Protecting child welfare

Two panels of state experts study the daunting challenges

Learn more, p 12
‘Lede’ and ‘nut graf’ of Kansas schools

by Scott Rothschild, srothschild@kasb.org

I came to KASB after 30 years as a newspaper reporter, so I brought a lot of journalism experience, and some may say baggage, to my job now as a communications specialist. So, when I interview educators for stories that KASB disseminates through daily News Briefs and the monthly School Board Review, there is a motor running in my brain saying, “What is the lede? What is the nut graf?”

The ‘lede’ is the first sentence or paragraph that draws the reader into the story. ‘Ledes’ should be short and punchy. Ten-word ledes are great; 20 words, OK; anything 30 words or more — you better be writing about the end of war or something of that magnitude to justify that length.

Ledes should provide as much information as possible but not overburden the reader. They should make the reader go to the next sentence, which will provide some further explanation.

The ‘nut graf’ is the sentence that explains why this story is important and why the reader should be spending his or her time trying to digest the information.

A nut graf will provide context and background information that catches the reader up and clarifies the value of the story.

Here is a typical lede that Kansas readers may be familiar with: The Legislature has approved a $600 million tax increase that would reverse many of Gov. Sam Brownback tax cuts.

Later in the story would come the nut graf: Since Brownback implemented the tax cuts, the state has cut funding to education and health care, swept reserve funds, delayed pension payments and seen its bond ratings downgraded.

This is a long windup to say in recent days, KASB has been visiting with school administrators, principals and teachers statewide to talk about what is going on in their districts now that additional K-12 funding has been approved by the Legislature. After these interviews, we have been writing stories describing the challenges these districts face and how they are meeting them.

The educators we have interviewed have focused on the increasing needs of their students and how they are trying to prepare them for an uncertain economy. They talk about how they are working with their communities — faith leaders, business leaders and everyday citizens — to provide the best education for the generation coming up.

They want their students to succeed on all levels, whether that means furthering their education or immediately joining the work force, leaving for somewhere else or staying close to home.

After writing several of these stories, I realized — while fairly subjective — a lede could read: Kansas has an amazing group of people who come to work each day ready to change the world. And the nut graf would read: They have to be.

21 Gemini Project districts

The September issue of School Board Review included an incomplete list of districts that accepted the Gemini school redesign challenge. Here is the full list of districts and the elementary and secondary schools that are participating:

- Ashland USD 220, Ashland Elementary and Ashland Junior-Senior High
- Basehor-Linwood USD 458, Basehor Elementary and Basehor-Linwood High
- Beloit USD 273, Beloit Elementary and Beloit Junior-Senior High
- Buratron USD 369, Buratron Elementary and Buratron Middle-High
- Canton-Galva USD 419, Canton-Galva Elementary and Canton-Galva Junior-Senior High
- Chaparral USD 361, Harper Elementary and Chaparral Junior-Senior High
- Dighton USD 482, Dighton Elementary and Dighton Junior-Senior High
- Durham-Hillsboro-Lehigh USD 410, Hillsboro Elementary and Hillsboro Middle-High
- Fowler USD 225, Fowler Elementary and Fowler Junior-Senior High
- Geary County USD 475, Westwood Elementary and Junction City High
- Kingman USD 331, Kingman Elementary and Kingman Middle
- Leavenworth USD 453, David Brewer Elementary and Leavenworth High
- Newton USD 373, Slate Creek Elementary/Santa Fe 5-6 Center and Chisolm Middle
- North Lyon County USD 251, Americus Elementary and/or Reading Elementary and Northern Heights High
- North Ottawa County USD 239, Minneapolis Grade School and Minneapolis Junior-Senior High
- Ottawa USD 290, Lincoln Elementary and Ottawa High
- Renwick, USD 267, Colwich Elementary and Garden Plain High
- Rolla USD 217, Rolla Elementary and Rolla Junior-Senior High
- Santa Fe Trail USD 434, Overbrook Attendance Center (kindergarten through third grade) and Santa Fe Trail High
- Skyline USD 438, Skyline Elementary and Skyline High
- Spring Hill USD 230, Prairie Creek Elementary and Spring Hill High
President’s Perspective

I’m From Kansas

KASB Board Matters

KASB Research

Features

Leadership for Tomorrow

KASB’s Leadership for Tomorrow class learned about the challenges and opportunities in two distinctly different western Kansas school districts. Ness City has 300 students while Garden City has more than 7,500 students.

Board Member Profile

Susan Walston has served on the Haysville USD 261 school board for 26 years and worked her entire career as a technical assistant with Wichita Public Schools. “First and foremost,” Walston says, “we look out for our students.”

Cover Story

A wide range of experts and legislators are working on ways to better protect children in Kansas. One panel is dealing with student mental health and another is looking at the safety of students within state supervision.

School Food Service Success

Opaa! serves good-tasting, nutritious school meals with a smile and warm heart. The Turner and Parsons school districts have had a great experience with Opaa! so that administrators and teachers can focus on the classroom.

Family Economics Create Challenges

The challenges for public schools have never been greater. At a time when more students need to graduate from high school and complete postsecondary programs, family economic and social changes are making that much more difficult.
President’s Perspective
Dayna Miller, Basehor-Linwood USD 458

‘Choice’ abundant in public schools

“School choice” has become a buzzword for discussing private schools, charters and voucher programs that allow public dollars to follow students to private schools. Support for this “choice” centers around options for alternative/varied programs and resources. Yet, those of us who work, support or utilize public schools realize that choice is abundant in our local public schools.

We only have to look at our own districts to see the choices offered from Pre-K-12. My home district, at the high school level, offers a Health Pathway (CNA), Family & Community Services, A/V Communications, Construction & Design, Engineering, Web Design & Digital Communications. With the opening of our Career & Technical Experiences building, we have added Restaurant & Event Management, and Applied Business & Information Technology.

Districts across the state offer advanced placement, gifted programs, distance learning, honors courses, and extracurricular options in arts, sports and music. Some are more robust than others, determined by the location, resources and student interest. Kansas school districts offer engineering, computer programming and other classes for students as young as third-grade. We partner with local and national businesses to bring opportunities to our students. We encourage collaboration and independent thinking. We accept students as they are, support them where they need support and facilitate experiences to help them grow.

The group most often forgotten when we discuss “school choice or private options” are students with special needs. In a public school setting, with our own son, we experienced quality, collaborative and focused options for our son’s needs. There were many programs for him to choose from. He was successful in athletics and music. His modifications allowed him choice for testing settings, homework adaptation as well as specialized instruction in the least restrictive environment. Public schools are the only option that is mandated to meet the needs of students with differences. Those “choices” were very important for my son’s success.

The Kansans Can vision and school redesign program are examples of Kansas public schools adapting to the needs of our communities and what is best for kids. Independent plans of study, flipped classrooms and evaluating programs based on what our business community needs are just a few examples. We know that Kansas schools are best suited to deliver “choice” for our students.

The issue we face as public education advocates is telling our story. Public school advocates are the perfect spokespersons for great public schools. We need to be bold and tell our stories, “toot our own horns.” Share with your community, social media connections, patrons, friends and legislators. If we don’t share, they don’t know.

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Putting a round peg in a square hole

Monday, October 2, the Kansas Supreme Court released its ruling on Gannon v State, finding the school funding law to be unconstitutional on adequacy and equity.

As with past rulings, we heard criticism about activist judges, inefficiency and lack of accountability. But let’s remember, the court studied stacks of exhibits, thousands of pages of documents, multiple precedents and hours of testimony to reach its conclusion. The trial record alone was 21,000 pages and since then more than 3,300 pages of briefs have been filed during the numerous appeals in the case.

The Kansas Supreme Court is the final arbiter of the Kansas Constitution and has consistently ruled that schools are not adequately funded. In its ruling, the court noted that Kansas schools have been funded appropriately for only three of the past 15 years.

Now come the arguments that what we really need is more accountability for schools. Kansas schools are audited annually through an independent audit process, by the Kansas State Department of Education and by the federal government. They are subject to audits by Legislative Post Audit. All expenditures are approved monthly by locally elected boards of education. That is a lot of accountability.

But there is another kind of accountability. Some say what we need is better accountability for results. Put me down as an advocate for this idea. The devilish details are revealed in the question: “What results?” We spent 15 years focused on improving a reading and math score, measured by a standardized test. I fell victim to the cult of assessment. What we have learned is that score is not the result that matters. In fact, it isn’t a result at all, it is a small indicator in a greater result.

Six years ago, the Kansas Association of School Boards sponsored a series of listening tours in communities all over the state – our Kansas Conversations. Over 100 communities had discussions about their schools. The one issue that rose to the top? We spend too much time on standardized tests.

A few years later, the Kansas State Board of Education went on a listening tour of the state and asked a different question: “What do we want for our children?” Kansans answered loudly: “We want them to be successful adults.” So now we have an outcome, a result, that is meaningful. And the State Board said, “We are going to hold schools accountable for student success.” Now we have an accountability measure on which we can all agree.

Meanwhile, back in Topeka, our Kansas Legislature struggled to develop a school finance formula that would pass constitutional muster. Kansas Education Commissioner Randy Watson likes to use a space exploration metaphor, so I will use one here.

Recall the scene from Apollo 13: a room full of engineers are assembled and boxes of materials and equipment are dumped on the table with the directive to figure how to ‘put a round peg into a square hole.’ For our legislators, the square peg was a budget depleted by a failed tax plan and a gubernatorial veto, and the round hole was adequately and equitably funded schools. They did the best they could with what they had. But the court has said the solution didn’t save the ‘astronauts.’ Clearly, more resources were needed.

The challenge is still there. The fix wasn’t good enough. I feel bad for the engineers of this solution. They worked hard. They are already being targeted in their re-election campaigns. They put heart and soul into crafting a workable solution. Now they must go back to work. Our job as school leaders is to provide them with support. We must help in every way we can to bring a workable solution to bear by April 30, 2018 – the Court’s deadline.

We have an accountability measure just like the Apollo engineers did. They needed to bring the astronauts home. We need to set our children forth on a path to success.
Leadership for Tomorrow class experiences western Kansas schools

by Leah Fliter, lfilter@kasb.org

KASB’s Leadership for Tomorrow (LFT) 2017 class visited western Kansas in September to learn how the Ness City and Garden City school districts address their unique geographic and educational challenges.

The class gathered at Ness City High School for an introduction by USD 303 Superintendent Derek Reinhardt. He discussed challenges of running a 300-student school district in a single sparsely-populated county with two K-12 school districts and a parochial school.

Reinhardt turned the program over to his staff for presentations on project-based learning (PBL) at the elementary, middle and high school levels. Ness City administrators and teachers say PBL allows them to break free of some of the constraints of traditional instruction.

Megan Albers told the LFT class how her elementary classes learn math and science concepts in a hands-on health and fitness unit. High school shop teacher Brent Kerr showcased the “GOdium”, a lightweight, packable, sturdy podium for globetrotting public speakers.

Kerr’s class is best known, however, for the “tiny house” project that combined construction science with math, language arts and public speaking skills into a house that has garnered statewide media attention and earned students a presentation before the State Board of Education. Kerr’s students said the tiny house project helped them develop skills and inspired new education and career goals. “I’ve never seen the engagement I did as with the tiny house,” Kerr said.

“I thought the PBL presentations in Ness City were a good way to get teachers and students out of the traditional model for teaching,” said Paola USD 368 board member Kelly Franke. “Thinking outside of the box could also be the greatest challenge.
to PBL. It requires a new way of looking at learning which would make some uncomfortable.”

The Ness City LFT session wrapped up with crisis communications training by KASB’s Carol Pitts and Leah Fliter. Class member teams prepared responses to hypothetical crisis scenarios and one group underwent a videotaped mock interview that tested its communication strategy.

Garden City Schools

Day Two of the western tour featured Garden City USD 457. The LFT class began the day at Buffalo Jones Elementary School, which has the district’s highest rates of free/reduced lunch students and English Language Learners. Thanks to a district-wide, intensive focus on math instruction, Buffalo Jones raised its math achievement rates by 9 percentage points in two years.

USD 457, like many western Kansas school districts, struggles with teacher recruitment and retention. The district has a “grow your own” teacher program that gives high school seniors, district staff and other community members monetary and educational incentives to remain in Garden City, complete a teaching degree and teach in the school district.

“Tat knew that rural districts in the western part of the state were suffering from teacher shortages, however, I never knew to what extent,” Franke said. “Finding quality teachers is going to be an issue for all districts in Kansas at some point and will require innovative ideas to attract and retain teachers in our districts. ‘Growing your own’ and teacher incentives seem to be working for Garden City and could be a model for other districts facing the same issues.”

One “grow your own” teacher is Elida Hernandez of Buffalo Jones Elementary, who began working for the district as a paraprofessional. Hernandez now teaches second grade in a unique elementary track featuring some classes that are taught in Spanish and some in English. Hernandez said the dual-language focus improves the Spanish and English skills of the primarily Hispanic student population and allows teachers and administrators to build stronger relationships with parents who often are not native English speakers.

“The parents realize we understand and respect their culture and are more willing to work with us as partners in their children’s education,” Hernandez said.

The LFT class then headed to Garden City High School, which serves just over 2,000 students in four academies: freshman, public service, arts and communications, and trade and health. Principal Steve Nordby said the academies offer students at the state’s sixth-largest high school a variety of career and college preparation opportunities that align with the State Board’s vision for postsecondary success.

LFT members toured the high school’s licensed radio station and talked with students who work in Garden City as disc jockeys and for a statewide high school sports network. The high school culinary arts program, which Nordby said is routinely ranked in the top 50 nationwide, prepared and served a delicious lunch of chicken pot pie, loaded baked potato casserole, salad and homemade cookies. Culinary Arts teacher Elisabeth Maldonado is a GCHS graduate who left Kansas to attend culinary school and work in the restaurant profession. She recently returned to Garden City and enjoys helping her students learn culinary skills that will prepare them for successful careers.

The western Kansas LFT trip ended with leadership training by KASB’s Brian Jordan and Gary Sechrist. They led a discussion of change theories and how board members and superintendents can lead their communities through the inevitable conflicts that surround the systemic change facing Kansas schools.

USD 423 Moundridge Superintendent George Leary said the Garden City change theory discussion was a highlight of the LFT curriculum.

“As I learned of new and innovative approaches to unique situations, the importance of embracing and leading change became clear. Without a culture of change and continuous improvement, the best of strategies will never make it to fruition.”

Top: LFT class members visited the Garden City High School radio station operated by students. Bottom: GCHS culinary arts students prepared lunch for the class.
Kansas school finance: 5 decades of formulas, challenges

Nov. 8, 1966
The same year Robert Docking is elected Governor, Kansas voters amend the education article of the Kansas Constitution to say: “The legislature shall provide for intellectual, educational, vocational, scientific improvement by establishing and maintaining public schools, educational institutions and related activities, which may be organized and changed in such a manner as may be provided by law.” “The legislature shall make suitable provision for finance of the educational interests of the state.”

Dec. 2, 1994
The Kansas Supreme Court, for the first time, interprets the Kansas Constitution’s financing provisions by upholding the School District Finance and Quality Performance Act. It included base state aid per pupil, weightings to provide additional funds to districts for special circumstances and local taxes to provide more funding.

Dec. 14, 1999
Individual students from Salina and Dodge City and their districts file what is known as the Montoy lawsuit that challenges the adequacy and equity of the state’s system of school finance.

May 2002
A legislative-commissioned study by consultants Augenblick & Myers Inc. recommends the state increase spending by $725 million to provide a suitable education. At the time, state aid to public schools was approximately $2 billion per year.

Dec. 2, 2003
A state district court declares the school finance law unconstitutional. The Montoy case is appealed.

Jan. 3, 2005
The Kansas Supreme Court finds the school funding law violates the Kansas Constitution’s requirement that the Legislature “make suitable provision for finance of the educational interests of the state.” The Legislature responds by approving House Bill 2247, which increases school funding by $142 million and requires another education cost study.

June 3, 2005
The court says HB 2247 doesn’t comply with its Jan. 3 decision and orders the Legislature appropriate an additional $143 million and gives directives for the 2006 special session. During a July special session, the Legislature approves the additional funding.

July 8, 2005
The court says the Legislature substantially complies with its June 3 order and approves the funding for the interim.

Jan. 9, 2006
The Legislative Division of Post Audit submits its education cost study report, which says an additional $400 million in new funding would be needed for the 2006-07 school year.

May 19, 2006
The Legislature approves a three-year funding plan for K-12 education that increases funding by $466 million.
The Kansas Supreme Court’s recent ruling on school finance follows years of litigation over how much should be spent on public school education and how that money should be distributed. This timeline provides the highlights of those legal battles.

July 28, 2006
The court agrees the new law should go forward and on a 4-2 vote dismisses the case.

2009
As tax revenues fall during the Great Recession, the state starts cutting funds to schools. Base state aid is eventually reduced from $4,400 per pupil during the 2008-09 school year to $3,780 in 2011-12.

Nov. 2, 2010
A coalition of plaintiff districts file a new lawsuit claiming the Legislature failed to comply with the settlement of Montoy by cutting school funding. The new lawsuit is known as the Gannon case.

Jan. 11, 2013
A special three-judge district court panel rules the K-12 system stands unconstitutionally underfunded.

March 2014
The Kansas Supreme Court adopts the Rose standards for an adequate education and sends the case back to district court to reconsider the case under its new standard. The Rose standards describe seven basic goals of the state’s education system.

Dec. 30, 2014
The district court panel rules it is a “clear fact that constitutional inadequacy from any rational measure or perspective clearly has existed and still exists in the state’s approach to the K-12 system.”

March 25, 2015
Gov. Sam Brownback signs into law a bill that abolishes the per-pupil school funding formula and replaces it with temporary block grants based on the previous year’s funding levels.

March 2, 2017
The Kansas Supreme Court says the state’s block grant system is, “not reasonably calculated to have all Kansas public education students meet or exceed the minimum constitutional standards of adequacy.” It orders the state enact a constitutionally-acceptable education funding system by June 30.

June 26, 2017
Brownback signs into law Senate Bill 19, which puts back in place a per-pupil funding formula similar to the formula lawmakers repealed in 2015. The Legislature also increases school funding by $300 million over two years.

Oct. 2, 2017
The state Supreme Court rules SB 19 fails to provide an adequate or equitable funding system for students and gives legislators until April to respond and then said it will decide the issue no later than June 30. The court says the Legislature fails to show that SB 19 is reasonably calculated to have all public school students meet or exceed the Rose standards.
Walston brings wealth of experience to public education in Kansas

By Carol Pitts, cpitts@kasb.org

Susan Walston, Haysville USD 261 board of education, is halfway through her seventh term. Her 26 years on the board, along with a career as a technical assistant with Wichita Public Schools, means she brings a wealth of perspective to any role she undertakes. She was recently appointed to the KASB Board of Directors as Region 6 vice president to fulfill an unexpired term.

Local school boards are a critical link to public schools, she said, and school board members have to balance what is best for students with what the community’s vision is for their public schools.

“First and foremost, we look out for students,” Walston said. “When making decisions about school programs, we try to incorporate the community’s opinion of what students should know and be able to do.”

She names accountability and transparency as two of the top expectations the community can and should have for their local board members.

“We are accessible to the public and accountable for our schools, and we try to ensure that students get the best education for the dollars spent,” she said.

Walston has taken advantage of numerous training opportunities to expand her leadership skills, including the Cambridge Strategic Planning System for Education and the Du Point Leadership Development Process Training. She is also trained in Federal IBB Mediation and Conciliation, and the Epstein Model for Parent Involvement through the Johns Hopkins Institute for Development of Education Activities.

She participated in the KSDE Distributed Leadership Academy, and served on two school site councils – Ruth Clark Elementary and Freeman Elementary schools. She was a state officer in the Kansas PTA in addition to her involvement with the Nelson Elementary PTA. That program received a national PTA honor unit award during her years of involvement.

Walston is a graduate of the first KASB Leadership for Tomorrow class, and has traveled with KASB to Washington, D.C. as part of the KASB Federal Relations Network. On her local board, Walston has served as president, vice-president and as the board’s governmental relations representative for KASB.

“Our Board’s involvement with the Kansas Association of School Boards has given me the opportunity to receive training on almost any issue facing public education,” she said.

“We are accessible to the public and accountable for our schools, and we try to ensure that students get the best education for the dollars spent.”

- Susan Walston

Haysville Board of Education
KASB Region 6 Vice President

She has served on the Association’s Legislative Committee and Nominating Committee, along with other special topic study committees.

“One of the most memorable was the KASB Religion in Schools committee,” she said. “We worked very hard to develop a monograph for all districts to use.”

Community service continues to be a high priority for her. She has served on the ChildStart Board of Directors,
governing both the HeadStart and EvenStart programs, and on the board of the Pando Initiative, working with schools to help students in need be successful. Her latest community service involves the Assistance League of Wichita, furnishing clothes to children in need and support at the Sexual Assault Center.

She has been a Cub Scout leader and Girl School assistant leader, and received the “Order of the Buffalo” award during her tenure as an instructor with the Kansas Fish and Wildlife Hunter Safety Program.

“Serving on the board of my district and having worked in the largest district in Kansas has given me the opportunity to be involved with so many different programs such as Title 1 Parent Involvement, ESL, Migrant Education, and Native American Indian Education Programs,” she said.

Walston knows firsthand there is no shortage of students in need of support and assistance, and as a board of education member and community volunteer she works hard to find ways to help.

“I’ve continued to try to help state and federal legislators understand our Kansas public education system,” Walston said. “I believe public schools are so important to our way of life,” she said. “Remember, we are educating children for their future. As a member of my local board of education, I strive to improve public education and take care of our students.”

Walston and Pat, her husband of 50 years, have two children and three grandchildren.

**Blue Ribbon Schools include five in Kansas**

Five Kansas schools have been designated National Blue Ribbon Schools for 2017, the U.S. Department of Education announced.

The schools are:
- Eisenhower Elementary, Geary County USD 475;
- Sheridan Elementary, also in Geary County USD 475;
- Gardner Elementary, Gardner Edgerton USD 231;
- Ruth Clark Elementary, Haysville USD 261; and
- Wineteer Elementary, Derby USD 260.

“These five schools represent the great quality of education taking place throughout Kansas,” said Kansas Education Commissioner Randy Watson. “Kansas schools are doing a good job of preparing children for a successful future, and we will continually improve upon that as we strive to reach our vision of leading the world in the success of each student,” Watson said.

The Blue Ribbon program recognizes public and private schools where students achieve high academic standards — Exemplary High Performing — or closing the achievement gap — Exemplary Achievement Gap Closing. All five Kansas schools were in the Exemplary High Performing category.

“National Blue Ribbon Schools are active demonstrations of preparing every child for a bright future,” said U.S. Secretary of Education Betsy DeVos to the honorees.
Two groups are working on ways to make children safer in Kansas after high-profile incidents and reports that indicate there are flaws in the system.

The Child Welfare System Task Force is studying services provided to children in need with a specific goal of shoring up protections within the Kansas Department for Children and Families.

The Kansas School Mental Health Advisory Council has been tasked with recommending ways to meet schools’ unmet mental health needs, including a focus on Erin’s Law, which would require teacher training to spot child sexual abuse and respond.

“We have a short-term goal, how do we make this recommendation and put some training in place, and then look at the bigger mental health umbrella,” said Chair Kathy Busch, who is also vice chair of the Kansas State Board of Education.

Services spread thin

While the two panels work separately and on different timetables, they are tackling what seems to be a growing problem in Kansas — children in dire circumstances and not enough resources to provide needed services to them, be it foster homes, psychiatric help, or counseling.

Educators note school psychologists are spread far and wide and while school officials welcome the ability to try to prevent child sexual abuse and exploitation, they say without resources and meaningful training, their efforts could produce unintended consequences that could make matters worse.

Spotting and reporting child sexual abuse is a delicate issue, experts say. In the vast majority of cases — some estimates say 90 percent — the victim is abused by a family member, probably someone the victim loves and depends on. The victim may become adept at hiding the situation because revealing the offender could upset the family or put themselves or other family members in jeopardy. That is a lot to put on a young child and sometimes it may take years for a teacher to gain the trust of a student before he or she will relate what is happening.

Erin’s Law

Last year, House Bill 2048, also referred to as Erin’s Law, would have required annual training of teachers to help spot warning signs of sexual abuse and instruction of students on sexual abuse. The bill was changed to put the State Board in charge of implementing the
teacher training and student instruction on sexual abuse but the matter was not taken up by the Senate. The bill is expected to be reconsidered in 2018.

In meetings of the Kansas School Mental Health Advisory Council, some children’s advocates have said any state-mandate on sexual abuse training must be meaningful, not just another required training session on a check list. Teachers already receive annual training in many areas, such as confidentiality, suicide prevention and awareness, sexual and racial harassment and many more. West Elk USD 282 submitted a list to the council of 24 required trainings for its teachers.

Kelly Robbins, vice chair of the Advisory Council, is a strong supporter of Erin’s Law. She said one in four girls and one in five boys are sexually abused. “If this was a disease, and not something sexual, it would be called an epidemic,” said Robbins, executive director of the Western Kansas Child Advocacy Center.

Finding placements for children in danger or a danger to others has become increasingly problematic in Kansas.

**Foster care problems**

The foster care system is so overburdened that on more than 100 different occasions during the last fiscal year, children had to spend a night in the offices of the state’s two foster care contractors, KVC Kansas and Saint Francis Community Services. Some of these children were waiting for beds to open in psychiatric rehabilitation treatment facilities.

In June alone, the two contractors reported 347 children received short-term placements and 250 of them would have benefited from a higher level of care than was available.

Schools are reporting more challenges in meeting the needs of foster children, partially due to recent state juvenile justice reforms aimed at keeping children in the community instead of detention centers.

As the two panels continue working, they agree on the goals — more mental health services and drug prevention services are needed for children and parents. Getting there will require funding that for now isn’t there.

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**Child Welfare System Task Force**

Chair: Rep. Steve Alford
Vice Chair: Sen. Vicki Schmidt
Legislative Members
Sen. Barbara Bollier
Sen. Laura Kelly
Rep. Linda Gallagher
Rep. Jarrod Ousley
Non-Legislative Members
Daniel Cahill
Mickey Edwards
Serena Hawkins
Alicia Johnson-Turner
Sandra Lessor
Gina Meier-Hummel
Katherine Melhorn
David Ohlde
Mary Tye
Ashlyn Yarnell
Non-voting Members (Ex-Officio)
Deneen Dryden
Phyllis Gilmore
Rachel Marsh
Lindsey Stephenson

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**Kansas School Mental Health Advisory Council**

- Kathy Busch (Chair), Kansas State Board of Education
- Rep. Russ Jennings, House Majority Member
- Rep. Ed Trimmer, House Minority Member
- Sen. Molly Baumgardner, Senate Majority Member
- Sen. Pat Pettey, Senate Minority Member
- Kathy Mosher, Exec Dir, Central Kansas Mental Health Center
- Dr. John Heim, Exec Dir., Kansas Association of School Boards
- Sharon Frankenbery, Altoona-Midway USD 387 board of education
- Lara Bors, Garden City USD 457 board of education
- LeEtta Felter, Olathe USD 233 board of education
- Dr. Ken Hughy, Chair Dept. of Special Education, Counseling & Student Affairs, Kansas State University
- Amy Wells, Principal, Northridge Elementary, Newton USD 373
- Dr. Susan Leonard, Associate Principal, Shawnee Mission USD 521 East High School
- Cherie Blanchat, Technical Assistance System Network & Past Chair Governor’s Behavioral Health Services Planning Council Children’s Subcommittee
- Holly Yager, Wichita USD 259, school psychologist
- Shirley Scott, Liberal USD 480, school counselor
- Kimber Kasitz, Wichita USD 259, school nurse
- Annie Diedrich, Seaman USD 345, early childhood school mental health professional
- Bert Moore, West Elk USD 282, special education administrator
- Jane Groff, Exec Dir, Kansas Parent Information Resource Center
- Leia Holley, Family Health & Resource Specialist, Families Together, Inc.
- Ronny Lierance, Chief of Police, Goddard USD 265, Law Enforcement
- Bobby Eklof, Senior Director of Behavioral Health Services, KVC Hospitals
- Kelly Robbins, Exec Dir, Western Kansas Child Advocacy Center
- Christie Appelhanz, Children’s Alliance of Kansas
- Pam Weigand, Director, Douglas County Youth Services
- Pam Noble, Kansas Children’s Service League
- Annie McKay, Kansas Action for Children & Kansas Children’s Cabinet
- Judi Rodman, Exec. Dir., PACES
KASB Leadership Services launches BOLD program

Twenty school administrators from across Kansas have embarked on a “BOLD” adventure. They have been selected as the first class of the Business Operations Leadership Development.

The KASB Leadership Services’ program will focus on the financial, facilities and planning side of leading a school district. There will be six sessions throughout the year, with the first one scheduled for later this month in the Blue Valley and De Soto school districts.

Here are the individuals selected for the program:

MIKE BONNER  
Asst Superintendent  
Valley Center USD 262

COREY BURTON  
Principal  
Ellis USD 288

TAVIS DESORMIERS  
Superintendent  
WaKeeney USD 208

JAY ENSLEY  
Principal  
Mulvane USD 263

ANDREW GADDIS  
Superintendent  
Atchison County USD 377

BRENT GARRISON  
Superintendent  
Little River USD 444

MARK JOLLIFFE  
Principal  
Wichita USD 259

BRET HOWARD  
Superintendent  
Uniontown USD 262
KASB SERVICES

MATT KOESTER
Principal
Chanute USD 413

TONY LAKE
Chief Financial Officer
Blue Valley USD 229

KELLY LAMPE
Superintendent
Bucklin USD 459

LARRY LYDER
Superintendent
Lakin USD 215

MATHEW MEEK
Asst Superintendent
Paola USD 368

TOBY MELSTER
Superintendent
Brewster USD 314

STU MOECKEL
Principal
Victoria USD 432

LONNIE MOSER
Superintendent
Hiawatha USD 415

SHERRY REEVES
Asst Superintendent
Basehor-Linwood USD 458

JOE SAMPLE
Superintendent
Fort Larned USD 495

TERESA TOSH
Asst Superintendent
Haysville USD 261

BRAD WILLSON
Asst Superintendent
Spring Hill USD 230
Opaa! Makes their day

By Leah Fliter, lfilter@kasb.org

The Opaa! Food Management company’s mission is “To Make Their Day,” and officials in the Parsons and Turner school districts say Opaa’s scratch-cooked meals do just that for their students.

Opaa! a KASB Prestigious Partner, specializes in K-12 school district food service. The company works with school districts to tailor nutritious menus to local needs and incorporates local, fresh fruits and vegetables into its daily offerings. In addition to serving healthy meals, Opaa! puts a premium on customer service.

“We put a lot of time and money into making sure our employees have good hearts and are treating people the way we want to be treated,” says Parsons USD 503 Food Service Director Amber Morrison. “We have one little boy who can’t wait to see his lunch ladies every day. He comes in early to get the run-down on what’s for lunch.”

In Parsons, Opaa! offers breakfast, lunch, after-school snacks and sports meals to a student population that has a number of risk factors, including a high number of students who’ve been in foster care. A “second-chance” grab-and-go breakfast option fills the gaps for late-arriving students as well. “If you feed a child in the morning, you have fewer cranky kids on your hands and they perform better in the classroom,” Morrison said.

Turner USD 202 in the Kansas City area is in its third year of working with Opaa! to fulfill the district’s food service needs. The district serves roughly 4,000 students and has an 80 percent free and reduced lunch rate. Superintendent Jason Dandoy says that while Opaa! saves its clients money through bulk purchasing and other large-scale efficiencies, the primary reason his district chose the company was for its focus on quality food.

“We find with the additional menu options, including a la carte, we draw in more kids. We don’t want anyone going home hungry. And the money we save with Opaa! helps out the whole school district.”

- Amber Morrison
Parsons USD 503 Food Service Director
“Menu diversity has definitely improved, and the number of daily options, including fresh fruits and vegetables, has increased,” Dandoy said.

“Kids can get second helpings if they want, and that’s been a positive. Kids are exposed to new foods and they’re actually trying them. And financial savings are plowed back into the food; it’s really all about quality.”

Opaa! works with each school and district to respond to student requests, Dandoy says, such as stocking a certain brand of ranch dressing.

Morrison has been cooking since she was 16 years old and has an associate’s degree in culinary arts and a bachelor’s degree in nutrition. She’s impressed with Opaa’s dedication to serving high-quality, appealing food so students will eat more.

“We find with the additional menu options, including a la carte, we draw in more kids. We don’t want anyone going home hungry. And the money we save with Opaa! helps out the whole school district.”

Dandoy appreciates how the district’s work with Opaa! lets his administrators and teachers focus on what’s happening in the classroom.

“We’re educators, not food service experts. Opaa! is the experts and that’s reflected in the quality of their program. They’re a nice partner, not just a vendor.”

Education Issue Tracker

After several weeks on the road for regional meetings and reporting on Kansas school districts, the KASB Advocacy Staff has updated its education Issue Tracker, which lists new developments and studies under way at the state and federal levels.

School leaders can use this report to follow major issues, provide input and give reaction to their state and federal representatives. There is also an interactive survey for input.

Among the recent additions to the report: the Kansas Supreme Court’s latest school finance decision; lack of action by Congress that could cut insurance for Kansas children; appointments to a task force on school district procurement and insurance; and new dates for upcoming interim committee meetings.

For more information, contact the KASB advocacy staff.

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Kansas Association of School Boards
Listening & Learning: Poverty brings challenges to student success

By Mark Tallman, mtallman@kasb.org

A great deal of my work with KASB over the past 27 years has involved talking: to our members, to the Legislature, to other groups, at events and media interviews.

This year for the Fall KASB Regional Meetings, we decided to interview school leaders who are part of the regional program to talk about what they are doing in their schools to improve student success.

This means I’ve been doing a lot more listening and learning. With others on the KASB advocacy and communications staff – Carol Pitts, Leah Fliter, Rob Gilligan, Scott Rothschild – we’ve been writing articles, recording videos and tweeting about the extraordinary efforts of our schools. We have also learned about the challenges public schools face in preparing more students to be successful in their adult lives.

If there is one central goal of the Kansas State Board of Education’s Kansas Can vision, it is the importance of postsecondary education. An employee with a two-year degree will earn about 20 percent more than a high school graduate with no additional education; a four-year degree will add 60 percent more. Those with a high school diploma, have an unemployment rate 40 percent higher than those with a two-year-degree and more than double those with a four-year degree.

Those same advantages apply to states, as well. The nine states that have at least 35 percent of adults with a four-year degree have per capita income more than 40 percent higher than the nine states with less than 25 percent of adults with a four-year degree. The top nine states in college attainment have a poverty rate of 10.5 percent; the poverty rate for the bottom nine is almost 18 percent. (2015 data)

Even more relevant is new jobs being created overwhelmingly require more than high school, and Kansas employers are already reporting shortages of skilled workers, especially for jobs requiring technical training.

What I heard this week – and I know this is shocking! – is that these facts, even if carefully represented in colorful charts, PowerPoint slides and flashy tweets, don’t mean much to many students, especially those from low income, struggling families. (In other words, my whole approach to persuasion is irrelevant!)

Daily challenges require attention

Many students have much more immediate problems. Where will I be sleeping tonight, next week or next month? How will we pay for my little sister’s diapers or shoes? Will I be punched tonight (or worse)? Will we have heat or water service connected (forget about Internet)? When will I do homework if Mom is working until midnight? My dad is getting out of prison – is that a good or bad thing? My mom has a new boyfriend – same question. Where is my next foster home when this one doesn’t work out?

Parents also have different issues. How do I get my kids ready for school after working the third job? Why plan for college when my child needs to go to work right away? We can’t afford it, anyway. I only finished high school (or not) and I did OK. If my child gets more education than I had, he or she may leave, never come back. Who will take care of me (and our town) then? Just wait, the good-paying jobs will come back. Why would I want to go to a parent teacher conference – I didn’t like those teachers when I had them. I didn’t do well in school. Maybe I’m even ashamed.

These are the stories behind the more proper academic terms we use, like risk factors, student mobility, chronic absenteeism, adverse childhood experience (ACE), trauma. Perhaps the most meaningless term of all: “failing school,” which usually simply means a school with a high number of children and families facing these issues; children and families in numbers that “good schools” are quietly relieved they don’t have.

These are not problems I had growing up in Hays, Kansas, in the 1960s and 1970s. If they were problems faced by my classmates, I didn’t know it. If we thought about it at all, we supposed you had these problems in big city “urban” schools, the kind we saw on television. Not in our towns.

Today, these challenges are just as likely to be found in places like rural Reno County, El Dorado and Parsons...
Postsecondary costs out of reach for many

School leaders and special educators report more children with severe social, emotional and behavioral issues, and much more serious conditions – as support for mental health services have declined. While overall poverty rates have not changed much, the conditions of poverty have. In the 1960s and 1970s, people over 65 had twice the poverty rate of children under 18; today children have twice the poverty rate as the elderly. While the overall population has increased about 30 percent since 1972, the number of families headed by a female with no husband present doubled, and such families are three times more likely to be in poverty than the general population.

Changes in agriculture and industry have shifted jobs away from rural areas, but low-income residents seeking low cost housing have replaced them, straining social services. When adjusted for inflation, median family income is only slightly higher than in 2000, and average earnings by men are lower than in the mid-1970s. That means families have kept up only by relying more on women working.

Meanwhile, the average national cost of a four-year public college, plus room and board, has doubled in the past 20 years after adjusting for inflation.

Postsecondary costs out of reach for many

In other words, at the very time when we need more students graduating from high school and completing postsecondary programs, from technical industry credentials to bachelor’s degrees, family economic and social changes are making it much more difficult.

As a result, many of the usual proposed remedies are unlikely to be successful. Giving a student a voucher or scholarship to attend a private school (assuming there is one in that community and it is prepared to accept the child) will not change the situation for families in crisis. “Grading” schools on test scores has no meaning for parents working multiple jobs to cope with their own economic challenges. Raising requirements for postsecondary education won’t help students or parents understand why it’s worth the effort if they don’t see college as important or viable. Cutting back on extracurricular programs and facilities makes it more difficult for students to explore their interests, find passions and experience success.

Each of these are debatable on their own merits; none are likely to be very relevant to students with the greatest need.

Promising solutions already in place

Some of the most promising solutions are what the schools we visited are already trying: changing how they work with parents such as making home visits; earlier focus on career planning to help students dream of different opportunities; expanding career and technical programs; making sure low-income students have the same opportunities for courses and activities; and improving all aspects of college preparation (financial and social, as well as academic), especially for students from families where no one has been to college before.

Another is re-thinking what is really important to expect or require of students, depending on their different career interests. (Shakespeare? Algebra? Standardized tests? Six or seven-period days in high school or learning at different times, places and rates?) These are at the heart of the State Board’s school redesign project.

What struck me, however, was how much is beyond the control of the school. Schools can only do so much to change parent and student attitudes. The school can’t control the cost of higher education, or the distractions of college life the first time a student is away from home.

We have spent several years getting most school leaders and educators to accept the challenge of improving real student success. We are going to have to do much more to have all Kansans accept this vision and the changes it will require. It must include not just our partners in higher education, but employers, social services, civic organizations, faith communities: those who touch ALL of our children and families, especially those in the greatest need.

There will be a cost in money, time and taxes. But the reward from success will be valuable; the price of failure will be high. Let us know how we at KASB can help.
The average Kansas teacher experience

KASB recently released the 2017 Annual Calendar Survey Report, where we describe the information from districts related to the 2017-18 school year and all school years back to 2001-02.

Based on the data described in this report, we can paint a picture of what an average teacher’s school year looks like. The following is a scenario using averages or the most commonly reported values from the 2017-18 school year, as well as the trend data going back to 2001-02.

- The teacher’s first day at school is Monday, August 14. This is later than in previous years.
- Students arrive three days later, on Thursday, August 17. There are fewer days before students arrive than in previous years.
- School is closed for Labor Day on Monday, September 4.
- School is open on Columbus Day, Monday, October 9.
- School is closed from Wednesday, November 22 through Friday, November 24 for Thanksgiving / Fall Break.
- School is closed Thursday, December 21 through Tuesday, January 2 for Winter Break. There are more days for winter break than there were five or more years ago.
- School is closed for Martin Luther King, Jr. Day on Monday, January 15. Years ago, school was open for this holiday.
- School is closed for Presidents Day on Monday, February 19.
- School is closed Monday, March 19th through Friday, March 23 for Spring Break. Spring break is shorter this year than it has been in the past.
- School is closed for Good Friday on Friday, March 30.
- School is open on Easter Monday, April 2. Years ago school was closed on this holiday.
- Students’ last day is Thursday, May 17.
- Staff last day is Friday, May 18. In previous years, teachers had to work more days after students were gone than they do now.
- Teachers have 180 contract days. This is fewer than in previous years.
- Teachers arrive at school at 7:40 in the morning. This is earlier than in the past.
- Students arrive 20 minutes later at 8:00. This is earlier than in the past.
- Teachers have 27 minutes for lunch. This is less time than in previous years.
- Teachers have 52 minutes of prep time.
- Teachers have seven periods in the day for different subjects and/or student groups. This is more than in previous years.
- Kindergarten teachers work all day each day with a single class. In the past they had half-day classes in the morning and afternoon.
- Students leave school at 3:25 in the afternoon after being at school for seven hours and 20
October 2017

School Bus Driver Appreciation Oct. 18

School bus drivers play an important role in the safety of Kansas students. To honor them, Gov. Sam Brownback has proclaimed Wednesday, Oct. 18, 2017, as School Bus Drivers’ Appreciation Day.

“Teachers meet with all parents and students twice a year to orient them and to focus on particular areas of concern when necessary,” said Keith Dreiling, director of the Kansas State Department of Education’s Bus Safety Unit. “Please take the time to help me honor them. They are extremely valuable assets and are unsung heroes in communities across the state.”

While there are more than 4,100 school bus drivers with commercial driver’s licenses in the state, Kansas — like many other states — has a shortage of bus drivers. In fact, opening for school bus drivers will continue to be one of the nation’s top transportation workforce needs, Dreiling said.

School Bus Driver Appreciation Day falls during National School Bus Safety Week, which has been set aside to remind people about school bus safety. National School Bus Safety Week is Oct. 16-20 this year.

To read the full report, visit www.kasb.org/research/kasb-data

LEADERSHIP SERVICES

KASB Superintendent and Executive Leadership Search

KASB conducts the majority of searches each year in our state. Our process is an ongoing, supportive partnership, and we are dedicated to creating successful, long-term professional relationships. By using KASB’s search service, members draw upon KASB legal, research and communications to support the process. And once the new leader is hired, KASB provides follow-up support to both the new leader and the board.

Contact Leadership Services to learn more!
800-432-2471 or leadership@kasb.org

To read the full report, visit www.kasb.org/research/kasb-data
KASB School Board Review

By Carol Pi, cpi@kasb.org

KASB played host to around 65 state school board association leaders during the nine-state NSBA Western Region meeting Sept 15-16 in Overland Park. States take turns hosting the annual meeting, with KASB last hosting the group in 2008.

A highlight that most remember from 2008 was taking shelter during a tornado warning! No impending natural disasters punctuated this year’s meeting, but most agreed it was no less memorable.

Friday’s activities included tours and visits arranged by KASB. One group headed to a meeting on the campus of Sprint’s World Headquarters Overland Park, while the other group started their day with what some considered a pilgrimage to the home of the KU Jayhawks.

Frank Henderson, Jr., a member of the Seaman USD 345 board of education, and a Western Region representative on the NSBA Board of Directors, thanked Sprint executives for the opportunity to meet, and highlighted areas of shared concern by both NSBA and Sprint. In particular, Henderson talked about the corporation’s commitment to narrowing the digital divide through its 1Million Project.

“Not a lot of businesses are thinking about the homework gap, so I commend you,” Henderson said to the Sprint executives.

Sprint’s 1Million Project will connect one million high school students over five years. Each participating student will receive a free wireless device and free service for up to four years while in high school.

Doug Michelman, president of Sprint’s 1Million Project and chairman of the Sprint Foundation, said the goal is to give away 200,000 devices each year along with broadband access. After starting in late August, the project had equipped 14,200 students with the wi-fi-enabled SMART devices as of Sept. 15.

Following lunch provided by Sprint, the group took a tour of the new Olathe West High School. The fifth high school for the large, suburban Kansas City school district opened this school year.

Principal Jay Novacek and his administrative team led the tour of the three-story, 365,000 square foot facility. The school is organized around four wings – or communities – and focuses on the use of technology, open, modular learning spaces and collaboration among students. The school houses two of Olathe USD 233’s 21st Century Academies – Public Safety and Green Technologies.

The other NSBA Western Region group’s first stop was Allen Fieldhouse in Lawrence and a visit to the Booth Family Hall of Athletics and the DeBruce Center which showcases James Naismith’s “Original Rules of Basket Ball,” penned in 1891 by the inventor of the game and the Jayhawks’ first coach.

The afternoon was spent touring the Sporting KC facilities in Kansas City, Kansas.

On Saturday the first general session included time to discuss current research on leading change, presented by representatives from the Kansas Leadership Institute. The board members and association leaders then met in work-alike groups over lunch, then attended an afternoon business meeting that included reports from NSBA and election of the region’s representative to the NSBA board of directors.

John Heim, KASB executive director, said meeting with leaders from state school boards associations provides several benefits.

“We get a chance to share ideas on running efficient organizations that meets the needs of our members. We share a lot of the same concerns among our nine states,” he said. “We are always looking for ways we can better serve our members in their role as local leaders.”

BOARD MATTERS

KASB hosts Western Region meeting

Janice Marshall (WY); Ed Tillery (OK); Janine Bay Teske (WY); Carl Manning (WY); Anita Peterson (SD); Neil Putnam (SD); Ismat Aziz, Chief HR Officer, Sprint; Doug Michelman, President, 1M Project, Sprint; Linda Trujillo (NM); Linda Anderson (NE); Ann Wake (MT); and Frank Henderson, Jr. (KS).
KASB Annual Conference Dec. 1, 2 & 3, 2017 Wichita, Kansas

Register Today!

100TH Celebration Reception & Gala
Saturday, Dec. 2, 2017
Beginning at 4:30 p.m.

KASB has a rich history of service and support to Kansas public education and the children of our great state...and it is all due to our members past and present! Our planning team is keeping the details of this special occasion quiet, but we promise you aren’t going to want to miss it! This is a ticketed event available to those registered for our annual conference. Seating is limited so be sure to reserve your spot when you register for conference!

Friday, Dec. 1, 2017
Pre-Conference Sessions

* Meeting All Kids Needs - FULL!
Highly popular! Highly educational! Tours feature onsite visits to Derby, Goddard and Valley Center schools. Lunch included! Space is limited. Registration closed - email pschwartz@kasb.org to be added to the waitlist.

* Winter School Law - Agenda includes Kansas Open Meetings Act; implementation of the ESSA foster student requirements; school law; special education; and employment law in the information age.

* KSSA Day at KASB - A day of learning and collaboration with colleagues. Be sure to join your fellow superintendents for dinner Thursday evening.

* Foundations of Boardmanship
Newly elected, just appointed or veteran board members: Gain skills and knowledge you need to be an exceptional board member. Topics include advocacy, legal topics, communication, boardmanship, finance, goals and priorities, superintendent evaluation and leadership. Attending as a team - with the superintendent and a fellow board member as a mentor - is an excellent way to develop shared understanding of challenges and opportunities at the local level!

Saturday, Dec. 2, 2017

* Two General Sessions
* Three Rounds of Breakout Sessions Featuring over 30 Topics
* Networking Lunch
* Leadership for Tomorrow Graduation
* And more!

www.kasb.org/kasbcon
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Saturday Featured Presentation
Unlocking the Power of Generations
Matt Beaudreau
Center for Generational Kinetics

Dr. Randy Watson
Kansas Commissioner of Education

Sunday, Dec. 3, 2017

* Continental Breakfast

* Inspirational Session
"Reflections on KASB" by past executive director John Koepke.

* KASB Annual Delegate Assembly
  • KASB Regions 1, 8, and 9 elections prior to the official start of Delegate Assembly. Election of President-Elect Designee will take place during the Delegate Assembly
  • Reports from KASB President Dayna Miller and KASB Executive Director Dr. John Heim.
  • Discussions and vote on proposed legislative resolutions and changes to KASB policies for 2018 Legislative Session.

* Learning Clusters
KASB Learning Clusters run concurrently with the KASB Delegate Assembly for registrants who are not the voting delegate or attending the Delegate Assembly. Topics presented by KASB Leadership and Legal/Policy Services.

Friday, Dec. 1, 2017 4 p.m. Grand Opening, Exhibits & Early Registration
Please be sure to visit the Bob Brown Exhibit Hall to pick up your registration packet, see 100th Anniversary displays and visit with the vendors while enjoying snacks and beverages.
Online tools for 2017 KASB Annual Conference

Use this handy online tool to organize your time for the best conference experience possible. Bookmark your favorite sessions and sync them to your phone or calendar.

Save to your device homescreen

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Oct. 26, 2017 Aspiring Superintendents | Topeka - KASB

NOVEMBER 2017
Nov. 9, 2017 Section 504 Boot Camp | Topeka - KASB
Nov. 16, 2017 Basic Negotiations | Topeka - KASB

DECEMBER 2017
Dec. 1, 2017 Pre-Conference Sessions | Wichita
Dec. 2-3, 2017 KASB 2017 Annual Conference

JANUARY 2018
Jan. 11-13, 2018 Advocacy in Action | Topeka
Jan. 25, 2018 Negotiations Practicum | Topeka - KASB

FEBRUARY 2018
Feb. 8, 2018 Student Discipline Workshop – KASB Topeka
Feb. 20, 2018 Prepping for Negotiations – KASB Topeka
Feb. 21, 2018 Clerks/Treasurers Workshop – KASB Topeka
Feb. 27, 2018 Prepping for Negotiations – Hays & Oakley

MARCH 2018
March 16, 2018 Human Resources Academy – Newton
March 22, 2018 Human Resources Academy – KASB Topeka

JUNE 2018
June 2018 – School Law Roundup (USA conference)