period</th>
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<tr>
<td>Covered Positions</td>
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<tr>
<td>Members who retired before 1/1/2018</td>
<td>No Limit</td>
<td>Statutory contribution on first $25,000 30% above $25,000</td>
<td>60 days</td>
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<tr>
<td>Members who retired on and after 1/1/2018</td>
<td>No Limit</td>
<td>Statutory contribution on first $25,000 30% above $25,000</td>
<td>180 days if retired before age 62 60 days if retired age 62 or later</td>
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<td>Non-Covered Positions</td>
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<td>Members who retired before 1/1/2018</td>
<td>No Limit</td>
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<td>180 days if retired before age 62 60 days if retired age 62 or later</td>
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Notes:
1. The requirement that no prearranged agreement between a member and employer to return to work remains in effect.
2. The FY 2018 statutory rate for State and School employers is 12.01%. The CY 2018 statutory rate for Local employers is 8.39%.
3. Exemptions remain in place for licensed state nurses, instructors of the Kansas Law Enforcement Training Center, state and local elected officials, legislative staff, substitute classroom teachers without a contract, and positions covered by the Board of Regents Retirement Plan.
4. Covered positions are –
   - An non-school employee of a participating employer whose employment is not seasonal or temporary and whose employment requires at least 1,000 hours of work per year
   - An employee of a participating school employer whose employment is not seasonal or temporary and whose employment requires at least 630 hours of work per year or at least 3.5 hours a day for at least 180 days.

Non-covered positions are –
   - A non-school employee of a participating employer whose employment is seasonal or temporary and whose employment requires less than 1,000 hours of work per year.
   - An employee of a participating school employer whose employment is seasonal or temporary and whose employment requires less than 630 hours of work per year or less than 3.5 hours a day for 180 days.
TAKING NOTES

Shaping the Future

Two Kansas students selected as delegates to the 55th annual U.S. Senate Youth Program returned recently from a week in Washington energized about politics and patriotism. John Campbell, a senior at Mill Valley High School, De Soto USD 232, and Tel Wittmer, a senior at Holton High School, USD 336, described the visit as the experience of a lifetime. The two met President Donald Trump, Vice President Mike Pence, U.S. Supreme Court Chief Justice John Roberts and heard from Cabinet members and congressmen and toured historic monuments and museums. Campbell and Wittmer will each receive a $10,000 scholarship provided by the Hearst Foundation. Campbell plans to attend the University of Central Arkansas, while Wittmer is going to Kansas State University. For questions about delegates, alternates or the selection process for the U.S. Senate Youth Program, contact Tamla Miller, the Kansas selection administrator, at tmiller@ksde.org or (785) 296-4950.

A tiny house drew a big crowd recently at the Kansas State Department of Education. The Ness City High School, USD 303, construction class decided to build a tiny house and explained to the Kansas State Board of Education how the project involved math, problem solving, communications and writing. The energy-efficient home cost an estimated $38,000 in materials and labor and the class has it on the market for just under $60,000. Students involved in the project were Devon Brown, Logan Schlegel, Leviathan Kelly, Blake Hornung, Levi Crosswhite, Kris Liggett, Luis Gomez, Ryan Gable, Tyler Whipple and instructor Brent Kerr.

Luke Alpers, who just graduated from Stafford High School, USD 349, is one of 24 students nationwide selected by World Food Prize for the Borlaug-Ruan internship where he will learn about global hunger during an eight-week all-expenses-paid program in Africa, Asia and Latin America. Luke has been working in the school’s greenhouse and with aquaponics. He wants to help end hunger in the world. “I want people to be food-secure,” Luke told Kansas Agland. “I feel I have the knowledge to do this, and it is my duty to spread it to people who don’t have the knowledge.” The full story is available at www.kansasagland.com/news/stateagnews/stafford-high-school-student-one-of-to-receive-world-food/article_34e24795-950d-51c2-9b79-99156ff644b0.html.

Jackson Heights High School, North Jackson USD 335, was recently featured in a story about a project in which students prepared 20,000 meals for those in need. Chase Gigstad, a junior, raised $5,000 to start the project. “I think that learning about nutrition and malnutrition can affect your whole life, really,” Gigstad said. “I think that’s very important to learn about, but then also have a really fun time while trying to make a difference in our community.” The story can be seen at www.wibw.com/content/news/Jackson-Heights-students-help-feed-the-hungry--421922773.html.

KASB will accept submissions from our readers of items for our Taking Notes page. If you know of an educator or student helping promote education in Kansas, please send the information to Scott Rothschild at srothschild@kasb.org.
State launches effort to recruit, retain more superheros

By Scott Rothschild, srothschild@kasb.org

A new marketing campaign has been launched by the Kansas State Department of Education and is aimed at getting more people to choose teaching as a profession in the state.

The educatekansas.org website offers information on how to become a teacher, testimonials from teachers about the rewards of the job and videos that focus on the importance of teaching.

“To see kids jump a reading level and know that you had a hand in that, it just brought such joy to me,” Andrea Graham, a Topeka USD 501 elementary school teacher, says in one of the videos.

The outreach effort will also include media releases, a social media campaign and dialogue summits.

Last year, a task force found in Kansas the number of students graduating from teacher preparation programs and the number of students majoring in teacher education have been steadily dropping in recent years. It also found many teachers were leaving the profession after less than five years on the job and some rural communities and cities were having a tough time recruiting teachers.

“We know the pipeline numbers are part of the solution, but we also know retention is critical,” said Debbie Mercer, who is chairwoman of the KSDE Professional Standard Board and dean of Kansas State University’s College of Education.

The first dialogue summit will be held Nov. 20 at KSU with national teacher retention expert Richard Ingersoll scheduled to speak.

Kansas State Board of Education member Jim McNiece said the effort was a good start. He said he wished state leaders would, more frequently, talk positively about education and schools. “Where is the narrative across the state that says education is probably the most important thing we provide to our kids for the future,” he said.
Watson looking for districts with the ‘right stuff’

Kansas Education Commissionary Randy Watson often uses the term “moonshot” to describe the state’s ambitious Kansans Can vision to lead the world in the success of each student.

So, when Watson announced launching a pilot project to redesign school districts, he went back to America’s space program and cited the Mercury Seven.

That original class of American astronauts, he said, represented the spirit of what he would like to see in the redesign of seven school districts in Kansas.

“It’s a huge challenge,” Watson said.

Watson is seeking seven school districts to offer an elementary and secondary school each that will become innovative, demonstration schools to show how to implement Kansans Can.

The schools will be focused on following the Kansans Can outcomes of commitment to early childhood education, individual plans of study for each student, social and emotional growth of students, high school graduation and post-secondary success.

At the secondary level, the schools will feature strong emphasis on career paths. The schools also will be strongly connected to parents, the local community and businesses.

Watson has a quick timeframe.

The Kansas State Department of Education will hire two people soon to help advise the districts, start taking applications from districts this summer, select districts in September and start the redesign launch in the 2018-19 school year.

Watson said he will use approximately $500,000 in federal Title 2 funds to start the effort.

Each district will be named after a member of the Mercury Seven. The astronauts were: Scott Carpenter, Gordon Cooper, John Glenn, Gus Grissom, Wally Schirra, Alan Shepard and Deke Slayton.

By the 2021-22 school year, Watson said he hoped to have a “moon landing,” in which the schools will be completely redesigned and used as a model for other schools.
For schools, there is no summer vacation. Shortly after students flee their classrooms for summer fun, an army of painters, carpenters and other workers swoop in to school buildings across the state to make repairs, renovations and build new facilities.
Meanwhile, school districts also are conducting summer school, athletic and band camps and serving meals to thousands of students.

And administrative work doesn’t end with the final bell. Payroll must be processed, supplies, school materials and food must be ordered, the district budget is prepared and training opportunities and work on curriculum continues.

While many students are relaxing during the summer, schools are busy preparing for the next school year.

“We do a great deal of repair work that simply can’t be done while school is in session,” said Yvonda Offerle, public information officer for Dodge City USD 443.

In addition, Dodge City is in the middle of an $86 million bond issue, so the dirt will be flying with major construction projects. “We’ll be tearing down gymnasiums, kitchens and offices this summer,” Offerle said.

At Gardner Edgerton USD 231, workers are preparing a culinary program at the high school by remodeling the former automotive instruction area, which has been moved to a new Advanced Technical Center.

The district also has food service, summer enrichment programs, camps and new youth and community programs to engage youngsters in fun activities.

Leann Northway, director of communications for USD 231, described summers as a “busy time for all custodial and maintenance departments as repairs and upgrades are typically made during the no-school season.”

Julie Boyle, director of communications of Lawrence USD 497, said at-risk and special education students can take advantage of summer extended school year.

Lots of goal setting and planning is done during the summer for the next school year, she said. And all the while, the district is serving 1,200 meals a day to students.

Statewide, the Summer Food Service Program provides free meals to thousands of Kansas children. In most areas, schools are the sites for the children to get a meal, although there also are sites sponsored by community organizations, libraries, churches, non-governmental entities and private non-profits. In 2015, there were more than 1.3 million meals served in Kansas.

So, while most people think school takes a break during summer, it really is a time of work and preparation for many in Kansas schools.
Legislature honors KASB for 100 years of service to public education

by Carol Pitts, cpitts@kasb.org

Resolutions passed by the Kansas House and Senate May 16, 2017, honored the Kansas Association of School Boards for its 100 years of service to public education.

Carrying the Kansas Legislature resolutions were Representative Fred Patton, Seaman USD 345 board member and a KASB Past President, and Senator Lynn Rogers, Wichita USD 259 board member.

Text from each resolution and additional remarks can be found at kasb.org/about-us

Guests of both houses were KASB Board of Directors President Amy Martin, Olathe USD 233; Past-President Don Shimkus, Oxford USD 358; President-Elect Dayna Miller, Basehor-Linwood USD 458; and President-Elect Designee Patrick Woods, Topeka USD 501. Regional Vice Presidents in attendance were Shannon Kimball, Region 1, Lawrence USD 497; Curt Herman, Region 4, Manhattan USD 383; Susan Walston, Region 6, Haysville USD 261; Lori Blake, Region 5, SE of Saline USD 306; and Gina McGowan, Region 7, Ellsworth USD 327. Frank Henderson, Jr., Seaman USD 345, ex officio KASB board member and current member of the National School Boards Association Board of Directors, was also among the KASB honorees.

The morning began with House Resolution 6033 co-sponsored by Reps. Patton, Clay Aurand, Barbara Ballard, Debbie Deere, Brenda Dietrich, Roger Elliott, John Epele, Jim Gartner, Tim Hodge, Jim Karleskint, Jim Kelly, Greg Lewis, Adam Lusker, Monica Murnan, Cindy Neighbor, Ken Rahjes, Don Schroeder, Joe Seiwert, Jim Ward and Valdenia Winn. They are all current or former school board members, superintendents or school administrators.

Rep. Patton’s remarks after the reading of the resolution included the following:

“Individuals run for their school board to make a difference for the students in their schools, yet in many of our communities, our school district is the largest employer and a significant player in our community’s economy. While student achievement is the top priority for board members, there is a lot that goes into serving on a board of education. The training opportunities and other services provided by KASB enable these volunteer board members to successfully oversee and govern their school districts.”

Following the House presentation, KASB board of director members were invited to the floor of the Senate for a similar presentation.

Senate Resolution 1748 was co-sponsored by Senators Lynn Rogers, Larry Alley, Ed Berger and Bruce Givens. They are each current or former members of boards of education or district administrators.

Sen. Rogers’ remarks following the reading of the resolution centered around the wide array of decisions each board member must be prepared to make.

“On many Monday nights you will find over 2,000 Kansas men and women coming together to consider budgets, calendars, textbooks, fuel bills, curriculum and more to support over 460,000 Kansas children. The work of the Kansas school board occurs each day of the week as they prepare for board meetings, meeting with teachers and administrators or visit with patrons in the local grocery store. The hours they serve are long and the pay nonexistent.

“They must be respectful, brave, collaborative, inquisitive and have time to commit to the children of our community. They really are the first line of democracy in our nation,” Sen. Rogers said.

The members of both the House and the Senate honored those present from KASB with standing ovations to commemorate the event.
KASB legal announces staff changes

By Carol Pitts, cpitts@kasb.org

David Shriver retires June 30, 2017. Shriver joined KASB’s legal department in 2005 following 30 years in private law practice in McPherson.

He attended Wake Forest University, Winston-Salem, NC. Shriver graduated from the University of Kansas, Lawrence, and earned a juris doctorate degree from Washburn University Law School, Topeka. He is a U.S. Navy Veteran, serving as a commissioned officer with three years of active duty during the Vietnam conflict.

Shriver and his wife, Jurahee, have two grown sons in addition to “three perfect grandchildren,” Shriver said. He will continue to work on a contract basis for KASB, specializing in negotiations.

Lori Church has accepted the position of general counsel for Topeka USD 501 beginning July 1, 2017. Church assumes the position upon the retirement of Topeka’s current general counsel, Cindy Kelly, who is also a former KASB attorney.

Church joined KASB in 2010 as a staff attorney following six years in private practice in Topeka. She holds a juris doctorate degree from Washburn University Law School, Topeka, and completed her undergraduate work at the University of Kansas, Lawrence.

Coming from a family of educators, Church said she finds the focus on school law highly rewarding. She and her husband, Brian, live and work in Topeka.

Lynette Stueve joins the KASB Legal Department as a staff attorney. She holds a bachelor of arts degree from the College of William and Mary, Williamsburg, VA, and masters of education in adaptive special education from Washburn University, Topeka, where she also earned her juris doctorate degree.

Stueve began her law career as a research attorney for the Kansas Court of Appeals, and later for the Kansas Supreme Court. She also served as a motions attorney for the state’s appellate court. Prior to joining KASB, Stueve taught in Topeka USD 501 and served as adjunct professor in Washburn University’s School of Education.

Donna Whiteman, KASB assistant executive director for legal services, said Stueve’s background and experience will enhance KASB’s ability to serve member districts with a wide variety of education law issues, including the growing number of special education legal challenges school districts are encountering.

KASB employees honored

KASB employees were honored June 3 during the 23rd annual employee recognition celebration.

Attorney David Shriver, who is retiring, was honored for his 12 years of service with KASB’s Legal Division.

Also recognized for 10 years of service was Deputy Executive Director of Leadership Services Doug Moeckel. Five years of service were Assistant Executive Director of Leadership Services Brian Jordan and Attorney Sarah Loquist; one year of service, Advocacy/Outreach Specialist Leah Fliter; Governmental Relations Specialist Rob Gilligan; Executive Assistant Melissa Holder; Accountant Amanda Rollenhagen; Attorney Luke Sobba; and Assistant Executive Director of Risk Management Rod Spangler.

The event also featured the traditional passing of the KASB Board of Directors presidential gavel from Amy Martin to Dayna Miller. (p. 24)
LFT visits project based learning classroom, explores career pathways in southeast Kansas districts

By Carol Pitts, cpi@skasb.org

The second session for this year’s Leadership for Tomorrow found the group of 25 board members and superintendents in Coffeyville May 11 and Parsons May 12.

Following a welcome by Dr. Craig Correll, Coffeyville USD 445 superintendent, the class visited the district’s two-year old technology academy and the home of the high schools Project Based Learning program.

Day 1 of the Leadership for Tomorrow Class ended with a session led by Gary Sechrist, KASB leadership services. KASB Leadership for Tomorrow classmates (left to right) Kelly Franke, Paola USD 368; Eric Norstrom Canton-Galva USD 419; Karl Matlack, Burrton USD 369; William Cook, Erie-Galesburg USD 101; and Jason Winboldt, Spring Hill USD 230 discuss reconciling competing values at the board table when making decisions.

Students earn credit for classes such as Speech, Sociology and American History through the program. Students are responsible for every phase of their projects, guided by teachers who hold students accountable for planning their work, matching their project’s outcome to state standards and meeting deadlines.

Next up was a visit to one of the school district’s kindergarten class housed at Windsor Place, a local nursing home. This unique project offers multi-generational interactions through a unique partnership - one of only two in the nation - between the facilities owners and the school district.

The Leadership for Tomorrow Class toured an onsite health clinic at the high school. The clinic shares the same roof with the school, but is owned and operated by the Pioneer Health Network. The partnership means students have ready access to a nurse and emergency medical support if needed.

The final stop was a visit to Coffeyville’s Early Learning Center. Additional classrooms - funded by a community partner and cash-match donations from private partners - are in the planning stages to expand the programs reach. The center current serves 220 students, age birth to five years old.

Austin Hancock (above), a senior next year at Field Kindley High School, puts the finishing touches on a blog project he used as one of his PBL projects.

LFT classmates visit the health clinic (at right) on the campus of the high school in Coffeyville. Administrators said attendance has improved - and unexcused absences reduced - because of ready access to a school nurse, dental care and other specialized health care.
On to Parsons...

The second day for Leadership for Tomorrow brought a visit to Parsons USD 503. Led by Dr. Shelly Martin, superintendent (and a graduate of KASB’s Leadership for Tomorrow program), staff at the school shared the web of programs and community partnerships that create safety nets for the district’s students. Parsons has a high number of foster care homes, contributing to a high at-risk student population.

Parsons High School offers a wide range of career and technical education programs, supported by grants, gifts and dedicated staff.

The next LFT Class of 2017 session will be held Sept. 21 and 23 and includes visits to Garden City USD 457 and Ness City 303.
Supreme Court ruling requires IEP target

by Sarah Loquist, sloquist@kasb.org

On March 22, 2017, the U.S. Supreme Court issued a decision in Endrew F. v. Douglas County School District, which addressed the standard for a free appropriate public education ("FAPE") for the first time since the 1982 decision in Board of Education of Hendrick Hudson Central School District v. Rowley. Endrew F. was on appeal from the Tenth Circuit Court of Appeals, which is the federal appellate court for Kansas. As a result, Endrew F. will impact how all school districts in Kansas provide special education for students.

Endrew F. was diagnosed with autism at the age of two. He attended school in the Douglas County School District from preschool through fourth grade. However, when the school district presented the IEP for Endrew's fifth grade year, the parents were concerned because they believed it was essentially the same as his IEP from fourth grade and that his progress had stalled. As a result, the parents enrolled Endrew at Firefly Autism House, a private school specializing in educating autistic children.

Approximately six months after enrolling Endrew at the private...
school, Endrew’s parents met with the district again, and the district presented a new IEP. The parents continued to express concern that the IEP did not differ substantially from the fourth grade IEP, despite the parents’ opinion he had made great progress at the private school.

Over a year later, the parents filed a due process case, seeking reimbursement for the cost of Endrew’s private tuition. The parents lost in the initial due process hearing and on appeal to the federal district court. Although Endrew did not show “immense educational growth” under his previous IEPs, the district court reasoned the modifications to his IEP objectives were “sufficient to show a pattern of, at the least, minimal progress.” The district court reasoned that this is all that was required under Rowley.

The federal district court’s decision was affirmed by the Tenth Circuit Court of Appeals which noted that Rowley required that “some educational benefit” had to be conferred. The Tenth Circuit Court of Appeals had long interpreted this language to require an educational benefit that is more than de minimis. As a result, the Tenth Circuit Court of Appeals agreed that Endrew’s IEP had been reasonably calculated to confer some educational benefit and, therefore, afforded him a FAPE.

The U.S. Supreme Court determined the Tenth Circuit test was not sufficient under Rowley. Instead, the Supreme Court held that “[t]o meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The Supreme Court noted several times that the IDEA contemplated that an IEP would be informed not only by the input of the school district staff, but also by the input of the parents.

In Rowley, the Supreme Court was dealing with a case involving a deaf student who was achieving at a higher level than most of the other students in her class. In that case, the Court noted the IEP typically should be “reasonably calculated to enable the student to achieve passing marks and advance from grade to grade.” The Court reaffirmed that guidance in Endrew F.

However, as noted by the Supreme Court, it is different for a student who is not fully integrated into the general education classroom. In such cases, the Court stated that the IEP need not aim for grade-level advancement. But his educational program must be appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular classroom. The goals may differ, but every child should have the chance to meet challenging objectives. Endrew F., ___ S. Ct. ___ (Mar. 22, 2017).

The Court went on to conclude that the standard it set forth in Endrew F. was “markedly more demanding” than the “merely more than de minimus” test applied by the Tenth Circuit.

While the Court declined to provide a bright-line test for FAPE, the Supreme Court again reiterated Rowley’s statement this was not “an invitation for the courts to substitute their own notions of educational policy for those of the school authorities which they review.”

What does this mean for school districts?

The Supreme Court placed great emphasis in the decision upon procedural aspects of the IDEA and the IEP. Schools will need to spend more time ensuring the accuracy of present levels of performance and demonstrating that the goals and objectives are tied to those present levels of performance. The Supreme Court specifically stated at the end of the decision [t]he nature of the IEP process, from the initial consultation through the state administrative proceedings, ensures that parents and school representatives will fully air their respective opinions on the degree of progress a child’s IEP should pursue. . . . By the time any dispute reaches court, school authorities will have had a complete opportunity to bring their expertise and judgment to bear on areas of disagreement. A reviewing court may fairly expect those authorities to be able to offer a cogent and responsive explanation for their decisions that shows the IEP is reasonably calculated to enable the child to make progress appropriate in light of his circumstances. Endrew F., ___ S. Ct. ___ (Mar. 22, 2017) (citations omitted).

Schools will need to take steps to ensure that they are fully documenting the discussion in IEP meetings, including parent concerns, and documenting whether staff members believe the concerns to be valid and, if so, how they will be addressed. Staff members will also need to document the basis for their recommendations in the IEP. Progress on goals will need to be considered and discussed, as well.
Looking at the Data
Ted Carter, KASB Research Specialist

Using Tableau

KASB has been using Tableau for the past couple of years to present data online in a format that is interactive and provides visualizations such as charts and graphs. The following explains how to use two of the basic features of the Tableau workbooks that can be found at www.kasb.org/research.

Filtering

Most KASB Tableau Tools have filters on the Overview tab that look like the image to the right, which give you the option of narrowing the records that you are working with by several factors. Some tools have other options like year or district size in addition to the ones shown here.
To use these filters,
1. Click on the arrow facing down to the right of the filter you want to use.
2. Deselect the “All” checkbox.
3. Select the checkbox(es) next to the item(s) you want included in your search.
4. Selecting items in one filter will impact the options available in other filters. For example, if you select “1” in the “KASB Region” dropdown, then the only districts you will see in the “USD” dropdown are those which are in Region 1.

5. To clear the selections you’ve made in a filter, click on the icon with the red “X” to the left of the down arrow.
To clear all filters at once, click “Reset” on the lower left corner of the tool.
Note that the tool may refresh multiple times while you are making your selection. The selection(s) you make on the “Overview” tab should carry over to the other sheets, unless specified otherwise on the tool.

Downloading and Printing

When you’ve found a table you would like to download to work with in Excel, use the following steps:
1. Click on the “Download” link in the lower right corner of the tool.
2. Select “Download” on the “Download Crosstab” message that appears.
3. The file will be saved in “Microsoft Excel Comma Separated Values” format – this file format should allow the file to be opened in any spreadsheet program.
4. When you have made changes in Excel, make sure you select “Save As” and then indicate one of the Microsoft Excel file formats rather than clicking “Save,” so that it does not stay in the text file format.
5. If the “Crosstab” option is not available for the tab you are on, or you want to download one of the graphs or charts rather than a table, you can select the “PDF” or “Image” options from the Download menu.
Each Excel file KASB provides for the annual survey data, the data profiles, and most others should be formatted to sort by all available fields. You can tell an Excel file is sortable/filterable by the boxes with down-pointing arrows in the right corner of each of the cells in the first row, as shown above.

To sort by a single column, click on the down-pointing arrow for that column and select “Sort A to Z” or “Sort Z to A” if it is a text field, or “Sort Smallest to Largest” or “Sort Largest to Smallest” if it is a numerical field.

To sort by multiple columns,
1. Click on the “Sort & Filter” icon in the Home ribbon in Excel.

2. Select “Custom Sort”
3. In the “Sort” dialogue, select the first column you wish to sort by, and indicate whether you want it sorted on values, colors, or icons, and what order you want it sorted by.
4. Click the “Add Level” button to add another row, which lets you specify the second column you wish to sort by.
5. Continue until you’ve added all the columns you want to use in the sort.
6. Click “OK”

To filter in Excel, you also use the boxes with down-pointing arrows in the right corner of each of the cells in the first row, as follows.
1. In the menu, first uncheck “Select All” at the top of the list of available values.
2. Select the value(s) you want included in the list.
3. Repeat this for each column you wish to use as part of your sort.
4. If there is a long list of values, you can use the “Search” box to find the one(s) you are looking for.

To clear the selections you’ve made, click on the “Sort & Filter” icon in the Home ribbon in Excel (as shown on the previous page) and select “Clear.”
2017 Westar Energy STEM Innovation Awards submission deadline is July 14

Three $3,000 grants to support innovative project-based instruction in science, technology, engineering and math (STEM) are available from Westar Energy. This is the fourth year for the grant program, and funds can be used to increase student interest and academic achievement in the STEM disciplines as applied to electrical energy. A focus on increasing the diversity of students involved in STEM education is of special interest.

The awards are a partnership between Westar Energy, Kansas Association of School Boards (KASB) and Kansas State Department of Education (KSDE). A selection committee composed of personnel from Westar Energy, KASB and KSDE will select the winning applicants. The deadline for grant submissions is July 14. Awards will be announced August 7, and funding presented by September 1.

All grant recipients are recognized during the KASB Annual Conference and asked to present a breakout session on their project. For more information and the online application, see www.kasb.org/WestarSTEM.

Increase participation in KASB training and save money!

More members are choosing the KASB Season Pass!
For a one-time fee of $1,500 you gain an entire year of unlimited participation in seminars and workshops for staff and board members (some exceptions apply). kasb.org/training or contact KASB for details. 785.273.3600 800.432.2471 email sfincham@kasb.org
KASB accepting proposals for 17 Conference

The KASB Annual Conference is the association’s flagship event, providing intensive learning and networking experiences that bring together hundreds of Kansas board of education members, school district leaders and content experts.

We invite you to share your expertise and experience to help create these opportunities for our annual conference attendees. The 50-minute presentations will be given on Saturday, December 2.

The deadline for submitting a proposal is July 14. We expect available slots to fill up early, so please submit your proposal as soon as possible!

Presentations should focus on at least one of the following strands:

- **Advocacy and Engagement**: Stakeholder engagement by the community is critical to maintaining quality schools and creating opportunities for future success. These sessions will emphasize how communities and school districts are advocating for their students at the local, state and/or federal levels. Presenters will share strategies and structures they have developed or used to create a strong voice for their students.

- **Aligning to the “Kansans CAN” Vision**: The Kansas State Board of Education adopted a new vision for Kansas schools based on feedback from across the state. This vision includes the following outcomes or measures: kindergarten readiness, Individual Plan of Study focused on career interest, high school graduation rates, postsecondary completion/attendance and Social/ emotional growth measured locally. Presenters will share how they are aligning their system to meet these outcomes and how they are measuring progress and success.

- **Foundations of Boardsmanship**: Boards of education have several functions that help ensure a successful school system. These include (1) establishing the vision for the district; (2) setting priorities and goals; (3) creating policies; (4) hiring and evaluating the superintendent of schools; (5) holding the superintendent accountable for accomplishing district goals; and (6) helping build support for public education. These sessions will equip new and experienced board members with foundational skills for basic boardsmanship.

- **Policy/Legal**: Societal trends, community pressures and changing circumstances can impact both the quality and equality of education offered to our students. These sessions provide the latest guidance and information on legal issues and policy matters relating to school law, student and staff issues.

- **Efficient and Effective Practices**: Schools across Kansas have responded to dwindling resources through innovation, collaboration and reallocation of resources. These sessions will highlight the work districts have done or are pursuing to become more efficient while still being effective at improving student success.

Submit your proposal online at http://tinyurl.com/5ye9xf
Miller to take reins as president

by Scott Rothschild, srothschild@kasb.org

Dayna Miller, a member of the Basehor Linwood USD 458 school board, will take over the reins as KASB President on July 1.

Miller will replace Amy Martin, a member of the Olathe USD 233 school board, whose term will expire. As immediate past president, Martin will serve as a member of the KASB board of directors and executive committee and serves as chair of the KASB Legislative Committee.

Also on July 1, Patrick Woods, a member of the Topeka USD 501 school board, will move up to President-Elect.

KASB seeking candidates for president-elect-designee

The Nominating Committee of KASB is seeking applications to be considered for nomination to serve as president-elect-designee.

Applications for the position must be emailed or postmarked by Aug. 30. The position will be up for election at the annual KASB Convention in December.

The president-elect-designee serves as an ex-officio, non-voting member of the board of directors until assuming the office of president-elect.

The KASB Legal Department has released the latest recommended board policies. These policy recommendations reflect current case law, rules and regulations, and include changes in state legislation that require boards to adopt new policies. Go to KASB.org/policyupdates2017 and enter password Policy17 (case sensitive).

With the final resolution of school finance still up in the air at press time, we urge education advocates to stay up to date on developments by following KASB online and in social media. KASB will have a full wrap-up of the 2017 legislative session and any other developments that warrant attention in the July issue of School Board Review.