Kansans Can School Redesign Project shoots for the moon!
As KASB observes its 100th anniversary, some of us in the office have talked about what would be the best way to mark this occasion.

As a way to learn more about KASB’s past, we have composed a timeline of our history and how those events fit in with public school history, both on the state and national level.

We have divided our timeline into certain eras. There is the era when most Kansans were going to school in one-room schoolhouses and ending their formal education before the eighth grade.

Then there is the era when it became apparent that children needed to go to high school to make it in the world.

But where does the “Modern Era” of public school education start? Is it after World War II when the Baby Boomer generation started attending en masse? Is it when the U.S. Supreme Court in 1954 declared that school segregation was unconstitutional in the landmark Brown v. Topeka Board of Education? Or is it in 1965 when President Lyndon Johnson signed into law the Elementary and Secondary Education Act (ESEA) as part of his War on Poverty?

Or is it even more specific to Kansas when voters in 1966 — one year after ESEA was approved — amended Article 6 of the state constitution, switching general supervision of schools from a state superintendent to an elected State Board of Education, replacing county superintendents with elected boards and directing the Legislature to make suitable provision for finance?

Or fast-forward a few decades, did the “Modern Era” start in 1992 when a new school finance formula was approved in Kansas, or 2002 when President George W. Bush signed into law No Child Left Behind?

Or did we leap into the “Modern Era” last year when the State Board of Education approved the Kansans Can vision of leading the world in the success of every student, or last month, when the Kansas State Department of Education named schools that will be redesigned to align with that vision?

Any and all of these moments could be seen as the start of something different, something unprecedented.

But our KASB timeline, which will be running in daily installments on our website up to the start of our annual convention on Dec. 1, shows that public education is always changing, always trying to improve. And while certain events are undoubtedly more momentous than others, the “Modern Era” can be said to begin at any time.
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President’s Perspective
Dayna Miller, Basehor-Linwood USD 458

The Kansas vision: It’s up to us

During the 2017 legislative session, a new majority in the Kansas Legislature passed a tax plan to help Kansas get back on sound financial footing and fund basic responsibilities, including public schools.

Republicans and Democrats joined in a bi-partisan effort to correct effects of earlier tax cuts and tax shifts championed by Gov. Sam Brownback that had drained reserves, hurt services and put the state budget in danger.

In less than a year, many of the legislators who voted for the new investment in public schools and taxes will be challenged in primary elections by people who claim the changes weren’t necessary and the Legislature should have simply cut the budget.

But make no mistake, any effort to balance the budget through cuts alone would have resulted in cuts to public schools. KASB doesn’t endorse candidates in legislative races but we do provide information on school funding. In recent years, Kansas has fallen in its rank of funding per pupil and Kansas teacher salaries have actually decreased since 2010 when adjusted for inflation.

We believe the increased investment in schools will have a positive effect on Kansas students, as will the new school finance formula approved to replace the block grant system, which KASB opposed and the Kansas Supreme Court declared unconstitutional.

In conjunction with these legislative changes, the State Board of Education has embarked on the Kansans Can vision which focuses on the success of each student. This goal will require improvements in early childhood education, individual study plans, social-emotional growth, high school graduation rates and ultimately post-secondary success. This goal is not a “want;” it is a “must” because changes in the economy will require higher-skilled workers.

During the recent KASB state tour, more than 600 education advocates attended our “New Day in Kansas Education” presentation and talked about their hopes and dreams for Kansas public schools. There was overwhelming sentiment our schools are heading in the right direction with the new investment in funding, the Kansans Can vision and the commitment of local school officials.

But we are already seeing some individuals and groups misrepresent what the Legislature did and what the Kansans Can vision is about. It is up to all of us in the education community to explain all these changes within our schools, to our parents and general public. Community support of schools and the legislators who support our schools depends on all of us.
Max & Dale: Decades of positive impact

One hundred years ago, the first recorded meeting of the The Council of Administration of the Kansas Teacher’s Association held its first meeting. The group that would eventually become the Kansas Association of School Boards’ earliest recorded program is from 1923, and among the topics on the agenda were:

✓ “Necessary Requirements for and a Definite Program for Physical Education” by Dr. Light, President of the Chanute Board of Education
✓ “The Duties and Restrictions of the School Superintendent From the Point of View of the Board of Education” by Dr. Brewer of the Beloit Board of Education
✓ “The Progress of Vocational and Industrial Education in Kansas” by CM Miller of the State Department of Education

The program itself was printed by the Pittsburg High School Printing Department. It could be a program from 2017.

If we fast forward to 1934, a gentleman from Frederick, Kansas, Frank Murphy, was in his eighth year as President of the Association. That is the same year that Max Heim was born in Hays, Kansas. So that old fellow has been around for 80 percent of KASB’s 100 years. Max had a long and storied career in Kansas education, and his picture is on the wall of the Kansas Teacher’s Hall of Fame.

When I was in third or fourth grade, we lived in Manhattan, Kansas, where Max was an Assistant Superintendent. I have a vague memory of him returning from a meeting and retelling a joke he had heard from someone named Dale Dennis. The reason I remember this joke is because it was just off-color enough for my mom to have said “Max” which was a common admonishment. Remember, this was the late 60’s, so it was tame by today’s standards. I can still remember the punch-line. Message me for it!

Both men have had a considerable effect on the lives of thousands of Kansas children, including me.

Why would I remember this? Maybe it is an interesting name for an interesting man. Born three years later than Max, in 1937, Dale, too, has been around for 80 percent of KASB’s history. Both men have had a considerable effect on the lives of thousands of Kansas children, including me. Naturally, I know more about Max than Dale. Max started his career in Gorham, Kansas as a teacher and coach. He moved through many positions and finished his career working at KASB until another Heim arrived at 1420 Arrowhead in 2010. (Family rumors circulate about a wrongful termination suit, but it is probably just talk instigated by my brother).

But enough about them, back to me. Recently, my mom has been working on organizing papers and mementos from our childhoods. For example, I recently discovered that I was an Honorable Mention State Award Winner in Social Studies while at Santa Fe Trail Junior High school, and was given the name “Mad Dog” by some smart aleck coach who wrote it on my 8th grade football letter at Independence Junior High. (The coach actually called me Baby Robin. Again, message me). Another classic find was from 1973 or ‘74, a picture of me and my trombone marching with the IHS band for the Neewollah Parade. On the back of the picture from the Independence Daily Reporter is an article about a man named Max Heim. Dennis was quoted in the story about a lawsuit filed by a local district against the state. No need to message me for the content of the suit -- underfunding of education.

If it seems like these guys have been around forever, it is because in terms of the history of Kansas Education, they have. Both men have careers that started in the late 50’s and have been having a positive impact on Kansas kids ever since. Max retired seven years ago for the last time, but is still a source of advice and inspiration for me, and many others who know him. Dale recently celebrated his 80th birthday and still puts in the hours of a man half his age. How many superintendents, board members, and legislators have relied on his advice over his career?

And KASB, we are still here too, and will be celebrating 100 years of service. I would say we have been in good company for 80 percent of those years.

September 2017 5
Federal issues require our attention

by Leah Fliter, lfilter@kasb.org

The Kansas Association of School Boards and the Kansas School Superintendents Association cosponsored an August conference designed to reinvigorate their common advocacy work in Washington, D.C.


Marshall was elected in 2016 to represent the “Big First” Congressional District that encompasses 63 counties in northern and western Kansas. The representative, whose four children attended public schools in Great Bend, said public education was a prominent discussion point during his election campaign even though he was running for Congress rather than the state legislature. “I’d say, ‘I’m running for federal office, not the state,’” he told the conference attendees, “but there was always lots of discussion about public education.” Marshall said it’s likely that Congress will keep federal education funding levels relatively flat compared to last year.

Marshall said his focus is on improving the state’s economy by rolling back regulations, improving tax policy and lowering health care costs; as a result, he depends on his staff to keep him up-to-date on education issues. He asked board members and superintendents for feedback and real-life examples of how federal education programs affect Kansas public schools. While much of the discussion focused on special education funding and services, education leaders also talked about the impact of poverty on public schools.

“It grieves my heart to hear about growing numbers of poor and homeless students,” Marshall said.

The congressman said there are “great opportunities” for K-12 schools to work with Kansas technical and community colleges to produce skilled workers in growth industries like wind power and dairy, among others, that don’t require employees to have four-year postsecondary degrees. “The biggest challenge is the lack of job skills,” he said.

Deborah Rigsby, Interim Chief Advocacy Officer of the National School Boards Association, said tax reform will be a “huge” item on this fall’s Congressional to-do list. She urged education leaders to be alert for federal proposals to offer vouchers to military or special education students as part of a monumental re-write of the tax code and to oppose federal tax credit scholarship initiatives.

In Kansas, corporations (including LLCs) and individuals can receive a tax credit for donating to a scholarship program for low-income students to attend qualified schools of the parent’s choice. All current qualified schools in Kansas are private religious schools.

Rigsby said NSBA is also preparing to defend the tax-exempt status of school bonds, which is one of the oldest provisions in the federal tax code.

Noelle Ellerson Ng, Associate Executive Director of Policy and Advocacy for the School Superintendents Association, said the “enduring challenge” for public schools in the Trump era is voucher, tuition tax credit and charter school proposals. Ellerson Ng said public school advocates are concerned that Congressional leaders may try to put a tuition tax credit plan into a tax reform package that would require only 50 votes to pass the U.S. Senate.

“Call these [proposals] what they are: vouchers; don’t say, ‘school choice,’” Ellerson Ng advised.

Title Programs & ESEA

Kansas State Department of Education staffers Doug Boline and Dean Zajic walked conference attendees through the federal Title programs that direct funding to Kansas schools and how some programs were changed or redistributed by the Every Student Succeeds Act (ESSA) that replaced No Child Left Behind (NCLB). Kansas K-12 public schools received roughly
$300 million in federal funds in 2016.

The status of federal Title programs has been in flux due to the Trump Administration’s goal of prioritizing defense and national security spending. The administration’s Fiscal Year 2018 budget proposal includes $54 billion in increased defense discretionary spending with an equal cut in non-defense discretionary spending, including a $9 billion proposed cut to the U.S. Department of Education.

The Administration has proposed eliminating $16 million in Title II grants to Kansas schools to support effective instruction and the $8 million 21st Century Community Learning Center program that offers before- and after-school and summer programs. While Title I funds have not been targeted for cuts, the Department of Education appears to be promoting “school choice” initiatives at the expense of public schools.

Congress is expected to examine and possibly reject some proposed budget cuts, but KASB Past President and current Legislative Committee Chair Amy Martin says Kansas school board members who are accustomed to fighting state legislative battles must turn their attention to the federal front.

“The KASB and KSSA federal issues conference reminded Kansas education leaders there is much at stake as Congress returns to work this fall,” Martin said. “Kansas public school students depend on us to defend them not only in Topeka but also in Washington, D.C.”

### DACA announcement will affect public schools

**by Leah Filter, lfilter@kasb.org**

President Donald Trump’s announcement that he plans to end the Deferred Action for Childhood Arrivals (DACA) program in six months, barring Congressional action, could have implications for Kansas public school students and staff.

Some Kansas students may be at increased risk for deportation, as could some school employees. Those students and employees could also be at risk of losing existing work permits.

DACA is a 2012 executive order signed by President Barack Obama. It allows illegal immigrant children who entered the U.S. as minors to apply for and receive a renewable two-year deferment from deportation and to be eligible for a work permit.

The U.S. Citizenship and Immigration Services website stated the agency will not accept new DACA requests after Sept. 5. Current DACA enrollees whose status will expire between Sept. 5, 2017, and March 5, 2018, must reapply by Oct. 5, 2017.

DACA applicants must be age 15 or older to file a request and must:

- Have been under the age of 31 as of June 15, 2012;
- Have come to the U.S. before reaching their 16th birthday;
- Have continuously resided in the U.S. since June 15, 2007;
- Have been physically present in the U.S. on June 15, 2012, and at the time of making their request for consideration of deferred action with USCIS (“Immigration”);
- Had no lawful status on June 15, 2012;
- Currently be in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the U.S.; and
- Have not been convicted of a felony, significant misdemeanor, or three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

Applicants pay $410 for the application for a work permit and each renewal.

KASB has not taken a position on the DACA program. The KASB Delegate Assembly has supported a state law allowing undocumented immigrant students to pay in-state tuition for postsecondary programs if they have attended high school in Kansas, successfully completed high school and met college admission requirements.

The National School Boards Association said it was “deeply concerned by the administration’s decision to end DACA.”
Watson tells KASB leaders teachers need pay increase

by Scott Rothschild, srothschild@kasb.org

In a presentation to KASB, Kansas Education Commissioner Randy Watson says the increased investment in public schools this year should be used to improve student success. That means increasing teacher pay, reducing class size and not building reserves.

“I will not defend you if you are building your cash reserves,” Watson said last month during the quarterly meeting of the KASB Board of Directors and Legislative Committee.

Average teacher salaries in Kansas would have to be increased 8.2 percent to get to the 2010 level when adjusted for inflation.

During the 2017 legislative session, legislators approved a new school finance formula and appropriated nearly $300 million in additional state K-12 funding for this year and next year.

Watson also discussed the State Board of Education’s Kansans Can initiative of leading the world in the success of each student. The effort has led to a pilot redesign project of 28 school districts around the Kansans Can outcomes, which call for improvements in early childhood education, individual plans of study, social and emotional growth, high school graduation rates and post-secondary achievement.

During the quarterly board meeting, KASB board members and Legislative Committee members also discussed major issues to focus on in the coming year to help Kansas students succeed.

Among the many ideas expressed were stable funding, teacher recruitment and retention, collaboration between school districts and with higher education and communicating with the general public about the work of public schools.
KASB Legislative Committee starts review of policy positions for 2018

KASB’s Legislative Committee has started reviewing the organization’s federal and state legislative policy positions in preparation for the 2018 legislative season.

During the committee’s meeting last month, Chair and KASB past president Amy Martin noted that KASB’s federal legislative positions have not been updated for several years, primarily because of the organization’s recent focus on critical state issues.

The group reviewed KASB’s relatively brief federal policy positions and the National School Board Association’s lengthy document and asked the advocacy staff to prepare a succinct summary of the NSBA platform. The committee discussed the possibility of presenting to the delegate body an annual federal resolution addressing time-sensitive topics that are not covered in permanent policy. Staff will also research how Kansas schools could access additional federal funding.

KASB Associate Executive Director for Advocacy and Communications Mark Tallman updated the committee on the status of continuing discussions with the KNEA on the issue of teacher due process. While KASB supports teacher due process, the two organizations disagree on whether the local school board or a third party should have the final say in a teacher dismissal proceeding. Staff will share a similar report with KASB membership during Fall regional meetings and provide feedback to the committee.

The committee’s next meeting will be Nov. 4. KASB’s Delegate Assembly will vote on any proposed changes at the Annual Convention in December.
Districts use increased state funds to address declining teacher salaries

By Mark Tallman, mtallman@kasb.org

From headlines and news stories around the state, it is clear many school districts are using increased state funding to raise teacher salaries more than previous years, with school leaders saying educator pay has fallen behind.

According to reports from the Kansas State Department of Education, the average Kansas teacher salary rose from $42,558 in 2004 to $54,737 in 2017, an increase of nearly 30 percent. However, when adjusted for inflation to 2017 dollars, salaries actually peaked in 2010 at $59,235, and have been declining ever since.
For the 2016-17 school year, the average teacher salary was lower than in 2004, when adjusted for inflation, and almost $4,500 less than the high point in 2010, seven years ago.

When adjusted for inflation to 2017 dollars, salaries actually peaked in 2010 at $59,235, and have been declining ever since.

Average salaries would have to increase 8.2 percent to reach 2010 levels when adjusted for inflation. With over 33,700 teachers and nearly 5,000 additional licensed personnel often paid similar amounts (counselors, social workers, nurses, speech pathologists, etc.); districts would have to spend nearly $175 million to restore average salaries to 2010 levels. That does not include any increase for other school personnel, such as principals and school office staff, central office administrators, and non-licensed support personnel such as custodians, cooks, bus drivers and others. It also does not include any inflationary adjustment for the current school year and next year.

The Kansas Legislature provided an increase of nearly $200 million for this school year and a further $100 million for next school year. In addition to increasing salaries, districts are also expected to replace some of the nearly 2,000 positions school district positions cut since 2009 and to add new positions and programs in areas such as preschool, counselors and social workers, career and technical education, and more intensive support for students struggling academically or at risk of failing to complete high school.

Photos courtesy of Wichita Public Schools, USD 259
By Scott Rothschild, srothschild@kasb.org

This time next year, at least 14 schools in Kansas are going to operate a lot differently. That’s because Kansas is embarking on a venture that state officials say is not happening anywhere else in the country.

The schools are being redesigned within existing resources to fit the needs of each student with the end goal of producing a successful Kansan.

The effort entails “making sure the whole student is taken into account within the school system,” said Tammy Mitchell, who along with Jay Scott, serve as the school redesign specialists with the Kansas State Department of Education.

Kansas Education Commissioner Randy Watson describes the project as among the most important that the state can tackle.

Today’s jobs require more skills and economists forecast that changes in the economy, especially in the retail industry, will displace thousands of workers due to automation.

In 1979, the average 30-year-old with a bachelor’s degree earned 17 percent more than the average 30-year-old with high school diploma. By 2004, the gap had increased to 50 percent and now it is more than 80 percent.

“The pace at which this is happening is so fast,” Watson said.

Kansas students sitting in class today will be working in fields that don’t even exist now. They must be prepared for this environment, Watson said.

Mission Control

Mitchell and Scott are working with seven chosen school districts that will each overhaul an elementary and secondary school. The districts, which volunteered for the mission with the support of their school boards and teachers, have taken the operational names of the Mercury 7 astronauts.

In meeting with school officials, Mitchell said, “The enthusiasm is off the charts.” Scott said a teacher with Liberal USD 480 told him, “This is not just a school effort; it’s a community effort, it’s a state effort.”

When Watson became state education commissioner in 2015, he criss-crossed Kansas conducting meetings where people were asked what makes a successful Kansas student. Kansans said they wanted less emphasis on state and national testing and more emphasis on the whole student.

The input resulted in the Kansas State Board of Education approving the Kansans Can goal of Kansas leading the world in the success of each student. To meet that goal, the State Board approved five major outcomes.

Those are improvements in early childhood learning, high school graduation rates, social and emotional growth, individual plans of study and post-secondary achievement.

The schools will build the plan, then test strategies, finalize that plan and it’s lift-off time the next school year.

Redesign redesigned

When the Kansas State Department of Education requested applicants for the Mercury 7 project, it received applications from 29 districts. So after the seven districts were selected, KSDE decided to extend its assistance to the other districts too if the districts wanted it.

Twenty-one districts joined the effort and have been dubbed the Gemini schools, after the second group of astronauts.
Mitchell and Scott will video conference with those schools every two weeks and those schools can launch their redesigns no later than 2020.

In their redesign meetings with teachers and staff, Mitchell and Scott say they have been overwhelmed by the enthusiasm for change and the faith and trust displayed in local school leaders. “That speaks highly of the kind of climate and culture that is already in place in order to move initiatives like this forward,” Mitchell said.

**Gemini Project Schools**

- 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
- Burrton USD 369, Burrton Elementary and Burrton Middle School/High School
- 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
- 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
- Stockton USD 271, Stockton Grade School and Stockton High School - Deke Slayton
- Twin Valley USD 240: Tescott Elementary School and Bennington Junior-Senior High School - Gus Grissom
- Wellington USD 353: Kennedy Elementary School and Wellington High School - Scott Carpenter

**Mercury 7 Schools**

The districts and schools, along with the name of the Mercury 7 astronaut they selected, are:

- **Coffeyville USD 445**: Community Education School and Field Kindley Memorial High (with Roosevelt Middle School staff involved) - John Glenn
- **Liberal USD 480**: Meadowlark Elementary School and Liberal High School - Alan Shepard
- **McPherson USD 418**: Eisenhower Elementary School and McPherson Middle School - Wally Schirra
- **Olathe USD 233**: Westview Elementary School and Santa Fe Trail Middle School - Gordon Cooper
- **Stockton USD 271**: Stockton Grade School and Stockton High School - Deke Slayton
- **Twin Valley USD 240**: Tescott Elementary School and Bennington Junior-Senior High School - Gus Grissom
- **Wellington USD 353**: Kennedy Elementary School and Wellington High School - Scott Carpenter
League of Kansas Municipalities offers Youth Civic Education

Kansas has a strong local government tradition: At the core of this tradition, is the civic-minded mission of schools.

The League of Kansas Municipalities, a statewide association of cities, created a program to gauge where youth are on civic issues and expand our youth education program based on these findings:

• Youth are incredibly connected to global issues;
• Youth want to be change agents;
• Youth want to be considered “social stakeholders;”
• Youth want to feel that their voice matters; and
• Youth want to have purpose.

As it turns out, youth are no different from adults in this respect. Providing opportunities for Kansas youth to connect global concerns to local concerns is the challenge.

One such opportunity is the League’s Youth Civic Education Program. First, we needed to understand how people “grow” into their civic knowledge and how to facilitate this process. In order to do this, we’ve designed a framework for youth civic education:

• In 3rd grade, we inspire youth’s interest in politics by demonstrating how government affects their world and how to follow news.
• As conceptual understanding increases, we expand their civic literacy in 7th grade by introducing vocabulary and systems of local government.
• By High School, youth feel capable of learning the civic skills necessary to make changes in their community through the political process.
• Finally, we engage young adults in the community’s objectives, goals and vision for the future. This shows them the various municipal career paths and community service opportunities.

Review and download our youth civic education materials and civic learning path infographic at lkm.org.

Using our civic learning path, the League created three lesson plans for elementary, middle school, and high school age students. These lesson plans are designed to facilitate critical thinking, to cultivate interest and to connect students to inspiring resources.

The lesson plans include the civic learning process framework and a civic resource guide for more interactive learning.

The program includes an activity book for 3rd grade, a writing contest for 7th graders and an Instagram video challenge for high schoolers.

Utilizing a vibrant social media campaign including youth profiles, infographics, resources, career profiles and more, we hope to stoke the passion for public service in these young community leaders.

Using our civic learning path, the League created three lesson plans for elementary, middle school, and high school age students.

-League of Kansas Municipalities

This campaign will kick off with The League’s annual “If I Were Mayor” contest for 7th graders. This year, the contest is in a memo format to align with the civic education and employment skills standards of the Kansas Department of Education. Visit www.lkm.org for the memo template and instructions. Memos can be typed directly into the template and uploaded for easy submission. Deadline to submit a memo is Nov. 18.

The League will choose six regional winners. Five will receive a cash prize of $125. The sixth winner will represent the state of Kansas and receive a $250 cash prize. All six winners will have their memos published in the Kansas Government Journal and be invited to Topeka for a special ceremony with local leaders and state legislators on Feb. 24, 2018.

Kansas youth are eager to engage in the political process, and we hope this program is a step toward creating opportunities for the active involvement of youth in government.

By Chelsea Ren Morton, Management Intern at the League of Kansas Municipalities and MPA student at the KU School of Public Affairs and Administration.
Inspiring the Next Generation of Public Leaders!

Promoting good city government is important to the League of Kansas Municipalities. We believe good city government starts with inspiring civic values in our youngest community members and nurturing those values into adulthood. We offer this youth education program as a resource and investment in the next generation of public leaders.

**CIVIC INTEREST**

Elementary, 8 - 11 years old

Inspire their interest in political topics and teach them how to follow political conversations.

**CIVIC LITERACY**

Middle School, 12-13 years old

Build their familiarity with government processes and their government vocabulary by connecting their favorite activities to local government action. Whether it’s bicycle lanes or community development initiatives, there is plenty to engage their minds and hearts!

**CIVIC SKILLS**

High School, 14 - 18 years old

Strengthen their civic skills by having them follow the policy process from bills to committee to law. Encourage debates on issues, asking them to consider the proposed interventions along the dimensions of efficiency, equity, ethics and political efficacy. See www.lkm.org for ways they can get involved in the political process.

**CIVIC ATTACHMENT**

Adults, 18+

Looking for your next local community leaders? The next state legislators? Engage young adults to help spread the word about your community’s goals and vision for the future. Make sure the young adults in your community are familiar with government career paths. Many young adults attending college or starting families don’t know how to contribute their skill sets to further the stability and culture of their own community. Engage them in the variety and vibrancy of government work and community service!

Check out the League’s full CURRICULUM for youth civic education. Our program includes lesson plans, activity books, and a resource guide. All materials are interactive on the web and free to download.

Check out the League’s NEW PINTEREST! On our profile you will find boards pertaining to each local government area with nifty resources and infographics. We hope to inspire you to pin more information about your school!
State governance structures

From the ECS

The Education Commission of the States this month released the 2017 update to its State Education Structures report. The report describes the kinds of structures each of the 50 states uses to establish the state education governing bodies.

The report indicates that most state governance models fall into one of four categories, as described below:

Model I

Appointed Board, Appointed Chief. This model involves the electorate electing the Governor, who then appoints both the State Board of Education and the Chief State School Officer.


Model II

Governor Appoints Board, Board Appoints Chief. This model involves the electorate electing the Governor, who then appoints the State Board of Education, which in turn appoints the Chief State School Officer.

Twelve states use this model: Alaska, Arkansas, Connecticut, Florida, Hawaii, Illinois, Kentucky, Maryland, Massachusetts, Missouri, Rhode Island, and West Virginia.

Model III

Appointed Board, Elected Chief. This model involves the electorate electing both the Governor and the Chief State School Officer, then the Governor appoints the State Board of Education.

Ten states use this model: Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, and Wyoming.

Model IV

Elected Board, Board Appoints Chief. This model involves the electorate electing both the Governor and the State Board of Education and the State Board electing the Chief State School Officer.

Six states use this model: Alabama, Colorado, Kansas, Michigan, Nebraska, and Utah.

Other Models

The remaining 12 states (Louisiana, Minnesota, Mississippi, New Mexico, New York, Nevada, Ohio, Oregon, South Carolina, Texas, Washington, and Wisconsin) have modified versions of the four models described previously.

Kansas

The model Kansas uses (Model IV) is used by the fewest number of states, but is the same model as used by our neighbors Colorado and Nebraska. Missouri and Oklahoma both use models where the Governor appoints the State Board of Education.

The Education Commission of the States has the following to say about the model used by Kansas:

Of the four models, Model IV provides the governor the least amount of direct authority over education.
governance. The state board of education is directly accountable to voters; however, the board’s ability to reshape policy is often limited by statutory constraints. In an environment where governors have limited formal incentive to take a strong stance on education issues, this support may be difficult to obtain. As such, this governance dynamic produces a context where education leaders may be empowered to shape policy and remain flexible at the state level, but have limited ability to press for expansive policy changes that require significant funding or substantial policies changes.

KASB has recently released our 2017 State Education Report Card, where we rank the states on a variety of student attainment and achievement measures. The following table shows how these different governance models align with the state student outcome ranks.

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<th>Governance Model</th>
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States with Governance Model I, where the Governor appoints both the State Board and the Chief State School Officer, had an average student outcome rank of 13.8, which is higher than for the other four models. Four states in this group were in the top ten, four in the top 20 and two were in the middle tier for outcome ranks.

States with Governance Model IV, which includes Kansas, had the second highest average rank at 21.0. Two states in this group (Kansas and Nebraska) were in the top ten, and the remaining states were in the middle tier or lower.

States with Governance Model II had an average rank of 22.3, with three states in this group in the top ten, three in the top twenty, and the rest in the middle tier or lower.

States with Governance Model III had an average rank of 33.1, with no states in this group in the top ten, two in the top twenty, and the rest in the middle tier or lower.

The remaining states, represented by Governance Model V, had an average rank of 34.0, and were largely in the bottom two tiers for student outcome ranks.

Though there is likely no direct connection between state governance models and student outcomes, it is interesting to note that in general states with the two models involving a top-down approach to governance, with the Governor appointing the State Board and either directly appointing the State Chief or influencing the appointment via the State Board, tend to have better student outcomes. These models would likely produce a governance structure with less conflict, as the Board and Chief would be more likely to agree with the Governor. This could lead to higher student outcomes as all parties involved are on the same page when it comes to promoting the needs of the students.

In Kansas, we have a Governor, State Board, and State Education Chief that who sometimes are not on the same page. Though we focus a lot on funding and policy as it impacts student outcomes, perhaps we need to consider how conflict at the top might impact the motivation and engagement of our students.

For more information, check out the full report at www.ecs.org/state-education-governance-structures-2017-update.
KASB Fall Regional Meeting schedule

If it’s fall, it’s time for the KASB Fall Regional meetings, in which education leaders, policymakers and experts from across the state share information and look at what is on the horizon for Kansas schools.

This year’s regional meetings will put participants to work exploring the state’s vision for the future of our schools, what it means for students and local communities and what role board of education members must have in guiding students and local communities.

Each meeting will feature a short presentation by one or more school districts in that region. They will share insights into what the future of education looks like for the students in their districts and the challenges they face redesigning their system to meet their new vision.

Not all traditions will be lost at this year’s meetings, however. The meetings will include dinner, a report from the KASB legislative committee and time for a short video message from this year’s KASB president-elect designee candidate.

The meetings allow participants to discuss a wide range of topics, such as school finance, accreditation, the Kansans Can vision, possible legislation and any trends that will impact schools.

The event will start at 4:30 p.m. with registration, then include dinner and conversation starting at 5 p.m. with expert presentations and discussions from 5:30 p.m. to 8 p.m.

United School Administrators of Kansas will hold its annual workshop prior to the KASB meeting from 1:30 to 4:30 p.m.

The regional meetings will be held on the following dates and locations:

- **Sept. 26** in Pratt at the Holiday Inn Express, 1903 Pauline Place.
- **Sept. 27** in Haysville at Haysville USD 261 The Learning Center, 150 Stewart.
- **Sept. 28** in Parsons at Parsons USD 503 High School Community Room (north end), 3030 Morton.
- **Oct. 2** in Basehor at Basehor-Linwood USD 458 CTE Building, 2108 N. 155th St.
- **Oct. 3** in Manhattan at Conference Center/Hilton Garden Inn, 410 3rd St.
- **Oct. 4** in Ottawa at Ottawa USD 290 Board Room, 1404 S. Ash.
- **Oct. 5** in McPherson at The Cedars, 1021 Cedars Drive.
- **Oct. 17** in Ulysses at Civic Center, South Room, 100 W. Patterson.
- **Oct. 18** in Colby at City Limits Convention Center, 2227 S. Range.

Register online by visiting kasb.org/events or call 800-432-2471.
KASB Legal Department offers numerous services on negotiations

KASB’s Legal Department offers numerous services related to negotiation issues as part of the annual Legal Assistance Fund.

The $1,650 annual fee provides districts telephone consultations, webinars, sample negotiation language and more.

Individual representation for on-site negotiation, impasse and fact finding is also available for additional fees.

KASB’s Legal Services also has a new service that will provide an annual review of a district’s negotiated agreement for an annual fixed rate based on the number of pages of the agreement.

Because of the late legislative session, the pending school finance case before the Kansas Supreme Court and delayed release of budget software, some districts and their teachers’ associations have been waiting to meet and negotiate.

An archived KASB webinar that covers the procedures and processes for impasse and fact-finding is available by calling KASB’s Legal Services Leslie Garner, who will send you the link to the webinar. She can be reached at 785-273-3600 or 800-432-2471 or LGarner@kasb.org.

Education of undocumented students

The United States Supreme Court held in Plyler v. Doe that public elementary and secondary schools have a constitutional duty to provide a free education to undocumented children.

Schools cannot deny access to education based on immigrant status, nor can they deny access to unaccompanied students. If the minor is residing with a sponsor, schools may request proof that the adult enrolling the child lives within the boundaries of the school district. But the school is prohibited from asking about the citizenship or immigrant status of either the child or the adult enrolling the child. Similarly, schools may not deny enrollment to a homeless student solely because the student cannot provide documentation to prove residency.

What if Immigration and Customs Enforcement (ICE) agents want to interview students at school?

ICE guidance states that planned enforcement actions should not take place at “sensitive locations,” such as schools and places of worship. Investigations may be allowed if there are exigent circumstances. Instances of this should be rare, as they normally involve matters of national security, terrorism, imminent risk of death, violence or physical harm to any person or property; or the arrest of a dangerous felon.

Although the sensitive location policy prevents ICE interviews with students, except in limited circumstances, various activities are permitted, including obtaining records; providing notice to officials or employees, or serving subpoenas.

ICE is not exempt from limitations imposed by FERPA, however. Accordingly, districts generally should not provide student records to ICE agents unless a parent or the eligible student has authorized the release.

If you are confronted with a request from ICE for either student records or access to a student, please call a KASB attorney for guidance.

These articles are provided by the KASB Legal Services team and are not intended to be legal advice. If you have any questions, please contact KASB at 800.432.2471. KASB Legal Staff: Donna Whiteman, assistant executive director of legal services/attorney; Sarah Loquist, attorney; Luke Sobba, attorney; Lynette Stueve, attorney; and Angie Stallbaumer, attorney/policy specialist.
During the August meeting of the Kansas State Board of Education, Kansans Can Best Practices Awards were presented to Child Nutrition Program recipients for initiatives that further the Kansans Can Vision. Eight awards were given to six school districts and two community institutions. The purpose of these programs, according to the KSDE, is to “encourage and reward outstanding practices in Child Nutrition & Wellness programs in Kansas” that support this vision.

Kansans CAN Best Practice Awards
Child Nutrition & Wellness • Kansas State Department of Education

- **Kansans CAN Implement Innovative Meal Pattern Strategies**
  - **USD 512 • Shawnee Mission**
  - Color-coded bins direct students on lunch clean up in 34 Shawnee Mission schools so that compostable items are separated and sent to recycling companies. Styrofoam and single-use plastic items were replaced with reusable or compostable items.
  - The schools collectively reduce waste by 80%.

- **Kansans CAN Implement Innovative Meal Pattern Strategies**
  - **USD 229 • Blue Valley**
  - In partnership with Harvesters, Blue Valley donates kitchen leftovers and reduces waste. Harvesters collects the leftovers twice a week. Eleven other districts joined the effort with 386,149 donated meals since October 2011.

- **Kansans CAN Increase Participation**
  - **USD 500 • Kansas City**
  - A task force of community partners led the implementation of a mobile meal bus to reach children in underserved areas of Wyandotte County. The transportation department retrofitted the bus for service and a student designed the exterior art.
  - The bus provides approximately 100 meals per day in 4 areas.

- **Kansans CAN Increase Participation**
  - **USD 345 • Seaman**
  - Category: Kansans CAN Increase Participation
  - Second Chance Breakfast, initiated in 2015, provides a "grab and go" breakfast for students who did not eat before school. The students get a healthy meal to fuel academic success during the morning.
  - Lanyards funded with a grant allow students to promote the breakfast to their peers and get a free breakfast that day.
Kansans CAN 2016-2017
Best Practice Awards
Child Nutrition & Wellness • Kansas State Department of Education

The Kansas School Food Purchasing Association Coop implemented at Rose Hill saves money by using a line item bid system to procure nutritional food items. The Coop allows Rose Hill to be self-supporting.

The Coop grew to serve nine districts, and is in its 10th year. Line item bidding can save up to $14 per case of product.

MARV, the Meals and Reading Vehicle, transformed from an out-of-service school bus into a means of distributing summer meals to Iola and expanded into surrounding rural communities.

MARV seats 24 students at eight dinette tables and was a collective effort from VoAg, Industrial Arts, and Art students to renovate the bus.

Quality Care Services advocates for the Child and Adult Care Food Program by supporting child care providers and sharing nutrition guideline updates. The company also reaches out to pending providers to share information.

A March 2017 event "We All Eat" shared CACFP information with community members.

Labette Health took over the summer meal program for the Parsons community in 2014 and hosts a Day of Play to kick off each summer.

The hospital is home to garden and arts projects for children. Over 800 students cycle through the hospital monthly to learn healthy habits and participate in activities.

This institution is an equal opportunity employer.
2017 Westar Energy STEM Innovative Curriculum Grant Awards

Westar Energy, in cooperation with the Kansas Association of School Boards and the Kansas State Department of Education, announces recipients of the third annual Westar Energy STEM Innovative Curriculum grants.

Each project receives a $3,000 grant from Westar Energy aimed at increasing student interest and academic achievement in the science, technology, engineering and math (STEM) disciplines as applied to electrical energy. A focus on expanding the diversity of students involved in STEM education is of particular interest in the grant program.

Westar Energy’s Jerl Banning, senior vice-president, operations support and administration, said the project is exactly on track to meet the company’s identified objectives for continuing to fund the grants.

“The selected projects will provide students with hands-on experiences and the opportunity to explore a variety of STEM-related fields,” Banning noted.

“Each project also specifically addresses the need to encourage more diversity in both the study of STEM subjects and in those pursuing careers in renewable and sustainable energy production. We have been delighted with the outcome from past projects, and look forward to seeing what the students and staff accomplish this year.”

The awards were developed through a partnership between Westar Energy, Kansas Association of School Boards (KASB) and Kansas State Department of Education (KSDE). Kansas K-12 public schools are eligible to submit proposals, and each submission must include a budget, measurable goals and the link or links to state standards. A committee composed of personnel from the sponsoring organizations selects the winning applicants.

“The STEM curriculum grant program is an excellent example of how to expand opportunities for students,” said Dr. John Heim, KASB executive director.

“The hands-on experiences and career exploration made possible by Westar Energy’s commitment opens up limitless possibilities for the future for many students in Kansas schools today.”

As part of the grant program, recipients will present their projects during a session of the annual KASB conference in Wichita in December 2017. They must also provide a written summary with samples of class work and photographs to Westar Energy and KASB.

2017 Westar Energy STEM Innovative Curriculum Grant recipients/projects include:

1. STEM Pals: An Intergenerational Learning Partnership, Lincoln Elementary School, Hays USD 489, Hays, Kansas. Monica Dreiling, 5th Grade Teacher, Elaine Rohleder, Principal

Fifth grade students will explore electrical engineering and sustainability concepts by developing projects and conducting experiments under the mentorship (via monthly meetings) of residents with interest/expertise at a local assisted living/nursing home facility. The projects will include designing pencil box alarm circuits, solar cookers, hot air balloons, Bess Beetle penny pulls, electric boats to race in water, and holiday trees made from circuits for their intergenerational team members to display in resident rooms.

Students will also explore global environmental challenges. Projects will include using solar cells to create a seven-inch house and a solar panel system that collects, stores, and uses solar energy; creating and building a working solar still to desalinate water to address water shortages; and building a testing a working oil containment boom to clean up an oil spill.

As part of their assessment, students will create digital portfolios with project plans, photographs and presentations describing the learning process. These will be shared with peers, younger students, families, community members, and their intergenerational pals.

2. Ascent: STEM Outreach for Underrepresented Minorities, Lawrence Free State High School, Lawrence USD 497, Lawrence, Kansas. Julie Schwarting and Sandhya Ravikumar

This project funds research and engineering projects for the new Ascent outreach program designed for underrepresented groups in the study of science, technology engineering and math and related careers.

Students will study the science behind clean energy innovation and design a 1000-watt wind turbine for Lawrence Free State High School. The students will be responsible for gathering data and evaluating the ideal location for installation, then build the turbine and connect it to an outdoor commons area/charging station. Demonstrations of the project will be given to the district’s kindergarten through eighth grade students.

Three key objectives of the program are increasing exposure of underrepresented minorities to STEM fields and encouraging entrance into STEM-related post-secondary education; providing educational support for minority students, including special programs, tutoring, networking, and research projects in energy development and conservation; and expanding career counseling for students who face inequalities in entering research/development programs for topics such as climate change research and clean energy innovation.

3. Lighting the River, Eileen Caspers, director of school and career programs, Topeka USD 501

Students enrolled in the Topeka Public Schools STEM Energy pathway will continued on page 24
Network with colleagues from across the state, connect with your fellow board members and education leaders, share ideas and gain *insight and inspiration from our outstanding speakers and presentations*!

**Schedule At-a-Glance**

**Friday, Dec. 1**
- Early-Bird Sessions
- Early Registration
- Exhibits Grand Opening and Vendor Reception

**Saturday, Dec. 2**
- Morning Keynote
- Morning/Afternoon Breakouts
- Vendor Workshops
- Lunch & Vendor Show
- Afternoon Featured Presentations

**Sunday, Dec. 3**
- Inspirational Session featuring John Koepke (Retired) KASB Executive Director
- Delegate Assembly
- Regional Vice-President Elections
- Learning Clusters – Legal and Leadership Topics

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**Join us!**

Registration and Housing Blocks Open Oct. 2, 2017

*Keynote Speaker*

Matt Beaudreau  
The Center for Generational Kinetics

**Saturday, Dec. 2, 2017**

- Hyatt Regency Wichita
- KASB’s 100 Years of Service
- Celebration Reception and Dinner

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**kasb.org/kasbcon**

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Each KASB member organization receives one free pass!

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**kasb.org #kasbcon**
continued from page 23
research and design lighting for the
soon-to-be constructed Oregon Trail, a part of the Kansas River Restoration
Project in Topeka. A specific goal of
the program and the STEM Energy
pathway is to increase enrollment of
females and ethnic minority students
in this area of study.

The Kansas River Restoration
Project is a community-wide initiative
with participation by City of Topeka,
Shawnee County, the state of Kansas,
the Topeka-Shawnee County River
Front Authority, Freedom’s Frontier
National Heritage Area, the Topeka
Housing Authority and Heartland
Visioning. The students will join the
project committee and participate
in the Riverfront Authority Park
Development process by proposing
their ideas of alternative energy forms
for lighting of the Oregon Trail Park.

The alternative energy forms of
lighting to be considered will consist
of wind, solar and/or hydroelectric
power to energize the lighting sources
throughout the park as outlined by
the technicians. Research will be
conducted by a team of students on
alternative forms of energy, producing
viable options for the park committee
to consider for meeting requirements
defined for development of the park.

Fall 2017 KASB Workshops

09.26.17  Fall Regional | Region 8 Pratt
09.27.17  Fall Regional | Regions 6 and 14 Haysville
09.28.17  Fall Regional | Region 3 Parsons
10.02.17  Fall Regional | Regions 1, 11, 12, 13 & 15 Basehor
10.03.17  Fall Regional | Region 4 Manhattan
10.04.17  Fall Regional | Region 2 Ottawa
10.05.17  Fall Regional | Region 5 McPherson
10.17.17  Fall Regional | Region 10 Ulysses
10.18.17  Fall Regional | Region 9 Colby
10.19.17  Fall Regional | Region 7 Beloit
10.26.17  School Finance Workshop | Topeka - KASB
10.26.17  Aspiring Superintendents | Topeka - KASB
11.01.17  Section 504 Boot Camp | Topeka - KASB
11.09.17  Basic Negotiations | Topeka - KASB

Go to www.kasb.org/events to learn more or register!