School year comes to a close
Now we wait to learn if new school finance law meets Kansas Supreme Court’s demands

See our overview of the legislative session, page 12.

Clockwise from top left: Kindergarten graduation in Derby; end-of-year celebration in Manhattan-Ogden; Goddard high school graduates; and Blue Valley student field trip to the State Capitol.
KASB launches conference Call for Presentations

KASB is seeking engaging, creative and thoughtful presentation submissions for Breakout Sessions for the 2018 Annual Conference.

What are your success stories? What strategies are working? Mercury 7, Gemini I and Gemini II districts are strongly encouraged to submit!


Presenting at the KASB Annual Conference is a great way to tell your story! Take this opportunity to share best practices, effective strategies that lead to student success and expand understanding of emerging issues in education. The best presentations honor the governance role of boards of education, include the voice of school board members and the leadership team and give participants time for interaction and questions.

The 60-minute presentations will be given on Saturday, December 1. At least one quarter of the program should be devoted to questions and answers.

In designing your presentation, consider using any one of the following formats: single speaker, panel, or some other program structure. If there is more than one presenter, include all the information for everyone.

The deadline for submitting a proposal is July 13; we expect available slots to fill up early, so please submit your proposal as soon as possible!

Go to www.kasb.org/CFP18 to submit your proposal today!

Deadline: July 13

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kastb.org/kasbcon #kasbcon

LEAD OUR FUTURE

Nov. 30, Dec. 1 & 2

2018 ANNUAL CONFERENCE

Sheraton Hotel & Overland Park Kansas Convention Center
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A lot has been going on in Kansas education over the past couple of years at the state level.

After the tax cuts of 2012, state revenue repeatedly failed to meet expectations, causing extreme strains on the budget, including for our schools. By 2016, voters had enough and elected a more school-friendly Legislature which repealed most of the tax cuts and increased K-12 funding.

Now, many of those legislators who took courageous votes on taxes are seeking re-election. They will face an onslaught of criticism from deep-pocket special interests whose primary goals are to cut taxes and privatize public schools.

KASB doesn’t endorse candidates but we urge education advocates to become familiar with those who are running in the Aug. 7 primaries and then the Nov. 6 general election.

In fact, another important and more immediate date is Friday, June 1 at noon. That is the deadline to file to run for the Kansas House of Representatives, statewide offices, including governor, and U.S. House of Representatives.

During the past election cycle in 2016, dozens of school administrators, school board members and other public education advocates ran for the Legislature and many of them won, which has elevated the discussion about K-12 issues in the state. Public school advocacy groups sprang up around the state to help disseminate information and frame the educational debate.

Kansas is starting to emerge from the tax-cutting “experiment” that devastated state functions and it is important we continue that momentum.

To stay up-to-date about the issues and candidate claims on the campaign trail, I urge you to keep reading material produced by KASB and to call KASB if you have any questions. KASB stands ready to continue being the “truth machine” on Kansas education. There are many who want us to go back to shrinking revenue resources that fund our schools. We must not let that happen.
What do we want for our kids?

As the school year draws to a close, I’ve been thinking about the mission and challenges of public education in Kansas.

Each year in August, we welcome more than 400,000 Kansas kids to our schoolhouse doors. Some of those kids have spent the summer playing sports, going to camp, hanging out at the pool or working on their 4-H projects for the county fair. Some have been flipping burgers, mowing lawns or babysitting to save for a car or other fun stuff. Maybe they’ve done an internship somewhere.

Other Kansas kids hit school in August after working not for pocket change but to put food on the family table. Still others spent the summer hopscotching from food banks to community meal sites and even to the local emergency shelter, one step ahead of hunger, neglect or abuse.

Kansas public schools in 286 districts around the state welcome all of those kids with open arms and a commitment to preparing them for life. We teach them reading, writing and math and how to be a good citizen. We teach them to be rocket scientists, farmers, chefs, teachers, auto mechanics and small business owners. That’s our mission and we’re proud of it.

And we go to bat for those kids when they need us.

Over the years Kansans have gone to the state’s legislature or courts and said, “There are kids in our state who aren’t getting the education they need and deserve. We need your help to fix that.”

In the 1970s and 1990s, the legislature responded to statewide inequities in local tax support for public schools by passing laws to ensure a kid’s education doesn’t depend on where they live. Those laws were prompted by court cases, but the legislature said in effect, “We recognize the problems and we’re going to fix them. Your lawyer can stand down.”

The 2000s brought No Child Left Behind and a focus on educational progress and lots of testing. Although NCLB is now moldering on the dust heap of history, it forced Kansans to hold ourselves accountable for educating not just the lucky kids but EVERY Kansas kid.

That focus on educating all Kansas kids triggered the Montoy case, which was brought on behalf of a kid whose parents felt he wasn’t getting the education he deserved. The Kansas Supreme Court, in that case, found there were wide, funding-based disparities and told the state legislature to fix it.

That’s how government works: the legislature passes laws and citizens have the right to seek legal help if the laws aren’t working.

Now we’re waiting for our Supreme Court to rule on the state’s commitment to our kids’ educational needs. We’ve had a cost study and a study of the cost study and both said schools need more money to serve kids. The legislature did its work and now the Court is doing its Constitutional duty.

In the end, it is simply a matter of what do Kansans want for our kids.
Reeser focuses on individual plans of study, graduation rates

By Scott Rothschild srothschild@kasb.org

Recently, Stan Reeser, a member of the Wichita USD 259 school board, visited with a group of students at Wichita South High School where they talked about the challenges they overcame to graduate.

Reeser said the discussion with the students left him inspired — not only because of their stories but because of the efforts of their teachers.

“It really reinforced to me how much these teachers do for us,” said Reeser. “One thing we always forget is that these educators, they just can’t only be proficient in their subject. They wear so many hats to get these kids to succeed.”

He said teachers help prepare students from challenging backgrounds while also helping the high achieving students and all the students in between.

Reeser believes the diversity of the state’s largest school district helps prepare students for the workplace, which is full of competing points of view and people from varied backgrounds.

Reeser, who works in logistics and supplies for Via Christi Health, and his wife Miscy graduated from Wichita public schools and their three daughters also attended and graduated from USD 259.

Reeser has served in the Parent Teachers Association, site councils and on the Wichita City Council. When a position opened up on the school board, he applied and was selected in October and then was appointed by the board to the KASB Board of Directors.

He said he is going to focus on helping institute individual plans of study for all students, improving the district’s graduation rate and developing alternative education programs.

He said he believes the diversity of the state’s largest school district helps prepare students for the workplace, which is full of competing points of view and people from varied backgrounds.

“Our diversity is a positive strength,” he said.

He is enthusiastic about the State Board of Education’s vision to lead the world in the success of every student and focusing on the whole student and helping students discover their passion.

He said it is important to acknowledge when schools make mistakes, but he said education advocates also must stress the positives of K-12 education because there are special interests that constantly try to badmouth public schools.

“You don’t want to gloss over the mistakes and challenges but the positive so outweighs the negatives,” he said of schools, adding that public education “truly is the foundation” of the United States.

He said school funding suffered during the Great Recession and then when Kansas cut taxes, it suffered more. Meanwhile, opponents of public education bashed teachers and schools.

“They have taken it on the chin for over a decade. I’m hoping we are turning the corner and see the folly of that and see the importance of public education,” he said.
‘Purple Lady’ well known in district where she grew up, attended school

By Scott Rothschild srothschild@kasb.org

Brenda Jones is affectionately called the “Purple Lady” because she always wears purple. She hears that a lot because as Jones says, “I have 22,000 kids. They are all my babies.”

That’s how many students there are in Kansas City USD 500 where Jones has been a school board member for 11 years.

Jones was born and raised in Kansas City and graduated from the historic Sumner High School, which was built as a segregated school.

Jones said she received an excellent education there because top quality black teachers were drawn to Sumner High since they were paid, due to state law, the same amount as white teachers, which wasn’t the situation at many black schools during segregation.

Jones’ message to legislators is, “Take care of the interests of the kids. They are the future generation and will provide for us.”

Jones said many of her teachers had doctorate degrees. “They taught us on that level. They pushed us,” she said.

She then worked for AT&T for 36 years while serving in numerous community organizations. After she retired she was approached by some members of the public to run for a school board seat.

“They wanted someone to love kids. I was a union person. I always helped people,” Jones said.

She signed up to run 15 minutes before the deadline and during her campaign passed out purple name cards and attended all the candidate forums.

During her time on the school board, on which she now serves as president, Jones said she has focused on closing the achievement gap. The district, in which nearly 90 percent of students come from low-income families, has made tremendous strides in raising reading and math scores.

Currently, the district is transitioning from the departure of Superintendent Cindy Lane who is retiring after 30 years in the district, eight as superintendent.

“I hate to see her go,” Jones said. “It really breaks my heart.”

Kansas City USD 500 has been at the center of legal disputes to get the state to increase funding to a constitutional level.

Jones said her message to legislators is, “Take care of the interests of the kids. They are the future generation and will provide for us.”

And why does she always wear purple?

“My mother told me when I was young, I would always take the yellow and purple crayons,” she said. Plus her birthstone is amethyst and she attended Kansas State University.

Now when she attends school events, students whom she met years earlier immediately recognize her.

“They know me,” she said. “Making that connection with students means everything,” she said.
Senior citizens add value to classroom

By G. Kent Stewart

Senior citizens generally have some time and a lot of experience to share with school kids. Seniors are not necessarily old. A few in their fifties help regularly at schools; and some older seniors are obviously in the so-called young-old age cohort.

Seniors represent a tremendous resource for schools, especially elementary schools, at a time when frustratingly large numbers of little kids crave adult stability in their young lives.

According to an Internet article, a senior began welcoming kids to school each morning. Within a few days school was starting late because kids were lined up at the door awaiting a welcome hug from their newly adopted Grandma.

I remember so clearly working on a facility question with Jim Knox, then superintendent at Louisburg. Walking by the elementary school library, I heard an elderly lady reading to a group of kids. She was a marvelous reader. The kids were fascinated with the story. I soon forgot my mission and spent most of the afternoon listening to the lady read to each new group.

That was over 30 years ago. The kids now occupy their respective places in society and I often wonder if they are perhaps better citizens because a lady at school read to them in the library.

Ferrell Miller is board president in Geary County 475 and former principal at Junction City Middle School. Ferrell wrote his doctoral dissertation on utilizing volunteers in schools.

In his study, Ferrell sustained the idea that senior citizens have an important place in schools. Seniors are a source of reliable help who bring to school a reservoir of history, a depth of maturity and a commitment to assist kids to do better school work every day.

Depending on experience and interest, some assist in classrooms, others as resources in helping to bring to life certain student projects in history from life during the Great Depression to the Korean and Viet Nam war years and the Civil Rights Movement. Others mentor at-risk kids, some prefer to help develop and care of school grounds. Others in high turnover schools call on new families, welcoming them to the community and helping the kids acclimate to their new schools.

There is one caution: elementary school kids like seniors in their schools more than do the secondary school students. This doesn’t limit opportunity; rather, it just requires different uses of seniors.

Opportunities are endless. Seniors function very well as after-school tutors, resource persons to certain school clubs and after school mentors to kids in need of adult support and role models. A retired teacher welcomed being a classroom aide. A volunteer cared for the school’s pet dog during vacation periods; another chaired the annual book sale fundraiser, while another acted as general resource person in the after school program.

Pilot senior involvement and create a new level of assistance to overworked teachers, development of school understanding and commitment to advocacy for local schools. The dividends are incalculable.

Fourth in a series by G. Kent Stewart focusing on best practices in advocating for schools and students and assisting community leaders. Stewart taught school administration at Kansas State University for 32 years, where he also consulted regularly and continues to consult with school boards on school facility issues.
KASB survey changes for 2018-19

The KASB Research Department has been working over the past several years to refine and improve how we collect data and to improve the data we collect in relation to our annual surveys. We have moved from paper-based surveys to entirely online data collections, we’ve reorganized the questions to be better grouped based on content and we’ve changed the questions asked based on changes in our districts’ information needs.

This year, we are pleased to report that not much is changing. The following are the anticipated changes, which will go into effect in the system as of July 1.

No More Administrator Degree Info

To date, we have collected information on the degrees earned and where they were earned for all superintendents, principals and central office administrative staff.

We have been told by many school district staff that this is some of the hardest data to collect and maintain on school administrators. That, coupled with the fact that not very many people utilize this data each year, has led us to remove these questions from the superintendents, principals and assistant principals and central office staff surveys. We hope this will greatly reduce the difficulty districts have getting this data to us and greatly improve our response rates for these surveys.

Submission Schedule Compression

Years ago, KASB had very specific deadlines for each survey. In recent years, we have had target dates, but have been very flexible in how and when district submit.

Starting in 2018-19, we are going to ask that all districts get all surveys submitted to us by October 15th, 2018. District staff have told us that, except in the case of some negotiations and teacher contract data, almost all the data we collect is available at the beginning of the school year.

After July 1, KASB will begin sending status updates to districts every two weeks or so, letting them know which surveys have been received and which are still needed, with the hope of getting as many surveys to us as possible by October 15th so that we can start generating the Survey Annual Reports and have them complete and available for use during the legislative session and possibly even during the Annual Conference.

The surveys KASB is asking each district to submit (at surveys.kasb.org) are as follows:

- Calendar
- Fees
- Other Staff
- Teacher Contracts
- Supplemental Pay
- Retirement
- Employee Relations
- Central Office Staff
- Principals
- Superintendents

In addition, KASB will ask for the following information:

- Each district’s current Teacher Salary Schedule
- Details about Questions Submitted Elections held in each district during the year

Districts that cannot get the data to us by October 15th will still be encouraged to get the data to us after this date for use by other districts and for historical reporting purposes, but their responses will not be included in the annual reports.

For more information on the survey questions, methods for submitting data and reports and tools based on the data, you can check out the Data Steward Handbook at kasb.org/research/surveys/

Other Changes

At present, those are the only two changes planned for next year’s surveys. However, KASB would love to hear from you about ideas for improvement.

If you have suggestions for questions to add, remove, or change on any of the surveys, or if you have ideas for improving the methods we use for collecting this data, please email research@kasb.org and let us know!
LEADERSHIP SERVICES

LFT class travels to western Kansas

By Carol Pitts, cpitts@kasb.org

KASB’s Leadership for Tomorrow class heeded the advice of Horace Greeley and took a trip out west for the group’s second two-day session.

The first stop was Hugoton, Kansas. Adrian Howie superintendent of schools for Hugoton USD 210 and a 2017 Leadership for Tomorrow graduate, welcomed the group to the Southwest Kansas community.

Following tours of the early education center, middle and high school schools, Howie led a discussion on how the school and community are working through school funding challenges and creating career education opportunities for students.

The Leadership for Tomorrow Class then traveled to Liberal and spent the next morning visiting Meadowlark Elementary and Liberal High schools. Both schools are part of the original Mercury 7 redesign initiative underway through the Kansas State Department of Education.

Adrian Howie (left) shares with LFT members how the district leverages partnerships to improve facilities in Hugoton USD 210. This courtyard was transformed from an overgrown space into a great outdoor learning spot thanks to a grant through Home Depot and volunteer work by student, staff and community volunteers.
The fifth session for the new KASB BOLD program was held in April in Topeka.

The group of 20 administrators from across Kansas spent the first afternoon gaining knowledge and skills on crisis management. Discussions included developing plans for communication during and after a crisis event and the need to consider the long-term effects of stress related to crisis events.

The group spent the next day working on human resource management, including best practices for opening a position; how to handle the application; vetting and interview procedures; and hiring the best fit for the job.

Also included were effective supervision and evaluation strategies and how to handle disciplinary actions and dismissal of employees.

The Business and Operations Leadership Development (BOLD) program is sponsored by KASB Leadership Services and provides training to district-level leaders through a year-long program that includes site visits, special presentations and group discussions.

KASB Executive Director Dr. John Heim (left) participates in a round-table discussion on crisis responses with KASB BOLD class participant (left to right) Kelly Lampe, superintendent, Bucklin USD 459; Tavis Desormiers, superintendent WaKeeney USD 208; and Matt Meek, assistant superintendent, Paola USD 368.

Dr. Marcia Weseman (foreground) leads participants in a problem-solve activity as part of the fifth session for KASB’s BOLD program in April.
By Leah Flier lfliter@kasb.org

The 2018 Kansas Legislative Session saw legislators repairing the state budget and adding more funds to public schools after adverse court rulings.

KASB commended legislators for their work in a statement: "After restoring a more balanced tax system last year, state revenues and economic growth have been much stronger than expected. Over the past two years, the Legislature has begun to make investments in public education to stop falling behind inflation and other states and to reverse the decline in measures of student success."

"The Legislature also began restoring funding for higher education, transportation and social services. These programs not only provide the foundation for future economic growth, they also offer immediate employment and income for public employees and private businesses."

"The Legislature has now provided more than $400 million in additional K-12 funding for the current school year and next year and is committed to an additional $400 million over the following four years."

"KASB urges education advocates throughout the state to thank those who have moved the state past its budget crises and helped to reinvest in K-12 and other services needed to ensure Kansas’ future.

The Gannon school finance case influenced much of the 2018 Kansas legislative session; surprisingly good April revenue projections, however, allowed lawmakers to adjourn the regular session on May 4 after restoring some cuts to Regents institutions, giving some state employees a pay raise and stopping the practice of sweeping state highway funds to pay for education transportation costs. School safety and mental health saw a renewed focus after the Parkland school shooting tragedy in February.

The Kansas Legislature convened its 2018 session on January 8. Because of the Kansas Supreme Court’s October 2017 ruling that the 2017 school finance bill (SB 19) was not adequate or equitable, lawmakers knew their primary task in 2018 would be to craft a bill that would add (and target) sufficient funding to pass constitutional muster. Serious work on the legislation didn’t begin until April, however, because the legislature was waiting for the results of a school finance cost study it commissioned after the October Gannon decision.

The cost study by Dr. Lori Taylor of Texas A&M University shocked lawmakers and Statehouse regulars by recommending Kansas add between $450 million and $2 billion to achieve state goals for K-12 education. The study also found Kansas public schools were 96 percent efficient in their use of resources. While Taylor’s study used a different formula to calculate costs than the school finance formula set forth in SB 19, it demonstrated a clear connection between increased funding and improved student achievement.

Sub for SB 423 was at least initially the Legislature’s response to the Gannon decision and the Taylor study. In combination with previously funding for the current year and “corrected” by SB 61, it is expected to provide $192 million in additional state aid to school districts next year, and approximately $525 million through 2023. The bill included the following appropriations for FY 2019:

- $26 million, all from the State General Fund (SGF) for increased State Foundation Aid payments; in addition to funding already approved.
- $32.4 million for increased Special Education Services Aid payments in addition to funding already approved.
- $6 million for increased Supplemental State Aid (LOB State Aid) payments, in addition to funding already approved.
- $2.8 million from the SGF to provide the ACT and three ACT WorkKeys assessments required to earn a national career readiness certificate to each student enrolled in grades 9-12. No such student would be required to pay any fees or costs, and no school district would be...
required to provide more than one exam and three assessments per student.

- $500,000 for the mentor teacher program, all from the SGF.
- $10 million, all from the SGF, for the first year of a Mental Health Intervention Team pilot program between school districts and community mental health centers for FY 2019, including $7.5 million for the operation of the pilot program and $2.5 million for the one-time purchase of a database. Upon the certification of memorandums of understanding between participating school districts and community mental health centers, the bill would require the transfer of $1.5 million from KSDE to the Kansas Department for Aging and Disability Services (KDADS) to provide treatment and services for students under the pilot program who are uninsured or underinsured.
- $15,000, all from the SGF, to implement the Jobs for America’s Graduates–Kansas pilot program (JAG-K) for foster children in Wichita USD 259, Topeka USD 501, and the Kansas City USD 500.

Sub for SB 423 also increased the BASE aid over the next several school years, while counting a required minimum 15 percent Local Option Budget (LOB) floor as state aid. A drafting error in the section of the bill that mandated the 15 percent LOB, however, resulted in the bill inadvertently denying school districts $80 million in special education funding that was appropriated in the bill.

The error was not discovered until after the legislature passed Sub for SB 423 on Saturday, April 7 in the waning hours before the legislature’s “first adjournment.” Gov. Jeff Colyer pledged to sign Sub for SB 423 (and he did on April 17) and urged lawmakers to fix the error during the legislative “veto session” April 26-May 4.

**House Sub for SB 61** was the “fix” bill approved by the House on April 28 and the Senate on April 30. Colyer plans to sign the bill, which was delivered to him on May 2.

The bill increases the BASE for five years beginning in school year 2018-2019. The new BASE amounts are:

- School year 2018-2019, $4,165;
- School year 2019-2020, $4,302;
- School year 2020-2021, $4,439;
- School year 2021-2022, $4,576; and
- School year 2022-2023, $4,713.

The bill allows school districts to adopt an LOB up to the statewide average from the preceding year and may adopt an LOB up to 33 percent of the Total Foundation Aid of the district if the board of education of the district has adopted a resolution providing for such authority that has been subject to a protest petition of the district.

The bill reinstates a provision providing for the Total Foundation Aid for purposes of the LOB to be calculated as if

*Continued on page 14*
Continued from page 13

the BASE was $4,490 in all years in which the BASE is less than $4,490 (“artificial base”).

The bill also restores the $80 million in state aid for special education that was inadvertently omitted in SB 423 and reinstates a provision allowing districts to use the Special Education Aid amount from school year 2008-2009 for purposes of calculating the district’s LOB authority in any year in which the district’s actual Special Education Aid amount is less than that year. S Sub for SB 61 also amended the mental health pilot language in Sub for SB 423 to delete the reference to the Central Kansas Cooperative in Education and replace it with a provision allowing nine schools to be served by Abilene USD 435.

Budget

Before adjourning the 2018 regular session, lawmakers passed a budget bill that adds funding for FY18 (the current fiscal year) and for FY 19.

The bi-partisan nature of the debate was a far cry from the fights between 2012 and 2016 when deep tax cuts pushed by then-Gov. Sam Brownback led to deep revenue shortfalls. In 2017, a more moderate legislature took office and repealed those cuts. Since then, state tax receipts have exceeded projections and when the wrap-up session started last week, legislators were looking at an increased revenue estimate of $534 million.

The new revenue estimate gave legislators some breathing room to fund neglected items and start several initiatives. For education, the budget will:

- Pay an $82 million KPERS payment and provide another $112 million for KPERS over fiscal years 2019 and 2020.
- Add $5.2 million from the Children’s Initiatives Fund for early childhood programs. This includes $4.2 million for pre-kindergarten and $1 million for Parents as Teachers.
- Provide $5.3 million for school safety and security grants.
- Add $750,000 to provide funding for the Technical Education Incentive program.
- Provide $520,000 for a contract with Teach for America to recruit, train and develop teachers.
- Provide $300,000 to fund a juvenile transitional crisis center pilot program at Beloit Special Education Cooperative.
- Add $300,000 for school broadband infrastructure.

Other bills enacted

SB 428 – Changing licensure requirements for a child care facility operating in a public recreation center or school.

HB 2498 – Prohibiting governmental entities (including school districts) from prohibiting the wearing of tribal regalia and objects of cultural significance at public events.

HB 2444 – Repealing requirements of the KPERS board regarding new investments and divestment of current investments in companies with business operations in Sudan.

H Sub for HB 2602 – Creates a task force on dyslexia and related disorders in public schools.

S Sub for HB 2701 – Creating the statewide broadband expansion planning task force.

What’s next for K-12 public schools?

The Kansas Supreme Court held oral arguments on Sub for SB 423 (including the SB 61 adjustments) at 9 a.m. May 22. The Court has promised to rule quickly, which will be important because justices said in October if the legislature’s remedy is not sufficient, “we will not allow ourselves to be placed in the position of being complicit actors in the continuing deprivation of a constitutionally adequate and equitable education owed to hundreds of thousands of Kansas school children.”
2018 advocacy tour hits the road
KASB advocacy team starts sessions May 29 in western Kansas

With the legislative session complete and the 2018 campaign season under way, the KASB Advocacy team is finalizing plans to once again tour the state of Kansas to give updates on important K-12 education issues.

Beginning the week of Memorial Day in western Kansas and continuing over the next four weeks into June, the advocacy team will offer multiple opportunities to get an in-depth analysis of the importance of investing in K-12 education in Kansas.

We encourage board members, administrators and education advocates to join us for one of our stops and to invite legislative candidates to come along.

**Tuesday, May 29**
10:00 a.m.
Northwest Kansas ESC
703 W 2nd, Oakley
3:00 p.m.
Southwest Plains Regional SC
810 Lark Ave, Sublette

**Wednesday, May 30**
8:00 a.m.
Barber County North USD 254,
Board Office, 100 E First
Medicine Lodge
1:00 p.m.
USA Kansas Conference
Hyatt Regency, Birch/203 Room
401 W Waterman, Wichita

**Monday, June 4**
10:00 a.m.
Ottawa USD 290, Board Office
1404 S Ash, Ottawa
4:00 p.m.
Independence USD 446
Board Office, 517 N 10th St.
Independence

**Tuesday, June 5**
8:00 a.m.
Pittsburg USD 250
Staff Development Center
300 E 13th St, Pittsburg
1:00 p.m.
Iola USD 257, Board Office
305 N Washington, Iola

**Tuesday, June 5**
5:30 p.m.
Emporia USD 253, Board Office
(West Doors), 1700 W 7th St
Emporia

**Wednesday June 6**
10:00 a.m.
Lawrence USD 497
Sunset Hill Elementary
901 Schwarz Rd, Lawrence
3:00 p.m.
Atchison USD 309
Community Room
626 Commercial, Atchison

**Thursday, June 7**
9:00 a.m.
Shawnee Mission USD 512
Center for Academic Achievement, 8200 W 71st
Overland Park
3:00 p.m.
Kansas City USD 500
2010 N 59th St, Kansas City

**Monday, June 11**
10:00 a.m.
Manhattan-Ogden USD 383
Kirmser Conference Room
2031 Poyntz Ave, Manhattan
3:00 p.m.
Concordia USD 333
High School Library
436 W 10th St, Concordia

**Tuesday, June 12**
5:30 p.m.
KASB Topeka
1420 SW Arrowhead Road, Topeka

**Wednesday, June 13**
5:30 p.m.
Olathe USD 233, Board Office
14160 S Black Bob Rd, Olathe

**Thursday, June 14**
10:00 a.m.
Hutchinson USD 308
HCTEA, 800 15th Circle
Hutchinson

**Monday, June 18**
4:00 p.m.
Goddard USD 265
Administration Center
201 S Main St, Goddard

**Tuesday, June 19**
8:00 a.m.
Haysville USD 261
West Haysville Middle School
1956 W Grand Ave, Haysville
3:00 p.m.
El Dorado USD 490
El Dorado Middle School
440 East Wildcat Way, El Dorado

**Wednesday, June 20**
10:00 a.m.
Blue Valley USD 229 Board Room,
15020 Metcalf, Overland Park

**Thursday, June 21**
10:00 a.m.
Russell County USD 407
High School Library
525 State St, Russell
4:00 p.m.
Smoky Hill ESC
605 Crawford, Salina
Kansas v Florida: 
Achievement, funding, economic success

By Mark Tallman, mtallman@kasb.org

Since the 2017 National Assessment of Educational Progress test results were released, the state of Florida has received a lot of attention, especially for high results among certain student groups. Because Florida spends less per pupil than Kansas, some are asking if this shows educational results can be improved without spending more money.

Florida does spend less per pupil than Kansas. However, since 2012 when Kansas passed major tax cuts that reduced state revenue, Florida has actually increased educational funding more than Kansas, with total revenue per pupil in Florida rising from $9,077 to $9,828 in 2015 (8.3 percent) compared to Kansas $11,557 to $12,055 (4.3 percent). Per pupil amounts for 2016 are expected to be released next month. (Source: Public Education Finances, 2012 and 2015)

Supported by this increased funding, Florida has shown improvement on these national tests. However, a closer look shows low-spending Florida continues to trail far behind Kansas on many measures of student success.

First, it is important to note NAEP does not test all students in a state. NAEP tests only a statistical sampling of students and only at fourth and eighth grades in reading and math every other year. NAEP provides a "scale score" for each state, and reports the percent of students at various benchmark levels: below basic, at basic, at proficient and at advanced. For a description of limitations and cautions related to NAEP as identified by the federal evaluation team, see KASB Research Specialist Ted Carter’s recent blog post at kasbresearch.blogspot.com.

For 2017, Kansas actually outscored Florida for all students, with 76.4 percent of students at basic or higher and 38.2 percent at proficient or higher compared to 71.0 percent and 32.3 percent, respectively, in Florida. However, Florida has a far higher percentage of low income students than Kansas. For students eligible for free or reduced meals, 69.0 percent of Floridians scored at basic or above and 27.2 percent were at proficient, compared to 64.1 percent and 22.9 percent of Kansans, respectively. (Source: KASB analysis of NAEP data)

Unfortunately for Florida, students do not graduate and go to college from fourth or eighth grade, and the state does not fare nearly as well in other measures. For example, Florida lags behind Kansas for all students in the four-year adjusted cohort graduation rate, 80.7 to 85.7 percent; for low income students 74.4 to 77.5 percent, for Limited English Proficiency students 60.0 to 77.4 percent, and students with disabilities by the same rates. (Source: National Center for Education Statistics, Public High School Four-Year Adjusted Cohort Graduation Rate)

Graduation is vital when at least 90 percent of future jobs are expected to require a high school diploma or more and most students will not be able to enter college or technical programs without it.

What about preparing for college? Kansas and Florida both tested the same percentage of students last year using the ACT test (73 percent), but in Kansas 29 percent of students met all four college ready benchmarks, compared to just 21 percent in Florida. Kansas schools are sometimes criticized because less than one in three students score college ready on all ACT tests; in Florida it is barely one in five. ACT does not break out results by income level, but Kansas also outperformed by every ethnic/racial subgroup except Hispanics. (Source: 2017 ACT State Briefing & Profile Reports)
Better preparing students for college is critical because almost all job and income growth is in careers requiring education beyond high school.

Finally, Florida trails Kansas in every measure of educational attainment by young adults (aged 18-24). In Kansas, 12.5 percent of this age group has not completed high school or the equivalent; in Florida, it is 15.5 percent. In Kansas, 48.5 percent of young adults have some college education, a one- or two-year certificate or an associate degree; in Florida the percentage is 45 percent. In Kansas 10.3 percent of 18-24-year-olds have a four-year degree compared to 9 percent in Florida. (Source: American Community Survey, Educational Attainment 2016 one-year estimates)

Higher levels of educational attainment results in higher earnings and lower unemployment rates, qualifying students for higher paying jobs and attracting employers who need these skills.

Why is there such a gap between Florida NAEP scores and other educational indicators? First, it is likely the additional spending over the past several years has made an impact on younger students. Florida Gov. Rick Scott has credited additional spending on education for rising NAEP scores. Focusing resources on preparing students for standardized tests may improve that measure, but apparently Florida is not yet providing the support or effectively implementing strategies to help prepare students more broadly.

Kansans participating in community forums conducted by the Kansas State Board of Education overwhelmingly supported a broader definition of academic success than standardized test scores.

The question is this: Would Kansans trade higher scores for low income students at fourth and eighth grade and spending about $2,200 less per pupil for doing worse on every other major measure of preparing students to be successful after high school?

KASB will release its updated “Comparing Kansas” Report on educational outcomes and funding this summer. Past editions have found every state exceeding Kansas across all measures spends more than Kansas. Recent academic studies have found a strong positive correlation between funding and student success. So did the recent education cost study commissioned by the Kansas Legislature.

Noted above is the fact that Florida has more low-income students than Kansas. Some have suggested Florida gets better results than Kansas while spending less money. We’ve seen that isn’t true when looking at a broader range of outcomes. But it is also argued spending less on education and other public services boosts a state’s economy. As a low-tax, low-spending, zero income tax state, Florida should also be a model for economic prosperity.

It turns out that is not the case, either. Florida trails Kansas in per capita income, $46,858 to $47,600. Florida has a higher unemployment rate, 3.9 percent to 3.4 percent (after Kansas raised income tax rates last year). Florida has a higher poverty rate for all residents, 14.7 percent compared to 12.1 percent in Kansas, and a much higher poverty rate for children under 18, 21 percent to 14.1 percent. (Source: Bureau of Economic Analysis, State Personal Income; Bureau of Labor Statistics, State Unemployment Rates; American Community Survey Factfinder)

Florida has made solid gains on one national test, but when looking at all other student achievement measures, Kansas schools put students in a better position to succeed. Increased funding will help them continue.
Kansas schools of character recognized

Beloit Junior/Senior High School, Beloit USD 273, and Nemaha Central Elementary/Middle School, Nemaha Central USD 115, were announced as 2018 Kansas Schools of Character earlier this month during a special ceremony at the Brown v. Board of Education National Historic Site in Topeka.

Recognition for these schools is given though the Kansas Schools of Character Recognition Program and sponsoring organizations — KScharacter.org, Character.org, the Kansas State Department of Education and the Brown v. Board site.

Beloit Junior/Senior High School and Nemaha Central Elementary/Middle School are two of 63 schools across the country to be certified by Character.org as 2018 State Schools of Character. The 2018 Kansas Schools of Characters will now be considered for the highest distinction – National School of Character. The announcement will be made in Washington, D.C., later this month by Character.org.

The character award program recognizes schools and districts that have worked to enhance social, emotional and character development.

“These schools and districts are doing a tremendous job of ensuring each student is successful; and social, emotional and character development is a fundamental part of that success,” said Kansas Commissioner of Education Dr. Randy Watson. “For Kansas to achieve its goal of leading the world in the success of each student, we have to address the needs of the whole child, which includes social and emotional growth. I congratulate each school and district on this outstanding achievement.”

Cindy Patton and Sue Kidd, with KScharacter.org, presented awards to the Kansas State Schools of Character, as well as other character awards to Kansas schools and districts, during Thursday’s ceremony.

Speakers and guests included Kent Reed, education program consultant for the Kansas State Department of Education (KSDE); Sherda Williams, superintendent of the Brown v. Board National Historic Site; Deena Horst, Kansas State Board of Education member, District 6; Myron Melton, education program consultant for KSDE; Christina Mann, a trainer with Kansas Multi-Tier System of Supports (MTSS); and Noalee McDonald-Augustine, chair of the Kansas Schools of Character Recognition Program.

Personnel from recognized schools and districts were invited to take part in a professional learning event after the ceremony. Dr. Mary Kaye Siebert presented “Leading Together: Creating Relational Truth.” Siebert is the director of instructional services at Wamego USD 320 and a facilitator with the Center for Courage and Renewal.

Other schools and districts that received recognition were:

Honorable Mention Kansas Schools of Character 2018
- Anthony Elementary, Leavenworth USD 453
- David Brewer Elementary, Leavenworth USD 453

Promising Practice in Character Education 2018
- Anthony Elementary, Leavenworth USD 453
- David Brewer Elementary, Leavenworth USD 453
- Ravenwood Elementary, Olathe USD 233
- Lakeside Elementary, Pittsburg USD 250

Shifting School Culture 2018
- John F. Kennedy Elementary, Kansas City USD 500
- Kansas City District, Kansas City USD 500

Enhanced Spotlight Recognition 2018
- David Brewer Elementary, Leavenworth USD 453
- Horizons High School, Shawnee Mission USD 512
- Manhattan Virtual Academy, Manhattan-Ogden USD 383
- Waverly Elementary, Lebo-Waverly USD 243

For more information about Kansas’ character development programs, see the Kansas Schools of Character website at KScharacter.org. For more information about State Schools of Character or National Schools of Character, visit character.org.
KASB Workers Comp Fund shines

By Carol Pitts, cpitts@kasb.org

With the third rate reduction in three consecutive years, the KASB Workers Compensation Fund continues to be a strong, stable choice for KASB members.

“We remain competitively priced and pride ourselves on sustainability and service,” said Rod Spangler, KASB assistant executive director risk management.

The Workers Compensation Board of Trustees recently approved a general rate reduction, the largest of the three over the last three years. Spangler said that means the Fund is fiscally strong and continuing to meet the needs of its members.

“We see many carriers come in and out of the market,” Spangler said, “but the KASB Workers Compensation Fund is solid and has remained so for 30 years.”

The Fund was created in 1987 by the association to provide KASB members with affordable, reliable insurance. The fund operates solely for the benefit of KASB members and is designed to return favorable operating results to members through dividends or a reduction in future premium costs. No eligible member has ever been denied coverage, nor has any member been non-renewed due to excessive losses.

There are many variables that impact the cost of work comp insurance, Spangler said. One trend he sees is an insurance provider that may provide the board a low bid to get the business, then increase the cost after a year or two.

“That’s not how we do business,” Spangler said.

The KASB Work Comp Fund is governed by a separate Board of Trustees composed of locally-elected board of education members. All claims and investigations are done in-house and issues can be addressed directly. All service renewals and decisions are handled locally.

“Price is very important,” Spangler said, “but so is the trust both you as an employer and your staff must have in knowing your carrier is going to be there for both of you.”

When making a decision on work comp insurance, or any insurance for that matter, Spangler suggests boards consider whether the company will deliver the kind of support needed to fully support employees when a claim occurs.

KASB Risk Management Operations Manager Liz Maisberger-Clark has served as the fund administrator for over 15 years. She said the highest point of need for an employee is at the point of injury and before they return to work.

“Both the injured worker and the district require great communication and support during that time, and that’s where your work comp carrier really needs to shine,” she said. “You need someone who will support your injured worker through the entire claim and at the same time help reduce the negative impact to you as the employer.”

Spangler urges KASB members to be cautious when shopping for this kind of service.

“The market is soft right now in Kansas, which means rates are going down,” he said. “That may make it tempting to look for an insurance carrier who promises to save you money, but there is more to this kind of insurance than just price.”

KASB has increased its service and support for all risk management solutions, including workers comp insurance.

“We’ve hired an additional claims adjuster, moved to a web-based claims process and brought online a learning management system for members of the work comp pool to train employees on preventing on-the-job injuries and reduce the number of work comp claims,” he said.

“This makes KASB’s work comp insurance – in almost every case – the best choice,” Spangler said. “We’ve been here for 30 years. The association just celebrated its 100th year of service. That level of consistent service and support is unmatched in Kansas.”
Law enforcement access to students

The legal department has received several recent inquiries about law enforcement personnel seeking access to students during the school day.

In some cases, officers have insinuated school personnel who refuse to produce the students upon their demand may be guilty of obstructing justice. This assertion is meritless. It is based on the false assertion law enforcement officers are entitled to interrogate any person, at any time, as part of a lawful investigation.

Because it is often more convenient for officers to locate students at school and question them without parental interference, it is common in some jurisdictions for officers to present themselves at the school office and demand private audiences with students.

KASB attorneys have long advised districts they are not required to accede to a law enforcement officer’s demand to interview pupils on school property in connection with a criminal investigation, unless the officer presents a lawfully issued court order. The attorney general, in a 2005 opinion, concurred with that advice, noting that in the absence of statutory or other legal direction, school boards and superintendents can determine whether, and under what circumstances, law enforcement officials can come onto school property. See Kan. Atty. Gen. Op. No. 05-10 (2005).

An exception exists for investigations of child abuse or neglect or investigations of the pupil’s identity. But as a general rule, police and sheriff’s officers are not entitled to contact or interview students at school, unless they have a warrant or other court order.

KASB recommended board policy JCAC sets out two clear and distinct requirements concerning investigations by law enforcement officials at school.

First, it states: When law enforcement officers question a student on a topic unrelated to a report of child abuse during school hours, the building principal shall make a reasonable attempt to contact a parent, guardian or representative of the student prior to questioning. Notification or attempted notification of parents, legal guardians or representatives shall be documented by the administrator involved. If a student’s parents, legal guardians or representatives are not present during such questioning of a student, the principal may be present.

This restriction requires parents or legal guardians be notified and school administrators take action to protect students’ rights if the interrogation commences without responsible adults being present. This provision applies even if law enforcement is present in response to a request by school personnel.

Under “Law Enforcement Initiated Investigations at School,” the policy makes clear officers are not entitled to enforce demands that students be presented for questioning.

School personnel should remember they are responsible for safeguarding students’ rights while they are at school.

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.
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- **Schedule Subject to Change.**
- **Additional Workshops and Training May Be Added.**

#### Board Leadership Team

- Hays 07.23.18
- Topeka 07.26.18

#### Student Discipline

- Topeka 08.02.18

#### Foundations of Boardsmanship 1.1: Preparing for the Year

- Garden City 08.21.18
- Colby 08.22.18
- Salina 08.23.18
- Topeka 08.28.18
- Girard 08.29.18

#### Special Education

- Topeka 09.05.18

#### Leading Change - Connecting to KESA

- Topeka 09.11.18

#### Becoming an Effective Supervisor

- Hays 09.18.18

#### Fall Regional Meetings

- Region 8 / Pratt 09.25.18
- Regions 6 & 14 / Haysville 09.26.18
- Region 3 / Greenbush Girard 09.27.18
- Regions 1, 11, 12, 13, 15 / Lawrence 10.01.18
- Region 2 / Emporia 10.02.18
- Region 5 / McPherson 10.03.18
- Region 4 / Manhattan 10.04.18
- Region 10 / Garden City 10.16.18
- Region 9 / Colby 10.17.18
- Region 7 / Beloit 10.18.18

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- Meeting All Kids Needs
- Winter School Law
- Foundations of Boardsmanship 2.0
- KSSA Day with KASB
- Overland Park 11.30.18

**Please note:** Most pre-conference sessions are season pass eligible. Annual Conference is excluded from the season pass. Members receive one free registration to the conference as a member benefit!

Advocacy in Action
- Topeka 01.16 & 17.19

Practicum in Negotiations
- Topeka 01.24.19

Prepping for Negotiations
- Dodge City 01.23.19
- Lyons 01.30.19
- Clearwater 02.01.19
- Concordia 02.06.19
- Gypsum 02.06.19
- Spring Hill 02.20.19
- Oakley 02.25.19 & 02.26.19
- Hays 02.26.19

Student Discipline
- Topeka 02.07.19

Negotiations
- KASB 02.19.19

Clerks/Treasurers
- Topeka 02.20.19

Section 504 Refresher
- Oakley 02.26.19

Job Descriptions
- Newton 03.13.19 and Topeka 04.02.19

Human Resources Academy
- Newton 03.14.19 and Topeka 04.03.19

School Law
- (In Conjunction with USA-Kansas Annual Conference Wichita (Date TBA)

Clerks/Treasurers Refresher
- Hays 06.25.19 and Topeka 06.27.19

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**Schedule Subject to Change.**
Principals concerned by impact of social media on students

Students’ online behavior outside of school is a big worry, survey shows. But most principals don’t feel prepared to tackle the challenge.

Education Week, April 17, 2018

More than half of U.S. school principals say they’re extremely concerned about children’s use of social media outside of school, but just 14 percent describe themselves as “very prepared” to help students use social media responsibly.

That’s according to a new national survey of school leaders conducted by the Education Week Research Center, which found the fears are particularly acute in middle schools.

The scope of the challenge is evident in the 67,000-student Virginia Beach, Va., district. There, 11 middle schools received threats of violence, many made by students on social media, in the weeks following the February massacre at Marjory Stoneman Douglas High School in Parkland, Fla.

“This is the world our teenagers are living in,” said Freddie P. Alarcon, the principal of Corporate Landing Middle School, where a student was charged by police with “threatening harm by use of electronic communication” after one of the incidents.

Experts say it’s no surprise principals feel overwhelmed.

Long before Instagram and Snapchat, the teenage years have been a developmentally sensitive time when students take risks, navigate fraught social relationships, and try to carve out their own identities. Now, though, social media is an integral part of those often-messy processes, giving children previously unimaginable power to document and broadcast their every action and thought.

Schools face a steady stream of disruptions caused by everything from shooting threats to cyberbullying to nude photos. For principals, that means a constant low-level headache, which periodically escalates into crisis.

The result is that schools face a steady stream of disruptions caused by everything from shooting threats to cyberbullying to nude photos. For principals, that means a constant low-level headache, which periodically escalates into crisis.

Part of the challenge school leaders face is that there’s no set checklist they can follow in order to proactively keep students safe on social media or respond effectively when things go sideways.

In response, a growing number of companies are pushing technology solutions, often based on surveillance of students’ social media.

Advocates and researchers, meanwhile, suggest a focus on “digital citizenship,” building a positive school climate, and counting on students to monitor each other.

Add it all up, and the nation’s school leaders are in an unenviable position, said Amanda Lenhart, the deputy director of the Better Life Lab at New America, a Washington think tank.

“I think our expectations of principals have become increasingly unreasonable,” Lenhart said. “They’re fighting a losing battle.”

One thing principals can’t do is ignore social media.

“It has a tremendous impact on the day-to-day culture of a school,” said Daniel Kelley, the president of the National Association of Secondary School Principals and the leader of Rhode Island’s Smithfield High School.

The worry for school leaders isn’t so much about how students use social media during the school day.

The challenge is that what happens on social media on weekends, evenings, and on the school bus often spills over into the school day, said Anne Collier, the founder of iCanHelpline.org, a social-media helpline for schools.

Most often, she said, that includes problems that never make the local news.

“There’s nothing surprising in what principals bring to us,” Collier said. “It’s bullying, harassment, fake profiles, mean comments, sexting, and stupid pranks.”

For principals, the challenge of addressing such problems begins with identifying where students are actually leading their digital lives.
Many of the platforms and services young people use—such as Snapchat, Instagram, musical.ly, WhatsApp, Kik, and LINE—may be unfamiliar to the average principal.

And even if school leaders can see what’s happening, they must navigate murky legal waters before reacting, said Sonja Trainor, the managing director for legal advocacy at the National School Boards Association.

Courts have generally ruled that the First Amendment protects students’ speech on personal social-media accounts used outside of school, Trainor said, unless that speech infringes on other students’ rights or is likely to cause disruption inside school. Figuring out where that line is drawn can be tricky.

It’s also important for school leaders to recognize just how difficult it is for grown-ups to fully grasp the context that helps explain what’s taking place on social media, said Lenhart of New America.

“You’re not the audience for what is happening on these platforms,” Lenhart said. “Your ability to understand the full interpersonal space you’re digging into is really limited.”

Companies such as Geo Listening and Social Sentinel promise to use algorithm-driven technologies to monitor students’ public social-media posts for everything from suicidal thoughts to school-shooting threats.

Instead, Patel and other experts agreed, principals are better served by proactively teaching responsible student social-media use on the front end and encouraging a culture of peer monitoring and reporting on the back end.

How prepared are you to implement strategies to help students use social media responsibly?

Very prepared Somewhat prepared A little prepared Not at all prepared

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