Relationships
key to student and school safety

Mark your calendar!

Election story page 7

Get an 'A' in voting

NOVEMBER 6

VOTE
Where the BOLD Go

The second class of BOLD school administrators from across Kansas is off and running.

The Business Operations Leadership Development (BOLD) program focuses on developing knowledge on building and facilities master planning, technology planning, finance strategies, procurement processes, school security, risk management and human resources.

BOLD includes six day-long training sessions developed by KASB leadership staff, KASB partners and experts from across the state.

KASB Leadership Services recently announced the 2018-19 class — the second one since the program started last year.

Those selected are: Kellen Adams, executive director of fiscal and support services at El Dorado USD 490; Susan Beesen, superintendent at Centre USD 397; Richard Bell, assistant superintendent of personnel and operations at Maize USD 266; Ben Boothe, director of secondary education at Gardner Edgerton USD 231; Justin Burchett, assistant superintendent/interim high school principal at Osawatomie USD 367; Juanita Erickson, superintendent at Neodesha USD 461; Vince Evans, director of special services at Derby USD 260; Jim Goracke, superintendent at Sterling USD 376; Angela Holloway Payne, superintendent at Stafford USD 349; Michael Janzen, assistant superintendent at Circle USD 375; Troy Langdon, principal at Fort Larned USD 495; Jake Potter, director of public relations at Leavenworth USD 453; Deanna Scherer, principal at Effingham USD 377; Shelly Swayne, superintendent at Russell County USD 407; Bryce Wachs, superintendent at Fort Larned USD 495; Matt Ward, assistant superintendent at Augusta USD 402; Cathi Wilson, superintendent/principal at Oxford USD 358; and Donna Zerr, principal at Augusta USD 402.

BOLD was created in response to a growing number of requests for assistance from Kansas school district administrators who must juggle not only their daily interactions with students, staff and the community but also building and facilities planning, school security, transportation, running a food service program and more.

KASB Board of Directors

Region 1: Jason Winbolt, Spring Hill USD 230, winbolt@usd230.org
Region 2: Art Gutierrez, Emporia USD 253, art.gutierrez@usd253.net
Region 3: Gail Billman, Labette County USD 506, gbillman@usd506.org
Region 4: Curt Herrman, Manhattan-Ogden USD 383, mailme@curtherrman.com
Region 5: Lori Blake, Southeast of Saline USD 306, lcblake520@gmail.com
Region 6: Susan Walston, Haysville USD 261, swalston@usd261.com
Region 7: Gina McGowan, Ellsworth USD 327, yanks50@sbcglobal.net
Region 8: Gary Yost, Otis-Bison USD 403, yost.gary@yahoo.com
Region 9: Brad Bergsma, Goodland USD 352, brad.bergsma@mwktc.edu
Region 10: Lara Bors, Garden City USD 457, lara.borslaw@gmail.com
Region 11: Mike Seitz, Blue Valley USD 229, mseitz@bluevalleyk12.org
Region 12: Deb Zila, Shawnee Mission USD 512, debzila@smsd.com
Region 13: Brenda Jones, Kansas City USD 500, brenda.jones@kckps.org
Region 14: Stan Reeser, Wichita USD 259, stanreeser@gmail.com
Region 15: Rick Schier, Olathe USD 233, rickschierboe@gmail.com
Ex Officio: Frank Henderson, Jr., Seaman USD 345, hendersf@msn.com

President
C. Patrick Woods
Topeka USD 501
pwoods@topeka.k12.ks.us

Past President
Dayna Miller
Basehor-Linwood USD 458
cdmiller67@gmail.com

President-Elect
Shannon Kimball
Lawrence USD 497
skimball@usd497.org
Celebrating Public Schools

IN THIS ISSUE

Features

7 Get an A in Voting!

The stakes are about as high as they can be for Kansas schools in the upcoming election. KASB and other education organizations are urging voters to get to the polls.

10 Supreme Court Reaches Out

The Kansas Supreme Court made another trip outside Topeka as part of its educational outreach efforts. This time the court went to Manhattan High School to hear cases and meet with students and education leaders.

14 Is School Funding Up?

Kansas public schools have received a hefty increase in funding over the past couple of years. Problem solved, right? Actually, even after those increases, per pupil purchasing power remains less than it was 11 years ago as funding has trailed inflation.

Member Services

8 Streamlining Employee Benefits

School districts are finding a way to streamline the annual employee benefits process — they’re signing on to KASB’s Employee Benefit Solutions, which is winning rave reviews.

17 Don’t Ignore Public Relations

When it comes to running a school district, you can’t ignore public relations and oftentimes a volunteer can be found to lend a hand in this area.

18 Digging Deep into Data

KASB is moving all membership data to a new system and we need school districts to get their annual surveys submitted to us so the data can be used to promote best practices.

COLUMNS

4 President’s Perspective

Patrick Woods invites school board members and district leadership to attend the 2018 KASB Annual Conference to learn and network.

5 I’m From Kansas

A lot of people work at jobs where they get dirt under their fingernails. Sometimes, they don’t get the respect they deserve and it’s time to end that.

COVER STORY

12 The New Three ‘R’s’ in Schools

In KASB, USA-Kansas meetings across the state, hundreds of school board members and other education leaders have discussed and implemented ways to keep students safe and address their mental health needs.

GUIDELINES FOR AUTHORS

KASB welcomes any articles on education. The article should be as brief as possible and written in a direct manner. Author name, title, address, phone and email should be included. Articles must be submitted electronically and will be edited to conform to KASB style. KASB reserves the right to refuse publication of any article. Email Scott Rothschild at srothschild@kasb.org for more information or to submit an article.
Greetings fellow school board members. I hope the first nine weeks of the fall semester wrapped up well and you’re enjoying the fall weather. In addition to many fall concerts, football and volleyball games and countless other activities that take place this time of year, the KASB Fall Regional Summits have wrapped up.

During these meetings, KASB staff members hit the road and met with board members, educators and community members in each region of the state. They discussed the issues and trends shaping the context in which we work as public school officials. Attendees had the opportunity to discuss everything from school redesign, to school finance, to the various legislative issues that could arise in the coming year. The Fall Regional Meetings were a valuable opportunity for board members to make their positions on the issues known and advocate for their districts and they served as a “warm up” for the KASB Annual Conference.

The KASB Annual Conference is the largest gathering of elected school board members and district leaders in Kansas.

Attendees can expect to experience many relevant break-out sessions, world-class speakers, and the vendor exhibits/tradeshow, with suppliers and manufacturers of educational equipment, products and services.

I’ve attended the past nine annual KASB Conferences, and while it will be difficult to top last year’s conference, celebrating 100 years, this one promises to be as exciting as ever.

The 2018 KASB Conference will take place in Overland Park, at the Sheraton Hotel and Overland Park Convention Center on Nov. 30-Dec. 2. It features speakers such as Garrison Wynn, speaker and author of works concerning leadership and Dan Meers, the face behind the mask of KC Wolf.

We’ll recognize the winning proposals for the Westar Energy STEM Awards, celebrate the graduation of the current class of Leadership for Tomorrow (which is, of course, following in the footsteps of the “best class ever,” which was the LFT class of 2009) and discuss the 2019 legislative platform for the association, prepared by the Legislative Committee.

Probably what is most beneficial for leaders in education are the opportunities to network and share experiences with other leaders and districts from around the state.

As you all well know, our work as education policymakers is not easy, even though it is incredibly rewarding. Having the opportunity to discuss the most difficult issues of the day – everything from finance, to students’ social and emotional development, to eliminating the achievement gap – is often the most valuable learning opportunity for board members who are working through the task of making sound policy. Hearing from other Kansas leaders about their experiences with these issues, whether in break-out sessions, in large group format or in casual conversation, is what truly makes the KASB Annual Conference invaluable.

So, I urge every board member to attend the annual conference. Bring your superintendent, your district leadership team and your top classroom educators and join the conversation. I can assure you, you will find no better developmental opportunity for your district than the KASB Annual Conference.
Dirty fingernails deserve respect

How we assign value to jobs and the people who do them is a theme of Sarah Smarsh’s book “Heartland.” I often talk about my experiences of summers on a Kansas farm in Bunker Hill, Kansas in romanticized fashion. Smarsh’s experiences as a farm kid were similar to ours, until the farm crisis of the 1980s took that life from her and thousands of other family farmers.

My mother’s parents also lived in Bunker Hill. My grandfather worked in the oil fields and my grandmother was a telephone operator in Russell. Though they lived in “town” they kept a garden, canned, made their own clothes and were seldom idle. Both sets of grandparents were what Smarsh might call “dirt under their fingernails folk.”

A vivid memory is one of being rushed to the Russell hospital during an anaphylactic reaction to a yellow jacket sting. Even though I wasn’t completely coherent, I recall my roughneck grandfather slamming his wallet on the receptionist’s desk and in his own special color of language, letting the woman at the counter know he would be able to pay the bill. My grandfather was not a particularly kind or gentle man, and was quick to anger, but this anger was different.

Reflecting on the incident in the context of Smarsh’s book and 50 years of living I see now the perceived slight was about dirty fingernails. I also recognize now why the Sunday morning ritual of our dad inspecting our fingernails before church takes on new meaning.

Smarsh has hit on a deeply meaningful metaphor. The jobs and skills my grandparents held with their maybe 8th-grade education are similar to jobs we want our students to consider. The difference is the new jobs require more refined and advanced skills. Many of those jobs pay well. Well enough to be able to slam your wallet on the counter and say, “I can pay the @#$% bill.” The obstacle is more about the respect we hold for those jobs and the people who hold them.

We are starting to break down the walls of those perceptions, but we have more work to do. A story I have heard often enough to be cliché is about an educator or business person saying, “We need to promote technical education,” followed by “but my kids are going to college.”

Smarsh points out that our culture favors folks with clean fingernails, and so therefore our social and political systems do to. Those systems change slowly, if at all.

Maya Angelou wrote, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” To value a job is more than talking about it. It is to make people who hold all jobs feel valued.

Smarsh points out that our culture favors folks with clean fingernails, and so therefore our social and political systems do to. That’s why the Sunday morning ritual of our dad inspecting our fingernails before church takes on new meaning.

To value a job is more than talking about it. It is to make people who hold all jobs feel valued.
KEYNOTE: Garrison Wynn
Leadership Strategies for Educators:
Embracing Change Starts at the Top

General Session
Dr. Randy Watson
Commissioner of Education

Inspirational Keynote
Wolves Can’t Fly
Dan Meers AKA KC Wolf

Breakout Sessions
Forty-Two different sessions over three time frames. Topics will cover areas such as Advocacy and Community Engagement, Aligning to the Kansas Can Vision, Efficient and Effective Practices, Foundations of Boardsmanship, School Resdesign and School Safety and Security.

NEW! Solutions and Networking Lunch
This lunch features an opportunity for attendees to meet up with other attendees from across Kansas and talk education issues and solutions in a small round-table format – all while eating lunch.

KASB Delegate Assembly will begin with elections for President-Elect Designee. There will be a discussion and vote on proposed legislative resolutions and changes to KASB policies that provide the basis for the association’s lobbying efforts during the 2019 Legislative Session.

Elections for KASB Regions 2, 3 and 7 will take place Sunday morning prior to the official start of Delegate Assembly. Election of the President-Elect Designee will take place during the Delegate Assembly.

Registration
- First Attendee: Included w/KASB Dues
- Additional Attendees (per person): $295
- Submit conference registration online
  kasp.org/18CONREG
- Friday Early Birds (per person): $150*
  *Does not include the KSSA Day
- www.kasb.org/18EBREG

Mobile Site
Check out the Conference mobile site at ksbcon18.sched.com. New information added regularly!

Friday, November 30
7:30 a.m. REGISTRATION BEGINS for
- Meeting All Kids Needs Tours
- Winter School Law Conference
- Cultural Proficiency Workshop
9:00 a.m. Early Bird Onsite Meetings Begin
Noon Early Bird Lunches & Kansas School Attorneys Ass’n Lunch
4:00 p.m. Early Bird Onsite Meetings Adjourn
4:00 p.m. CONFERENCE/DELEGATE REGISTRATION & Exhibits/Vendor Fair ONE NIGHT ONLY IN 2018!
7:30 p.m. Evening Adjourns

Saturday, December 1
7:30 a.m. CONFERENCE REGISTRATION & Continental Breakfast
8:15 a.m. General Session : Welcome and Opening Remarks
  KASB President, KASB Executive Director
  KASB Nominating Committee Report
8:45 a.m. Keynote Speaker: Garrison Wynn
10:30 a.m. Breakout Sessions A
11:30 a.m. Solutions and Networking Lunch
1:00 p.m. Breakout Sessions B
2:15 p.m. Breakout Sessions C
3:30 p.m. Leadership for Tomorrow Graduation
  Westar STEM Recipient Recognition
  Keynote Speakers
  Dr. Randy Watson and Mr. Dale Dennis
5:00 p.m. Networking Reception (New in 2018!)
6:00 p.m. Adjourn

Sunday, December 2
7:30 a.m. DELEGATE REGISTRATION OPENS & Continental Breakfast
8:00 a.m. Inspirational Keynote: Dan Meers/KC Wolf
9:45 a.m. Regional Elections
10:00 a.m. Background Music in Delegate Assembly
  Learning Clusters Session 1: School Law and Leadership
10:30 a.m. Delegate Assembly Begins
11:05 a.m. Learning Clusters Session 2: School Law and Leadership
Noon Conference Adjourns
Will Kansas students succeed?

It’s up to the voters

By Scott Rothschild, srothschild@kasb.org

Will Kansas legislators comply with the Kansas Supreme Court’s decision in school funding?

Will Kansas schools have the resources to give students the programs and support they need to succeed in life?

Will Kansas prosper through investments in education?

These are some of the key questions being considered as Kansans vote during a time of political turmoil in which the stakes seem the highest and the polls are the tightest.

KASB and other education organizations have been urging all eligible and registered voters to cast ballots either during advance voting or on Election Day, Nov. 6.

At the top of the ballot for governor, Republican Kris Kobach has promised to cut state taxes and cap local property taxes, while Democrat Laura Kelly has said she wants to repair the damages to state services that occurred under Gov. Sam Brownback and focus on early childhood education. Independent Greg Orman has touted his economic development background and plans.

During the campaign, both Kelly, a state Senator and Orman, a businessman, have been supportive of public schools. Kobach, the Kansas Secretary of State, has taken positions opposed by KASB and many education groups. He has criticized certain school spending, made inaccurate statements about school administrators, pushed for a constitutional amendment to prohibit lawsuits over school funding adequacy and voiced support of expanding the use of tax dollars to send students to private schools.

The polls show Kelly and Kobach in a dead heat. To emphasize every vote counts, it should be noted that Kobach won a crowded GOP primary by 350 votes out of more than 300,000 cast.

Kelly and Orman have responded to a KASB questionnaire on education issues, while Kobach has not. Those responses by Kelly and Orman are on the KASB 2018 Election page at kasb.org/advocacy/elections.

There are also three other statewide positions — Insurance Commissioner, Attorney General and Secretary of State — scores of state House seats and Kansas’ four U.S. House seats all up for grabs. In addition, three Kansas State Board of Education districts have contested races. Those State Board candidates’ responses to KASB questionnaires can also be found on the KASB 2018 Election page.

For school leaders, the governor’s race and legislative races are extremely important as the governor and Legislature control K-12 funding. After gains by moderate Republicans and Democrats in 2016, the Legislature repealed much of Brownback’s tax cuts over his veto. That action fueled a resurgence in state revenue that has enabled increases to school funding. But in August, a handful of moderate Republicans lost their primary bids, which will increase conservative strength in the Legislature. The general election could result in further erosion of the moderate-Democrat coalition, which in turn could limit funding for Kansas public schools. That could cause Kansas to fall further behind other states in per pupil funding, teacher salaries and student success.
Member Benefits

Employee Benefit Solutions earns high marks from districts

By Scott Rothschild, srothschild@kasb.org

KASB’s newest service to help school districts has been up and running for nearly a year and the reviews have been outstanding — earning high marks for efficiency, convenience and service.

“I am very happy with the way KASB Employee Benefit Solutions is working for our district,” said Debbie Walburn, treasurer for Silver Lake USD 372.

Employee Benefit Solutions, which is offered by KASB Risk Management, is a technology-based service that improves management of both employer-sponsored benefits and voluntary benefits. EBS streamlines the annual job of selecting benefits.

“We spent the better part of 2017 researching, conducting user group meetings, selecting carrier partners and designing Kansas educators specific benefits,” said KASB Assistant Executive Director of Risk Management Rod Spangler.

“We launched this service in early 2018 with the hopes of getting a good strong early adopter group of users. I am thrilled our team has done that. We are moving into phase 2 - a full launch for 2019 adding many more users into this great tool,” Spangler said.

Staff provides customer support

Silver Lake’s Walburn said she knew EBS would be successful based on having worked with Spangler and his team in the past and the service would lead to savings and help employees.

“He has hired excellent staff to assist the needs of the participating districts. One of the biggest factors in our deciding to use KASB was the monies spent would benefit education - not go to a big corporation. The prices and policies available are affordable for our employees and meets their needs. Having the ability for our staff to do their yearly enrollment at a time convenient to them, not having to schedule it during the work day, is a huge benefit,” she said.

Matt Hirsch, human resources director for Shawnee Heights USD 450, agreed that EBS has been effective, as has KASB’s service, support and responsiveness.

“Our employees seemed to really appreciate the KASB Risk Management benefits enrollment site. We were impressed with all the benefit information available on the enrollment screens,” Hirsch said.

Each benefit page had summaries, videos and the ability to compare different plans. If the employee had more questions, they could use links to talk with someone at KASB Risk Management or send them an email after hours. KASB and EBS staff also attended sessions to help employees, Hirsch said.

Silver Lake USD 372 Superintendent Tim Hallacy said the district’s use of EBS was a natural extension of its partnership with KASB.

“We knew with the services, products and counsel they would provide would be superb,” Hallacy said.

Hallacy said KASB continues to be a help in many ways. “We have been pleased with the transition to KASB services and the products and services we have access to. We are looking forward to what we can accomplish for employees in the coming years working together,” he said.
“As one of the smaller districts that joined KASB’s Employee Benefits Solution program this first year, we did so because of the accessibility of an online portal for employees, the more affordable premiums, but most importantly because of their customer service,” Evans said.

Evans added, “The online portal that streamlines all the employee/benefit information made my job so much easier when it came to setting up payroll deductions this year. It was a breeze!”

“From the beginning stages of prep, throughout implementation and now as we are live and into our new year, Rod and his staff have never been further than a phone call or email away and are willing to help out with any circumstance. That’s something you don’t always find when it comes to benefits when you’re a small employer like us.”

Spangler said EBS represents another step in KASB’s desire to help districts so teachers and support staff can remain focused on the success of their students.

“Our members should expect better and we have delivered that,” he said. “Our vision is simple - focus this process on ONE system for enrollment, one system for year-round changes and using the system as the source of record for the employer and the employee. Letting technology work for the employer, let them finally take control of the process.”

Interested in learning more? Email or call Rod Spangler, assistant executive director of Risk Management, for a no obligation review of the concepts and ideas around our new holistic Employee Benefit Solutions. Rod can be reached at rspangler@kasb.org or 785-271-4599.
By Leah Fliter, lfilter@kasb.org

The Kansas Supreme Court held a special session at Manhattan High School in September as part of a continuing effort to educate average Kansans on the judicial process and the rule of law.

Chief Justice Lawton Nuss and Justices Marla Luckert, Carol Beier, Eric Rosen, Lee Johnson, Dan Biles and Caleb Stegall gathered on the stage of Manhattan High School’s Rezac Auditorium on the evening of September 24 to hear the appeals on two cases, State of Kansas v Lee Edward Williams and State of Kansas v Julia Colleen Evans. The Williams appeal centered on whether prosecutors and a lower court made errors in the conduct of Williams’ trial for first-degree murder and criminal possession of a firearm. The Evans case appeal dealt with the defendant’s allegation that police illegally searched her purse following a car accident, leading to the discovery of methamphetamine.

The evening court session, which followed the same procedures as if the justices were sitting in their regular courtroom in Topeka, followed a day of educational outreach by the justices in which they met with more than 1,000 high school students in the Manhattan, Junction City, Wamego, Rock Creek and Chapman school districts and students from Kansas State University. Many of the roughly 450 audience members during the Court’s session included area high school and college students, along with community members.

Nuss said the Court began conducting special sessions in 2011 in conjunction with its 150th anniversary. The Manhattan stop was the Court’s 15th such special hearing.

“The Court is making an effort to be more accessible to the three million Kansans we serve,” Nuss said, and to help the public understand the Court’s role in protecting the rule of law. “Our job is to interpret the law and make a decision based on what the law requires, not public opinion.”

Manhattan-Ogden USD 383 school board member Karla Hagemeister said the session accomplished the Court’s objective.

“Most citizens have very little reason or opportunity to interact with the judicial branch of our government,” she said. “Watching these cases being argued in our own high school theater opened the curtain for students and adults alike to see our system in action. The Justices took time to explain their process and to...
interact with people with genuine conversations. I can’t imagine that this experience did not impact every person in attendance.”

Manhattan High School Principal Greg Hoyt worked with Court staff and local judicial officials to bring the special session to Manhattan.

“21st Judicial District Chief Judge Meryl Wilson is a 1967 graduate of Manhattan High School, and I’ve known him for a long time,” Hoyt said.

“I worked with his wife, a long-time counselor at MHS and taught several of his children in the math classroom and coached his son on the football field. Judge Wilson and Denise Kilwein, director of judicial education for the Supreme Court, approached me last spring about our interest in hosting,” he said.

“Needless to say I was ecstatic to have the opportunity to host this event for our community and for our school district and for our students to have an opportunity to witness the highest court in the state conduct its proceedings. As a society we must have respect for the law.”

Above: Kansas Supreme Court Justice Dan Biles talks with a student who attended the special session in Manhattan.

Below: Kansas Supreme Court Chief Justice Lawton R. Nuss, center back, poses for a photo with students.
The issue of school safety will be addressed in the upcoming legislative session that starts in January. During the last session, legislators approved $5 million in matching grants funds for school security improvements. The grants were quickly utilized as districts requested more than $13 million. It is expected that legislators will consider allocating more dollars for these security grants in 2019.

The Legislature also approved a measure that changed the number and mix of emergency preparedness drills, including nine crisis drills that focused on intruder response and lockdowns. That requirement, however, was a one-year proviso, so legislators will probably revisit this issue.

And the Legislature has required the Kansas State Board of Education to develop and adopt statewide standards for school safety and security plans that must be adopted by each district.

During the KASB, USA|Kansas meetings, officials reported they meet regularly with local law enforcement to develop emergency responses, go over those plans and consider changes when needed.

And many are implementing a wide range of programs, from efforts as simple as installing “Buddy Benches” on the playground, so no child...
KASB Associate Executive Director Brian Jordan leads discussion in Haysville on challenges in providing safe and secure schools.

feels alone during recess, to forming school families across grade levels, anti-bullying efforts, monitoring social media, hiring more social workers, guidance counselors, school resource officers and much more.

Gail Billman, of the Labette County USD 506 school board and KASB Region 3 vice president, said she enjoyed hearing from different districts on what they are doing in safety.

“We all have different issues based on the logistics of our districts, so I really appreciate that input. We gained some really good insight,” she said.

Another area school officials are working on is assessing what threats exist and how serious to take them.

Art Gutierrez, a member of the Emporia USD 253 school board and KASB Region 2 vice president, noted a recent study by the U.S. Secret Service found in 93 percent of school attacks, the attacker had planned the incident for months, while in 81 percent of those cases the attacker had told someone else of the plan. Schools must provide a culture that discourages a “code of silence” among students, he said.

“We keep preaching to our kids, ‘See something, say something,’” said Fred Patton, a state legislator and Seaman USD 345 school board member. He said that applies to whether students hear about a threat to the school or simply inappropriate behavior or something inappropriate on social media.

KASB plans to review all the comments and discussions from the 10 meetings and put together a report of recommendations to drive public policy in school safety.
By Mark Tallman, mtallman@kasb.org

Kansas school district expenditures hit a new high last year but not after adjusting for inflation

The most recent update from the Kansas State Department of Education shows total school district expenditures last year (2018-19) were $6.49 billion, or about $410 million more than 2017. About $325 million of the increase was state aid, and $130 million of that was to restore contributions for the Kansas Public Employees Retirement System that had been reduced the previous year.

Local funding increased by $94 million, partly because an error in drafting the 2017 school finance bill reduced state aid for local option budgets, requiring more local funding and partly because of increased local funding for capital outlay and school bond payments.

Although $6.49 billion in total expenditures was the highest ever for Kansas school districts, when adjusted for inflation, it remains below the 2009 level. Total expenditures in 2018 were $124.3 million below inflation-adjusted 2009. That means total spending is less than it was a decade ago. (KASB adjusted for inflation using the Kansas consensus revenue estimate for inflation for 2018.)

Total expenditures include all dollars flowing through school district budgets.

KASB also tracks the total of school district general fund and local option budgets, plus special education state aid, which provide a basic state and local “operating” budget for educational programs. The final legal maximum budget reports posted by KSDE show these funds totaled $4.34 billion in 2018, up from $4.15 billion in 2017. That nearly $200 million increase was mainly due to higher base state and weightings as the...
Legislature responded to the Supreme Court’s decision on school finance.

When adjusted for inflation, general fund, LOB and special education in 2018 were $460 million below 2009. In fact, these funds in 2018 were lower than the 2007 level. The Legislature acknowledged this gap in its response to the Kansas Supreme Court in the Gannon school finance case. The Court ruled that the Legislature’s $500 million-plus, five-year school finance plan passed this session would be acceptable, but only if adjusted for inflation over the time it is phased-in.

School district general fund levels and special education is determined by the state through base aid, weighting factors and appropriations. The state also caps the amount of local option budgets.

Total expenditures include bond and interest payments approved by local voters, capital outlay funds raised by local mill levies (plus state aid for both programs); KPERS contributions which were underfunded in previous decades and now are increasing more rapidly as the Legislature tries to catch up; all federal funds; most food service costs; and other any local revenues like student fees for meals, materials and transportation. Most of these funds cannot be used for regular operating costs like teacher salaries.

A 10-year history of total expenditures statewide and for individual districts is available at KSDE’s Data Central School Finance Reports link. Select Total Expenditures from the drop-down menu.

Per pupil funding remains below 2006 and 2007 levels after adjusting for inflation

The latest information provided by the Kansas State Department of Education show that both total school district expenditures and the combined general fund, local option budget and special education state aid reached new high levels last year, following significantly increased state funding. However, when adjusted for inflation, both remain below previous high marks.

Because student enrollment has also increased in recent years, per pupil funding has increased less and remains farther behind inflation than overall spending. On a headcount basis (counting each enrolled student as one student), total expenditures per pupil was $13,106 in 2018. That remains below the level of $13,356 in 2007. General fund, local option budget and special education aid per headcount student was $8,771, lower than the 2006 level of $8,989.

In other words, even after substantial increases in funding last year, per pupil purchasing power is still less than it was 11 to 12 years ago.

In fact, total expenditures per pupil in 2018 was $962 below inflation-adjusted 2009 or a total of $476.5 million. General fund, LOB and special education aid operating funds were $1,444 per pupil below inflation-adjusted 2009 or a total of $715.3 million. That is a major reason the Kansas Supreme Court ruled the Legislature’s $500 million-plus school finance proposal would be acceptable, but only if adjusted for inflation over the time it is phased-in.

Continued on page 16
School funding

Continued from page 15

In addition, the number of students with greater learning challenges due to poverty and disability has grown faster than the regular enrollment and educational expectations on schools has also increased.

Note: KASB uses "headcount" enrollment to calculate a per pupil amount because until 2018, the full-time equivalent number reported by KSDE counted all kindergarten students as half-time students, even if they were attending full-time. The FTE number continues to count only preschool students funded by the state, not those funded by local districts. Because of the growth in such students, KASB believes the headcount number provides a more consistent comparison over the years and a more accurate count of the number of students the district is educating. Federal reports also use headcount.

School funding remains low compared to previous share of Kansans’ total personal income

Kansas personal income is the total income the people living in the state receive from wages, proprietors’ income, dividends, interest, rents and government benefits. Comparing educational expenditures to that amount is an indicator of how much of people’s income is going to support public schools.

With increased state aid and more local revenue authority, in 2018 total school district expenditures increased to 4.51 percent of state personal income from 4.39 percent the previous two years. It was the highest level since 2011 (4.58 percent), but still well below the 20-year average from 1990 to 2010 (4.74 percent).

School district general funds, local option budgets and special education state aid were 3.02 percent of state personal income, up from 2.99 percent in 2017, but far below the 1990-2010 average of 3.65 percent.

This means that Kansans are currently spending or investing a lower percentage of total annual income to support public education than in previous decades, even after significant increases in funding last year.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Kansas Personal Income (Thousands)</th>
<th>Total School District Expend. as % of KPI</th>
<th>Gen. Fund + LOB as % of KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>$45,671,041</td>
<td>4.53%</td>
<td>3.79%</td>
</tr>
<tr>
<td>1991</td>
<td>$47,310,950</td>
<td>4.59%</td>
<td>3.85%</td>
</tr>
<tr>
<td>1992</td>
<td>$51,020,010</td>
<td>4.51%</td>
<td>3.72%</td>
</tr>
<tr>
<td>1993</td>
<td>$53,382,924</td>
<td>4.77%</td>
<td>3.90%</td>
</tr>
<tr>
<td>1994</td>
<td>$55,822,198</td>
<td>4.78%</td>
<td>3.92%</td>
</tr>
<tr>
<td>1995</td>
<td>$58,154,336</td>
<td>4.76%</td>
<td>3.89%</td>
</tr>
<tr>
<td>1996</td>
<td>$61,972,792</td>
<td>4.64%</td>
<td>3.75%</td>
</tr>
<tr>
<td>1997</td>
<td>$65,844,794</td>
<td>4.53%</td>
<td>3.63%</td>
</tr>
<tr>
<td>1998</td>
<td>$69,987,213</td>
<td>4.48%</td>
<td>3.56%</td>
</tr>
<tr>
<td>1999</td>
<td>$72,284,115</td>
<td>4.59%</td>
<td>3.62%</td>
</tr>
<tr>
<td>2000</td>
<td>$76,242,864</td>
<td>4.57%</td>
<td>3.55%</td>
</tr>
<tr>
<td>2001</td>
<td>$78,695,419</td>
<td>4.66%</td>
<td>3.58%</td>
</tr>
<tr>
<td>2002</td>
<td>$79,379,024</td>
<td>4.88%</td>
<td>3.64%</td>
</tr>
<tr>
<td>2003</td>
<td>$81,546,492</td>
<td>4.98%</td>
<td>3.68%</td>
</tr>
<tr>
<td>2004</td>
<td>$83,860,018</td>
<td>5.01%</td>
<td>3.64%</td>
</tr>
<tr>
<td>2005</td>
<td>$88,492,167</td>
<td>4.85%</td>
<td>3.46%</td>
</tr>
<tr>
<td>2006</td>
<td>$97,830,346</td>
<td>4.79%</td>
<td>3.44%</td>
</tr>
<tr>
<td>2007</td>
<td>$105,159,354</td>
<td>4.89%</td>
<td>3.47%</td>
</tr>
<tr>
<td>2008</td>
<td>$114,394,562</td>
<td>4.76%</td>
<td>3.43%</td>
</tr>
<tr>
<td>2009</td>
<td>$110,481,960</td>
<td>5.13%</td>
<td>3.72%</td>
</tr>
<tr>
<td>2010</td>
<td>$112,682,297</td>
<td>4.96%</td>
<td>3.48%</td>
</tr>
<tr>
<td>2011</td>
<td>$122,294,546</td>
<td>4.57%</td>
<td>3.24%</td>
</tr>
<tr>
<td>2012</td>
<td>$129,853,742</td>
<td>4.44%</td>
<td>3.04%</td>
</tr>
<tr>
<td>2013</td>
<td>$132,570,046</td>
<td>4.41%</td>
<td>3.04%</td>
</tr>
<tr>
<td>2014</td>
<td>$135,413,542</td>
<td>4.41%</td>
<td>3.00%</td>
</tr>
<tr>
<td>2015</td>
<td>$137,238,313</td>
<td>4.43%</td>
<td>3.00%</td>
</tr>
<tr>
<td>2016</td>
<td>$138,105,463</td>
<td>4.37%</td>
<td>3.01%</td>
</tr>
<tr>
<td>2017</td>
<td>$141,459,351</td>
<td>4.30%</td>
<td>2.93%</td>
</tr>
<tr>
<td>2018</td>
<td>$146,976,266</td>
<td>4.42%</td>
<td>2.96%</td>
</tr>
</tbody>
</table>

Note: The 2018 levels are based on estimates of Kansas personal income growth projected by the state Consensus Revenue Estimating process. The April CRE projected Kansas personal income would increase 3.9 percent from $138.6 billion in 2017.

The share of state general fund spending going to K-12 state aid has been stable for 25 years

Despite increases in state aid approved for 2018 and 2019, K-12 funding is not taking a larger share of the Kansas state general fund budget.

From the passage of the School District Equalization Act to the 1992 School District Finance and Quality Performance Act, the state constantly allocated about 40 percent of the general fund budget to K-12 aid. The 1992 law, fully implemented in 1994, raised state aid to reduce and equalize local property taxes for schools. As a result, K-12 aid increased from approximately 40 percent of the state general fund to approximately 50 percent.

Since 1994, K-12 aid has averaged 49.7 percent of the state general fund. In 2018, it was estimated to be 50.5 percent; in 2019, state aid is predicted to be 49.7%.
“Yes Kent,” exclaimed a superintendent friend, “I know PR is important, but I’m trying to run this school district and principal the school at the same time and the only help I have is the secretary/clerk, an AD, a custodian and a cook. I just don’t have time for formal PR stuff, I’m sorry.”

This is a common lament among a lot of rural district school executives (And by the way, I don’t have a definition of what constitutes a small, medium and large school district.) In most small school districts parents call the superintendent if the school bus is late, if the toasted cheese sandwiches are too crisp, if the weather is threatening or if Johnny isn’t getting along with his teacher. It’s no wonder these overworked servants of the public are hard-pressed for time to practice the formal and fine art of public relations.

In larger school districts (again, whatever larger means) there are usually PR/communications persons occupying full-time staff positions. But good PR help is available in smaller districts and are usually at nominal cost. It is plainly not necessary to hire a person with 10 years of experience and a degree in public relations and business communications. There are teachers and community members in every rural school district who would be delighted to devote some time to school PR.

Sometimes it is possible to schedule an interested teacher to spend an hour per day on public relations work—planning and executing activities, events and writings to communicate the school story to the public. An enthusiastic teacher giving an hour a day will devote 180 hours a year to school public relations, not including the thinking and planning that occur during off-duty hours. A person devoting up to two-hundred hours a year to telling the school story to the community will generate a lot of public understanding.

Advocacy is about generating good will toward schools by helping citizens understand their school and citizens in turn helping other citizens to understand. During a recent radio interview, a school superintendent declared that advocacy is a two-way street between a school and its publics. Citizens who understand schools become advocates for schools. On a practical note, there may be no merit in taking an already overworked teacher out of the classroom for an hour a day regardless of the person’s commitment and enthusiasm. If a teacher is not available, there are usually community members qualified and competent to bring enthusiasm and confidence to the appointment. Every rural school district has talented persons looking for challenging opportunities to be of service to their schools and communities.

So, what does a part-time PR person in a small school district do to help achieve public understanding and good will toward schools? The following are inclusive and provide departure points for planning many PR activities:

- work with the local newspaper (usually a weekly hungry for news),
- assure that the good work of students and staff are publicly recognized,
- and involve community leaders and organizations in the work of the schools.

Opportunities are replete. The National School Public Relations Association is a great source of assistance.

---

Ninth 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.
Recently, my title was changed from “Research Specialist” to “Chief Data Officer.” This was a change I proposed and was accepted based on an awareness that the nature of my position here at KASB has changed, but more than that, I believe it reflects an awareness that the nature of how we as an organization deal with data is changing.

The “Chief Data Officer” position is not new in the business world, but it is one that is gaining attention as the data assets that organizations have to manage become more and more important.

So, what exactly is a “Chief Data Officer”? According to Wikipedia, a chief data officer (CDO) is “a corporate officer responsible for enterprise wide governance and utilization of information as an asset, via data processing, analysis, data mining, information trading and other means.” Many organizations are realizing data is as valuable an asset as the money managed by a Chief Financial Officer and the communications managed by a Chief Information Officer.

You might be wondering why I am writing this article “tooting my own horn.” Well, I am excited about the title change, but my purpose is actually to talk about the data KASB manages and how important an asset it is for our membership.

KASB is in the process of moving all of our membership data to a new Customer Relations Management (CRM) system, which we will be unveiling somewhere around the beginning of 2019. It is a massive

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Description</th>
<th>Number of Records</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event</td>
<td>Events sponsored by KASB.</td>
<td>227</td>
<td>0.0%</td>
</tr>
<tr>
<td>Event Speaker</td>
<td>Speakers at events sponsored by KASB.</td>
<td>297</td>
<td>0.0%</td>
</tr>
<tr>
<td>Session</td>
<td>Sessions within events sponsored by KASB.</td>
<td>609</td>
<td>0.0%</td>
</tr>
<tr>
<td>Event Evaluation</td>
<td>Evaluations for events sponsored by KASB.</td>
<td>644</td>
<td>0.0%</td>
</tr>
<tr>
<td>QSE Survey</td>
<td>District records from the annual KASB Question Submitted Election Survey.</td>
<td>860</td>
<td>0.1%</td>
</tr>
<tr>
<td>Account</td>
<td>Organizations that interact with KASB.</td>
<td>1,371</td>
<td>0.1%</td>
</tr>
<tr>
<td>Election Survey</td>
<td>District records from the semi-annual KASB School Board Election Survey.</td>
<td>3,118</td>
<td>0.2%</td>
</tr>
<tr>
<td>Session Evaluation</td>
<td>Evaluations for sessions within events sponsored by KASB.</td>
<td>3,321</td>
<td>0.2%</td>
</tr>
<tr>
<td>Salary Schedules</td>
<td>District records from KASB’s annual collection of Teacher Salary Schedules.</td>
<td>6,675</td>
<td>0.4%</td>
</tr>
<tr>
<td>Retirement Survey</td>
<td>District records from the annual KASB Retirement Survey.</td>
<td>6,790</td>
<td>0.4%</td>
</tr>
<tr>
<td>Superintendent Survey</td>
<td>District records from the annual KASB Superintendent Survey.</td>
<td>6,805</td>
<td>0.4%</td>
</tr>
<tr>
<td>Contract Survey</td>
<td>District records from the annual KASB Teacher Contract Survey.</td>
<td>6,883</td>
<td>0.4%</td>
</tr>
<tr>
<td>Calendar Survey</td>
<td>District records from the annual KASB Calendar Survey.</td>
<td>6,954</td>
<td>0.4%</td>
</tr>
<tr>
<td>Event Registration</td>
<td>Registrations for events sponsored by KASB.</td>
<td>7,096</td>
<td>0.5%</td>
</tr>
<tr>
<td>Contact Position</td>
<td>Roles played by individuals that work with KASB.</td>
<td>8,332</td>
<td>0.5%</td>
</tr>
<tr>
<td>Contact</td>
<td>Individuals that interact with KASB.</td>
<td>9,471</td>
<td>0.6%</td>
</tr>
<tr>
<td>Session Registration</td>
<td>Registrations for sessions within events sponsored by KASB.</td>
<td>9,676</td>
<td>0.6%</td>
</tr>
<tr>
<td>Point Activity</td>
<td>Points (hours) earned by KASB event attendees.</td>
<td>31,733</td>
<td>2.1%</td>
</tr>
<tr>
<td>Central Office Survey</td>
<td>District records from the annual KASB Central Office Staff Survey.</td>
<td>32,281</td>
<td>2.1%</td>
</tr>
<tr>
<td>Principal Survey</td>
<td>District records from the annual KASB Principal and Assistant Principal Survey.</td>
<td>39,325</td>
<td>2.5%</td>
</tr>
<tr>
<td>Relations Survey</td>
<td>District records from the annual KASB Employee Relations Survey.</td>
<td>49,512</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other Staff Survey</td>
<td>District records from the annual KASB Other Staff Survey.56,925</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>Supplemental Survey</td>
<td>District records from the annual KASB Supplemental Pay Survey.</td>
<td>326,622</td>
<td>21.1%</td>
</tr>
<tr>
<td>State-Level Data</td>
<td>State-level statistics gathered from a variety of national sources.</td>
<td>372,059</td>
<td>24.1%</td>
</tr>
<tr>
<td>Fee Survey</td>
<td>District records from the annual KASB Fees Survey.</td>
<td>558,285</td>
<td>36.1%</td>
</tr>
</tbody>
</table>
undertaking and many staff here are working hard to ensure the information we have and the structures we use to enter, update, store, retrieve, and utilize it are optimized to best serve our members. In addition to this, we are working with districts to get all of the annual surveys submitted to us, and we are reviewing national data sources for state-level information to compare Kansas with the rest of the U.S. At the heart of all of it is data.

The table and chart below show some of the kinds of data KASB collects and uses and how many individual records we currently have of each. The total count for all the records listed is 1,545,871. That is a lot of data.

And where does KASB get this data? The vast majority comes directly to us from Kansas public school districts. Each district has a data steward and many have data steward assistants designated by the district as the data experts who work with KASB staff to get us the information needed to fill in all these tables.

The data submitted to us by these data stewards and assistants is important for two key purposes. First, districts in Kansas use it to ensure their policies, procedures and dollar amounts are consistent with similar districts. This ensures that our public schools are as consistent, efficient and effective as possible. Second, KASB uses this data to inform the legislature and in our testimony in support of public schools in Kansas. No other organization in the state collects this information and it is used widely for promoting best practices and appropriate funding for all students.

Therefore, just as it is important for KASB to recognize the value of the data we collect and use, it is essential for schools and school districts to do the same. There is a lot of talk these days about channeling money into the classroom and avoiding unnecessary administrative oversight. This sounds good, but it ignores the fact schools need information to help better guide how they deliver the best instruction to Kansas kids.

So, even if your district doesn’t have someone whose official title is chief data officer, it has people who work diligently to collect, store, report and share information vital to the success of your students. Make sure you recognize them and the valuable role they serve.
Surveillance video as an education record

Surveillance cameras have become an ever-present fact of life in public places, including schools.

The images captured by school cameras may or may not constitute educational records for purposes of the Family Educational Records Privacy Act (FERPA), depending on what the cameras capture and whether the school maintains the recorded video.

To be considered a student educational record, the video must capture an incident or occurrence directly related to a student or students, and the video must be maintained by the educational agency or someone acting on behalf of the educational agency. Surveillance video that shows no incident or occurrence involving individual students generally does not constitute a student record. If school-owned and operated cameras capture evidence of an altercation or incident that could lead to discipline or other educational consequences, however, the recording is an educational record for any students directly involved in the incident. Since these videos are “education records,” they are protected by FERPA.

Parent access to videos

Parents frequently demand to view or have a copy of such recorded videos. The United States Department of Education advises that if a video contains a student record, parents or guardians of the student are entitled to view the video. They are not entitled to a copy of the video, however, unless they present a court order commanding the school to turn over a copy. The school, of course can elect to provide a copy upon request, if it chooses to do so.

A potential problem arises when the video constitutes an educational record for more than one student. Department of Education guidance suggests that if the educational agency can reasonably redact or segregate out portions of the video related to other students without destroying the meaning of the record, it is required do so before permitting a parent to view the recording.

Use of redaction

This can be accomplished, in some cases, by redacting frames from the video. A more useful method involves employing software to obscure the image of all students for whom the video constitutes an education record, other than the student whose parents have requested to review it. Various relatively inexpensive video editor programs and apps can accomplish this. Some programs can even be downloaded free of charge.

If redaction or segregation of the video cannot reasonably be accomplished, or if doing so would destroy the meaning of the record, then the parents of each student to whom the video directly relates (or the students themselves if they are eligible students) would have a right under FERPA to access the entire record even though it also directly relates to other students. Districts should make efforts to redact, if possible, to avoid inappropriate disclosure of student records to parents of other students.

Schools should also be aware that, generally, law enforcement agencies that are not connected to the school have no authority to demand student records. An exception applies for health or safety emergencies, but otherwise, districts risk liability for providing video or other student records (other than directory information) to third parties—including law enforcement—without consent of parents or an adult student.

Please contact a KASB attorney if you have questions about providing access to surveillance videos or other student records.

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.
Examinations, trainings, seminars: Does FLSA require us to pay employees?

It can be difficult to know whether you should require non-exempt employees to clock in for activities outside their normal work day. Below are some common occurrences and how they are handled under the FLSA.

**Physical exams, fingerprinting, drug testing**

Whenever employees, after being hired by the school, are required to have physical examinations, submit to drug testing, or report to an office for fingerprinting, the following time counts as hours worked:

- The time spent traveling to and from the designated location;
- The time spent waiting to be examined, tested or fingerprinted; and
- The time spent being examined, tested or fingerprinted.

Even if these activities are scheduled on weekends or after working hours, the time spent meeting the school’s requirement must be counted in determining the hours worked.

The time an employee spends seeking medical attention at the school’s direction, during his or her working hours for work-related illness or injuries may also count as hours worked. Time required in travel to and from the place where medical attention is provided is included, if the travel occurs during working hours on a day when the employee is working. A school must count time spent in follow-up medical treatments as hours worked only if the school instructs the employee to get the treatments. Unless the school instructs the employee to get the treatments, time spent getting treatment will not count as hours worked, even if you allow the employee to take time off from work, paid or unpaid, to get the treatments.

**Lectures, meetings, training programs**

Schools often provide employees with opportunities to broaden their knowledge or hone their skills through lectures, meetings or training programs. The time employees spend at these programs sometimes must be included in the calculation of hours worked. Time spent on these activities is not considered working time if the following criteria are met:

- Attendance is outside of the employee’s regular working hours;
- Attendance is voluntary;
- The course, lecture or meeting is not directly related to the employee’s job; and
- The employee does not perform any productive work while attending the meeting or program.

Voluntary attendance means the activity is not required by the employer. If an employee perceives his or her present working conditions will be adversely affected by not attending the program, however, attendance may be viewed as involuntary, even though not required by the school.

Further, training is directly related to the employee’s job if it is designed to make the employee handle his job more effectively. It does not encompass training to acquire new skills or training the employee for another job, even if this training incidentally improves the employee’s skill in doing his or her regular work. Hours spent attending lectures or training sessions are also not regarded as hours worked in the following circumstances:

- The school may establish a program of instruction, similar to courses offered by a college, for the benefit of its employees. Voluntary attendance in these programs, outside of working hours, does not count as hours worked, even if the courses relate to the employees’ jobs or are paid for by the school.
- If an employee voluntarily or independently decides to attend a college or training program after work hours, the time is not hours worked, even if the courses are related to the job or if the school agrees to pay for the training.
- Time spent after working hours in specialized or follow-up training required for certification does not count as hours worked.

**Civic and charitable work**

Time spent in work for civic or charitable purposes on school premises and at the direction of the school is working time. Time spent voluntarily in these activities outside of the employee’s normal working hours does not count as hours worked.
Use of breathalyzers at school functions

With the school year well underway, homecoming dances and other social occasions may make schools consider using a breathalyzer test in order to ensure students are not under the influence of alcohol prior to being admitted to school-sponsored events.

Subjecting students to such a test prior to admittance to an activity could raise some constitutional issues, so schools should carefully examine the pros and cons of these types of requirements prior to implementation. The following is intended to refresh school personnel’s memories, as well as to encourage a little careful thought and planning before implementing a testing requirement.

Constitutional Issues

The Fourth Amendment to the United States Constitution prohibits unreasonable searches or seizure of an individual’s person or property. It has been determined that warrants and probable cause are not necessary in the school setting, but rather that the legality of the search should depend on the reasonableness of the search under the circumstances. A two-pronged test for determining the reasonableness of a search requires:

- The search be justified at its inception (i.e., supported by reasonable suspicion that the search will turn up evidence that the student is violating the law or school rules).
- The search be reasonably related in scope to the circumstances which justified the interference in the first place (i.e., related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction).

Courts have held that subjecting a person to a Breathalyzer test is considered a search. Thus, such tests must comply with the Fourth Amendment requirements.

The trend in recent years has been to utilize drug and alcohol testing as a pre-condition of participating in extracurricular activities, including dances and social functions. Some question remains whether such searches may be imposed, or whether consent to the search is required. Courts have reached no consensus concerning the constitutionality of suspicionless drug testing of students participating in extracurricular activities. Court opinions across the country have issued opinions on both sides of this question and the United States Supreme Court has not yet considered the issue. Therefore, the constitutional question is unsettled.

Courts that have upheld drug testing for participation in extracurricular activities have concluded that, since participation is voluntary, students who choose to partake in extracurricular activities have consented to give up some of their privacy for the opportunity of participation. The same reasoning could be applied to using breathalyzers on students who voluntarily attend school athletic contests, dances, proms or other events. However, mere attendance at a school event without individual suspicion could fail constitutional scrutiny. Since courts have not reached a consensus of the issue, there is no clear and absolute rule of law to rely upon.

If a school is planning on using breathalyzers prior to admittance to a school activity, students should have advance warning that the program will be implemented.

Blasi joins KASB legal team

Attorney Sam Blasi has recently joined KASB Legal Services.

Blasi grew up in Topeka and received his MBA and law degree from Washburn University in 2015.

Prior to coming to work for KASB, Blasi worked in the Kansas Attorney General’s Office in the Open Government Enforcement Unit of the Civil Litigation Division handling complaints of and investigations into violations of the Kansas Open Government Laws.

Blasi is an avid Kansas Jayhawks and Kansas City Chiefs fan and in his spare time enjoys ballroom dancing, pick-up sports and home renovation projects.

KASB Legal Services

legal@kasb.org
Task force works on suicide prevention

By Rob Gilligan, rgilligan@kasb.org

In June, The Tower Mental Health Foundation and Attorney General Derek Schmidt announced the formation of a joint task force to survey efforts under way in Kansas to reduce the incidence of youth suicide and recommend by year’s end further steps that could be taken.

The attorney general asked the task force to focus on three specific tasks and to produce a report by the end of the year. Those areas are:

- Surveying ongoing local and state efforts to combat youth suicide through the State of Kansas.
- Reviewing the Safe2Tell phone application and similar methods aimed at increasing communication with youth needing assistance and effective reporting of stressors on young people.
- Making recommendations for changes in practice, policy or law aimed at preventing youth suicide in Kansas.

Over the last four months, the Task Force has met in Topeka, Salina, Lola and Wichita to take testimony and receive information from a range of local and national groups and individuals that focus on Suicide Prevention, Suicidology study and Mental Health Services.

The fifth meeting of the Task Force was scheduled Oct. 18 where the presenters were to include:

- Clark Flatt, President, The Jason Foundation, Inc.; Rep. Steve Eliason, Utah House of Representatives; and Carey Spain, Director, Social Work Care Continuum, Children’s Mercy Kansas City. Johnson County superintendents and students will also review their coalition efforts to address mental health and suicide among their student population.

The task force has scheduled two more meetings to conclude their work, first in Dodge City on Nov. 9, then concluding in Topeka on Dec. 10 when the task force will draft its final report and recommendations for the Attorney General.

Additional details regarding the task force, including its membership, opportunities to submit written testimony or to testify at one of the final meetings can be found at www.ag.ks.gov/yspspf or by calling (800) 828-9745.

Six Kansas schools are National Blue Ribbon winners

Six Kansas schools have been designated 2018 National Blue Ribbon Schools, U.S. Secretary of Education Betsy DeVos announced Monday, Oct. 1.

The award is based on a school’s overall academic excellence or progress in closing achievement gaps among student subgroups, according to the U.S. Department of Education in Washington, D.C. The National Blue Ribbon School award affirms the hard work of educators, families and communities in creating safe and welcoming schools.

Kansas schools receiving the designation are:

- Hillcrest Elementary
  Lawrence USD 497
- Lee Elementary
  Manhattan-Ogden USD 383
- Magdalen Catholic School
  Wichita
- Marion Elementary
  Marion-Florence USD 408
- Sterling Grade School
  Sterling USD 376
- Valley Heights Elementary
  Valley Heights USD 498

“I am extremely proud of these schools for achieving this award,” said Kansas Commissioner of Education Dr. Randy Watson. “As we continue toward our moonshot of leading the world in the success of each student, we are working hard to ensure our students are prepared for a bright and successful future. These six schools represent the great things happening in classrooms across Kansas.”

The Blue Ribbon program recognizes public and private elementary, middle and high schools in one of two performance categories: Exemplary High Performing and Exemplary Achievement Gap Closing.

In the high-performing category, schools are recognized for being among the state’s highest-performing schools as measured by state assessments or nationally normed tests.

All six Kansas schools are being recognized in the Exemplary High Performing category. The program is in its 36th year and has bestowed the award on more than 8,800 schools. The department will formally recognize the schools at an awards ceremony in November.

There were a total of 349 schools across the country designated as 2018 National Blue Ribbon Schools, the Department of Education said.

Find the full list at www2.ed.gov/programs/nclbbrs/index.html.
KASB offers **FIVE** outstanding opportunities **FRIDAY, NOV. 30, 2018** to gain **SKILLS, INSPIRATION and KNOWLEDGE** during pre-conference sessions! These are **stand-alone workshops** held prior to the start of annual conference and can be registered for with or without a conference registration. All workshops except KSSA Day @ KASB are covered by the KASB Season Pass.

**Meeting All Kids Needs Tours**
*Tour 1:* Olathe USD 233 Mercury School Redesign, Olathe West High School, De Soto USD 232 community/business partnerships, technology enhancements with KASB Prestigious Partner K12itc. *Tour 2:* Blue Valley USD 229 Center for Advance Professional Studies, Hilltop Learning Center preschool, Spring Hill USD 230 Gemini School Redesign and recent bond issue projects supporting growing enrollment. **Both tour groups will meet for lunch prepared by Olathe USD 233 culinary program students and a discussion lead by Johnson County school superintendents on joint efforts to prevent teen suicides.**

**Foundations of Boardsmanship 2.0**
Governance strategies boards of education can use to accomplish district goals. Topics include using evaluation to monitor progress on established expectations; setting district goals, how to identify leading and lagging indicators of student success and uncover common barriers to progress; establishing unity of purpose, defining district leadership responsibilities and assessing the board of education’s effectiveness; and creating a board culture that honors individual beliefs and personalities while working through challenging issues.

**Cultural Proficiency Workshop**
Every school has a stake in creating a culturally proficient environment that supports all students, staff and families. Participants in this **new KASB workshop** will learn what cultural proficiency means, why it is important, what data to look at and how to interpret it, what other schools are doing and what specific actions you as a board team can take to becoming culturally proficient.

**KASB Winter School Law Workshop**
Legal aspects of new school safety and crisis planning requirements, district legal responsibilities for student health and wellness, school board legal authority and board’s role in handling parent and teacher complaints; employee benefits, behaviors; social media use; employee’s free speech rights; employee leave under FMLA and ADA; documenting employee performance and discipline issues. Workshop qualifies for CLE for school attorneys.

**KSSA Day @ KASB**
Join KSSA for a day of learning, conversation, and laughs. Continuing on the theme “Leading Through Change,” KSSA will be joined Brian Davidson, Intrinsic Institute, Dr. John Vadewalle, Owner and CEO of multiple companies, and Bob Kendrick, President of the Negro League Museum. **Join your fellow superintendents and DLR for a dinner Thursday evening. PLEASE NOTE:** This session is NOT included in the KASB Season Pass or the USA PLN. A separate registration fee is required.

**KASB Workshops & Meetings Through February 2019**
- Basic Negotiations Workshop Topeka 11.08.18
- Section 504 Workshop Topeka 11.15.18
- Creating a Culture of Compliance & Compassion Workshop Dodge City 11.26.18
- KASB Annual Conference Overland Park 11.30.18, 12.01.18 & 12.02.18
- School Finance Basics Workshop Topeka 12.12.18
- Save the Dates! Registration Opening Soon!
- Advocacy in Action Topeka 01.16-17.19
- School Safety and Security Workshop Topeka 01.18.19
- Practicum in Negotiations Topeka 01.24.19
- Women’s Leadership Summit Manhattan 02.04-05.19
- Prepping for Negotiations Workshops Dodge City 01.30.19/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 Workshop Topeka 02.07.19
- Clerks/Treasurers Workshop Topeka 02.20.19
- Section 504 Refresher Oakley 02.26.19