School Finance
We’re not done yet
KASB Board of Directors

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KASB welcomes any articles on education. The article should be as brief as possible and written in a direct manner. Author name, title, address, phone and email should be included. Articles must be submitted electronically and will be edited to conform to KASB style. KASB reserves the right to refuse publication of any article. Email Scott Rothschild at srothschild@kasb.org for more information or to submit an article.

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Early resolution needed to school finance

Greetings fellow board members.
It’s that time again – the Legislature has returned; the inauguration of the new governor has occurred; and the 2019 legislative session has begun.

This year, as in every year past, education is atop the list of hot topics the Legislature and the new governor must address. You’ll recall there is a current case at the Kansas Supreme Court concerning school finance, Gannon v. State of Kansas, which called into question the state’s adherence to the constitutional requirement for adequate and equitable school finance.

You’ll also recall that last session the Legislature took a significant step toward fulfilling its constitutional obligation by passing a five-year, $520 million school funding package. Now, this is certainly a good deal of money, and very much appreciated by school board members and educators working to provide for the success of all students.

However, it comes after years of harmful cuts and woefully inadequate funding from the state. The Court has ruled that while this bill took the first step toward satisfying the constitutional obligation, more is required to resolve this issue, and therefore the Court has retained jurisdiction over the case.

Gov. Laura Kelly has declared that her top priority for the session is to commit the funding necessary, including inflationary adjustments, to pass Court muster and satisfy the state’s constitutional obligation for K-12 funding adequacy. Through her Fiscal Year 2020 budget proposal, the governor has started the hard work of realizing this promise. Now, the ball is in the Legislature’s court.

Reach out to Legislators

I’m writing you today, fellow school board members, to urge you to lean on your legislators to act quickly and resolve the issue of school finance during the earliest days of the session. This is entirely possible because the state’s financial status has improved dramatically since the repeal of former Gov. Sam Brownback’s tax experiment. In fact, the most recent report from the Consensus Revenue Estimating Group, the financial experts that study the state’s economic activity and predict revenue receipts, revised their revenue projections up by over $300 million, or 4.4 percent.

The state’s projected ending balance at present is over $900 million, or 12.6 percent, which far exceeds thestatutorily required 7.5 percent (a statute that has been ignored for years). According to the Kansas State Board of Education, it would take an additional $364 million, phased in over the next four years ($90 million) to meet the Supreme Court’s ruling, requiring the inflationary adjustments.

We also know the attorneys representing the plaintiffs have said they agree with the State Board’s estimate. This is a ready-made, simple and easy solution for the state to grab hold of – the Legislature sends the bill dedicating the requisite funds to the governor, gets her signature, they fund it from the excess, and the state removes the heaviest weight from its yoke for the foreseeable future. Who wouldn’t accept that deal?

Now is the time all Kansans should join together and urge our legislators to embrace this solution. School board members, as elected officials responsible for governance for the state’s most critical institution, are uniquely positioned to lead this effort. Based on the priorities of locally elected school boards, we know the additional funding will go toward securing a first-class education for all students by funding efforts to attract and retain excellent educators, address school safety and mental health needs that impact learning, and to eliminate the achievement gap.

While there are many demands on the state budget, all of them important, revenue has been exceeding projections for over a year and a half. Keeping our promise to Kansas students is entirely within the realm of possibility. All that’s required now is the political will to act and the common sense to embrace the simple, obvious solution.
Don’t fumble this close to the goal line

“Keep matriculating the ball down the field, boys!”

Forty-nine years ago, I was a sixth-grader at Ridgeview School in Olathe. This is easy to remember because the year was 1970 and the Kansas City Chiefs were going to the Super Bowl! In my then short life, I had only known the Chiefs were great. They had been to half of the four Super Bowls. This was bound to last a lifetime. Little did I know, it might be the chance of a lifetime.

Since that time, Chiefs fans have experienced the Christmas Day game, aka the Longest Game, the Montana Injury Game, the Nick Lowry miss, The Pittsburg No TD Game, the No Punt Game, the 21-3 Blown Lead Game, The Grbac-Gannon Game, and the Lin Elliot Misses (3) … this is depressing. I am going to stop.

There are two great take-aways from this history lesson. One, to paraphrase “Hamilton,” is “Don’t throw away your shot.” Since 1970, the Chiefs have thrown away their shots. And every one of them has been agonizing. The more upbeat lesson is in the immortal words of Hank Stram, “Keep matriculating the ball down the field, boys.” If Coach Stram had been there for all of those near misses, maybe our team could have focused on the goal of matriculating the ball down the field.

Around the same time as the first Super Bowl (1967), the people of Kansas passed Article 6 of the Kansas Constitution (1966). Like the Super Bowl did for the NFL, Article 6 establishes high goals for the students, and policy-makers of our state. And like our KC Chiefs, it has been a long road for Kansas education to get back to that championship.

Policymakers had big wins with the School District Equalization Act (SDEA) early (1973), then with the 1992 School District Finance and Quality Performance Act. Both were found to meet the requirements of Article 6 -- Super Bowl wins!

Then came the losses. The Kansas Legislature commissioned studies in an attempt to get back to the school finance Super Bowl. The Augenblick and Myers study of 2002 told us we fell short of meeting the constitutional obligation. That led to a great effort -- the Montoy Decision in 2006. In 2006, Kansas policymakers agreed to a three-year fix that would have solved adequacy and equity if it had just been followed. But because we didn’t follow the formula, things went wide right, and we missed the chip shot field goal needed to win the game.

After coming so close, our home team suffered some setbacks. First was the Legislative Post Audit study of 2006 that said that Kansas schools were underfunded. It contained a game plan by establishing a direct 1:1 relationship between spending and student performance. All we had to do was follow it.

Then the Gannon case was filed -- an appeal to the referees (Courts) to help us get back into the compliance with the Article 6 Super Bowl. The Gannon case was a long run of rulings that schools were underfunded culminating in the Taylor Study commissioned by the Legislature in 2018. Professor Taylor found, again, that Kansas schools are underfunded, as did the follow-up 2018 Levin Study.

We took a big step forward in 2018 with the passage of a funding formula that includes a long-term plan. To stretch the analogy further, one might say we are winning the Super Bowl and all we have to do is keep matriculating the ball down the field.

But now we have dissenters who say we never wanted to go to the Super Bowl anyway. That was all a pipe dream and we should just settle for what we have. They want to change the goal by passing a constitutional amendment that says the Legislature decides when the constitutional obligation is met. That is a little bit like saying Andy Reid gets to determine who wins the Super Bowl. I’m sure the Chiefs would win every year, but does it really mean we are the best that we can be?

Don’t be distracted; keep your eye on the ball. Run “65 toss power sweep” (ask an old Chiefs fan for clarification) and keep matriculating the ball down the field. Kansas students deserve to be winners in the education Super Bowl. Don’t accept a sour grapes attitude of changing the goal right before we reach it! We are so close to having the school systems funded in a way that meets the high expectations we should have for our students. We must demand our team (the Kansas Legislature) keeps matriculating the ball down the field!
to use to support administration. These skills have helped the board and administration impact the district positively.

**As a board member, what is the top goal you have this year?**

Continue to add value to the district leadership, professionals and staff. To create a positive culture that all employees are engaged and have a sense of ownership in the position they hold. Create an environment of transparency for taxpayers and constituents.

**Who was an adult you looked up to when you were growing up and why?**

My father-in-law. He taught science in middle school, was a positive influence for children regardless of background. The man changed lives for all the students he taught.

**Who was your favorite teacher and why?**

Mrs. Aikens. She taught me the value of hard work, believing in one’s self and that I could accomplish anything I set my goals on. She was extremely proud when I was elected as a board member in the district she was a principal.

**What is a saying or quote that you live by?**

“You can’t change your designation overnight, but you can change direction.” Believe in a cause that is bigger than your own.

---

**Cole new KASB Region 3 vice president**

**Kevin Cole**  
Labette County USD 506  
Region 3

**How long have you been a school board member?**

Three years and two years as Vice President of USD 506. I also serve as a three-year board member and two-year Vice President of the SEK Interlocal.

**Why did you decide to become a board member?**

My wife, her mother and father are lifelong educators. I appreciated their commitment to impacting lives positively in their daily interactions. All educators change and mold the lives of the students they teach. Educators need advocates for the work they perform and I wanted to be a leader to bring value to their careers.

**What do you do outside of being a board member?**

I am a Regional Sales Manager for Ozarks Coca-Cola Company, 23 years in management and operations. I am married with two children. Spending time with family, working cattle, landscaping, attending sports events take up the majority of spare time. I enjoy participating, leading policy and committee processes.

**What experience do you bring to the table that will improve your local school district?**

Twenty-three years in a management role has allowed me to grow professionally. I have years of management, organization, fiscal management, conflict resolution training that I have been able
How long have you been a school board member?
More than 10 years.

Why did you decide to become a board member?
I wanted to become more educated on how the school system operates, be involved in public service, and most importantly be involved in local youth and their opportunities for a successful future.

What do you do outside of being a board member?
For 22 years, employed with the Kansas Department of Corrections; Pheasants Forever (promoting youth and the outdoors); local USBC Bowling Association Manager; hunt; fish; sporting events; concerts; kids and family activities.

What experience do you bring to the table that will improve your local school district?
Working as team member with boards and Multi-Disciplinary Teams at job with KDOC; knowledge of public safety and security concerns.

As a board member, what is the top goal you have this year?
Helping to ensure all staff have the resources and training to be the most effective for all students in the district.

Who was an adult you looked up to when you were growing up and why?
Father -- he was always the most honest person, hard-working and never asked anyone to do anything that he wouldn’t be right beside you, doing the same work.

Who was your favorite teacher and why?
Larry Fitzmorris, he was the toughest teacher and coach I ever had. He didn’t expect you to necessarily be the best, but to be the best you could be and give 100 percent, but not just in sports. He taught his students/athletes to be accountable for their actions/choices.

What is a saying or quote that you live by?
“Everything happens for a reason.”

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Darin Holecek
Ellsworth USD 527
Region 7

Holecek new KASB Region 7 vice president

New KASB Board member Profile

February 2019
7
KASB projects slight enrollment decline

KASB’s annual enrollment projection indicates enrollment numbers will gradually decline from 499,034 in 2018-19 to 490,383 in 2023-24, which is a 1.7 percent decline in overall enrollment.

The following table shows the total numbers for each year and the percent change from the previous year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>468,704</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>470,316</td>
<td>0.3%</td>
</tr>
<tr>
<td>2009-10</td>
<td>475,373</td>
<td>1.1%</td>
</tr>
<tr>
<td>2010-11</td>
<td>485,082</td>
<td>2.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>486,956</td>
<td>0.4%</td>
</tr>
<tr>
<td>2012-13</td>
<td>489,582</td>
<td>0.5%</td>
</tr>
<tr>
<td>2013-14</td>
<td>496,903</td>
<td>1.5%</td>
</tr>
<tr>
<td>2014-15</td>
<td>497,778</td>
<td>0.2%</td>
</tr>
<tr>
<td>2015-16</td>
<td>496,739</td>
<td>-0.2%</td>
</tr>
<tr>
<td>2016-17</td>
<td>495,356</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>498,317</td>
<td>0.6%</td>
</tr>
<tr>
<td>2018-19</td>
<td>499,034</td>
<td>0.1%</td>
</tr>
<tr>
<td>2019-20</td>
<td>498,705</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2020-21</td>
<td>496,842</td>
<td>-0.4%</td>
</tr>
<tr>
<td>2021-22</td>
<td>495,427</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2022-23</td>
<td>494,333</td>
<td>-0.2%</td>
</tr>
<tr>
<td>2023-24</td>
<td>490,383</td>
<td>-0.8%</td>
</tr>
</tbody>
</table>

KASB’s estimate does not take into consideration things such as commercial and residential development or other factors that could influence increases or decreases in student enrollment within public school districts. A ratio is calculated between county-level live birth rates and first grade enrollment within each district seven years later across the most recent five years, then that is used to estimate first grade enrollment for the next five years. From this estimation and ratios calculated between grade level enrollment one year and the next grade enrollment the next year, an overall district and state estimate is created for each grade level.

The chart below shows the totals by grade level for the state.

In addition, KASB calculates the percent in demographic and program participation categories based on the percentages reported for the state report card.

This year’s analysis does not indicate any major changes in these...
Accuracy of projections

KASB calculates the accuracy of its enrollment projections as actual data becomes available to compare to the initial estimates. As the chart below shows, the estimates for the past three years have predicted the actual values with a fairly high degree of accuracy, particularly compared to the 2015-16 projections, which were much higher than the actual numbers.

Total percent error for projections one year out average less than 1 percent, while those that are two years out average almost 2 percent, and three years out average over 2 1/2 percent.

To interact with this data and see the projections at the district level, visit KASB’s member-only data page at kasb.org/research/kasb-data/members-only. If you do not have a password to access this page, contact ddyche@kasb.org.

### Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>2012-13</th>
<th>2018-19</th>
<th>2023-24</th>
<th>% Change 18-19 to 23-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Lunch</td>
<td>39.7%</td>
<td>39.0%</td>
<td>38.4%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>9.8%</td>
<td>9.4%</td>
<td>9.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Full Price Lunch</td>
<td>50.5%</td>
<td>51.6%</td>
<td>52.3%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Male</td>
<td>51.5%</td>
<td>51.4%</td>
<td>51.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Female</td>
<td>48.5%</td>
<td>48.6%</td>
<td>48.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>68.5%</td>
<td>65.1%</td>
<td>65.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.8%</td>
<td>19.1%</td>
<td>19.0%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Black</td>
<td>7.2%</td>
<td>7.0%</td>
<td>6.9%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Other Race</td>
<td>6.5%</td>
<td>8.8%</td>
<td>8.9%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>49.9%</td>
<td>48.9%</td>
<td>48.2%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>ELL</td>
<td>8.4%</td>
<td>9.9%</td>
<td>10.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Non-ELL</td>
<td>91.6%</td>
<td>90.1%</td>
<td>89.8%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Special Education</td>
<td>13.7%</td>
<td>14.2%</td>
<td>14.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Non-Special Education</td>
<td>86.3%</td>
<td>85.8%</td>
<td>85.7%</td>
<td>-0.1%</td>
</tr>
</tbody>
</table>

categories, aside from a 0.6 percent decline in students eligible for Free Lunch and a 0.7 percent decline in economically disadvantaged students overall. The table above provides more details.

It is important to note, however, though the numbers for the state look fairly consistent, some districts are projected to see notable changes.

Four districts (Rock Hills USD 107, Spring Hill USD 230, Smoky Valley USD 400, and Kiowa County USD 422) are projected to see increases over 30 percent, and one district (Rolla USD 217) is projected to see a decrease over 40 percent.

KASB also determines the average age for students in school; with lower average ages indicating the potential for growth in coming years and higher average ages indicating the potential for a decrease in enrollment in the future. The average age for students in 2018-19 is 11.59 and is projected to be 11.71 in 2023-24. This increase in average age could indicate that further decreases could be coming for Kansas public school enrollment beyond 2023-24.

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**Accuracy of projections**

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Women’s Leadership Summit is Feb. 4-5

Women education leaders from across Kansas will meet in Manhattan in February to share information and inspiration.

The Women’s Leadership Summit, co-sponsored by KASB and USA Kansas, will be held Feb. 4-5 at the Hilton Garden Inn and Conference Center.

The event features a wide range of sessions and speakers designed to help attendees make a greater impact as a leader in Kansas public education.

The keynote speaker is Denise Mills, founder and chief mindset officer of The Leader Fuel Center. Mills will talk about leadership and unconscious biases about gender roles.

The general session featured speaker will be Dr. Evelyn Hill, author and director of community engagement for Avenue of Life Kansas City and a former Kansas City USD 500 board member.

Education leaders from across Kansas and other states will make presentations on balancing family and work, achieving goals, managing conflict, succeeding in a male-dominated environment and mentoring women for leadership roles.

In addition to Mills and Hill, speakers include Dr. Alicia Thompson, superintendent of Wichita USD 259; Renae Hickert, superintendent of Liberal USD 480; and Dr. Gillian Chapman, superintendent of Teton County School District No. 1 in Jackson Hole, Wyoming.

Also Dayna Miller, Basehor-Linwood USD 458 board member and KASB past president; Shannon Kimball, Lawrence USD 497 school board member and KASB president-elect; Lori Blake, a member of the Southeast of Saline USD 306 school board and KASB president-elect designee and Katrina Lewison, a member of the Manhattan-Ogden USD 383 school board.

The conference will help women gain personal and professional growth, network, learn effective practices and improve strategies for success. For more information and a detailed agenda, please go to the KASB website kasb.org and click on Upcoming Events.
**KASB Leadership Academy gives awards**

*By Carol Pitts, cpitts@kasb.org*

Three Kansas boards of education have earned top honors in the 2018 KASB Leadership Academy, and a total of 629 individual Level 1 or Level 2 certificates were awarded for participation in training. The awards were announced recently by the Kansas Association of School Boards.

“This recognition highlights the great commitment all of our board members and administrators exhibit to the improvement of student success in Kansas,” said Dr. John Heim, KASB executive director.

School board members and administrators receive points for attending workshops and seminars sponsored by the Association. Points are also earned through activities such as whole board training and Leadership for Tomorrow participation. Level 1 Certificates are presented to those who earn at least 25 points, and Level 2 Certificates are given to those who earn 75 points or more. The Whole Board Award is given when all of the organization’s board members earn at least 25 points individually.

Olathe USD 233, North Lyon County USD 251 and Seaman USD 345 boards of education were awarded KASB Leadership Academy Whole Board Recognition based on participation in training by all board members during the past year.

A total of 629 individual board members, superintendents and board clerks received recognition. In the Level 1 Category, 354 board of education members, 106 superintendents and 23 board clerks received a certificate. In the Level 2 Category, 82 board members and 64 superintendents qualified for Level 2 recognition.

The top individual point earners were Tom Brungardt, Geary County USD 475, Shannon Kimball, Lawrence USD 497 School Board Member, Karl McNorton, Seaman USD 345 School Board Member, Norman Wilks, El Dorado USD 490 Board Member, and Dayna Miller, Basehor-Linwood USD 458.

Certificates were mailed to the member’s district in early January. Names of all award winners can be seen at kasb.org/leadershipawards

**Whole Board Recognition**

Olathe USD 233 - Board of Education Members Joe Beveridge, LeEtta Felter, Brian Geary, Amy Martin, Brent McCune, Rick Schier and Shannon Wickliffe.


Seaman USD 345 - Board of Education Members James Adams, Christie Appelhanz, Keith Griffin, Frank Henderson, Karl McNorton, Fred Patton and Cherie Sage.
Nine years ago, Judith Deedy, whose children were then in elementary school in Shawnee Mission USD 512, went from parent to parent-advocate when the state failed to restore cuts to public schools.

“We were in the recession, but it soon became clear that school funding constraints were not going to be resolved when the recession ended,” said Deedy, who is executive director of Game On for Kansas Schools.

“As a parent, I have seen the impacts of rising class sizes, increasing workloads for teachers, and cuts to programs and supply budgets within my family and school community,” she said.

Now, her children are in high school and Deedy wants the Legislature to finish its job — provide the inflationary funding that could end the Gannon school finance lawsuit, which was first filed in 2010.

Look to the future

In addition to making up for past shortfalls, the issue of funding schools is about the future too, according to school advocates.

“It is important that we acknowledge education has changed in Kansas during the time of the Gannon case,” said Gail Jamison,
Judith Deedy
Gail Jamison

president of the Goddard Advocates for Public Education and director of Speak Up for Kansas Kids Network. “The last few years in education have been a time of transition with the adoption of the Kansas State Board of Education’s Kansans CAN vision, mission, measured outcomes and target graduation rate of 95 percent,” she said.

The Kansans Can vision and Kansas school redesign project focus on each individual student’s needs and post-graduation success. “Funding is critical to achieve the Kansans CAN mission and to help schools as they work to close achievement gaps and help all students be successful,” Jamison said.

The Kansas public school system has increased career training, character development and programs designed to meet the social and emotional needs of students. All require resources.

Ignore distractions

Like parents urging their child to study for the final exam rather than going out to party, education advocates are urging the Legislature to ignore distractions such as changing the Kansas Constitution to prevent the Kansas Supreme Court from deciding school funding adequacy cases.

“An amendment such as those proposed last year, reflects a disrespect for the separation of powers designed by our founders, is contrary to Kansans’ historic support for public education and is not necessary,” said Devin Wilson, legislative chair for the Kansas Parent Teacher Association. “We strongly believe that the courts have prevented our funding from even more severe cuts. Their role has been necessary and appropriate and we strongly oppose an effort to minimize it,” he said.

“Funding is critical to achieve the Kansans CAN mission and to help schools as they work to close achievement gaps and help all students be successful.”

- Gail Jamison
Goddard Advocates for Public Education & Speak Up for Kansas Kids Network

Gov. Laura Kelly has said she wants the Legislature to make quick work of the school finance situation that has been hanging over the state for a decade. But conservative Republican leaders in the House and Senate want the amendment. Whether there is the required two-thirds support in the House and Senate to put an amendment before voters remains to be seen.

Deedy said her children have essentially gone through a public school education system that has constantly been in funding turmoil. The opportunity to provide stability exists now. “Now is the time to move forward, not backward,” she said.

Stay informed

KASB will monitor each twist and turn of the 2019 legislative session, reporting back to education leaders and advocating on behalf of Kansas public school boards.

To get the latest education news, follow KASB on Twitter, like us on Facebook, open the daily KASB News Briefs email and monthly School Board Review and bookmark our website www.kasb.org.

KASB also will produce a Facebook Live summary of each day’s events in the Statehouse, conduct KASB Live webinars each Friday and dispatch action alerts and advisories as issues heat up.

You can start by following these accounts of KASB on Twitter:
@KASBTopeka @tallman_mark
@leahfliter @robgilligan @srothschild1
Annual PR program has three key parts

By G. Kent Stewart, Professor Emeritus Education Leadership, KSU, Retired

This series on district level public relations activities concludes with this issue of School Board Review. It has surely been my pleasure to share with you during the past year.

In the most recent issue, we looked briefly at one proven model for evaluating the PR program. It’s now time to write your district PR activities for the coming year. That is, put the plan on paper. Since district level PR activities may occur all year, the annual plan can be based on a July through June fiscal year or the calendar year. That makes little difference; the important thing is to commit the plan to paper.

The important thing is to commit the plan to paper.

Lee Iacocca, president of Chrysler Corporation, required his top executives to present in writing any proposals for company improvements or innovations. Iacocca believed the process of writing required the writer to think through and carefully evaluate the logic of what was being proposed. He taught that practicing that model helped assure the proposal would merit serious attention by the company’s top executives. Try it in your district. You will find the model to be very effective with staff and board.

Written PR plan

An annual PR plan has three principal parts:

- **Part One** contains the district mission statement, district goals, PR policy statement, PR program goals, and the internal and external audiences targeted as recipients of the PR initiative.

- **Part Two** includes a listing of each PR event, activity, and practice planned for the coming 12 months — lunches with community leaders, radio interviews, addresses to service clubs, assistance selecting Wall of Fame recipients, central office staff profile brochures, visits to schools by leading citizens, and so on.

- **Part Three** addresses the personnel and material resources necessary to assure success of every PR activity or event. Some may involve only the superintendent and board president while some others may involve school building level personnel. Material resources include, for example, supplies to conduct a program showcasing the schools, or the superintendent’s luncheons with business leaders require foods and preparations by the district food service staff.

A critical board member may question the time spent committing to paper something that is mostly already known, and describing a half-dozen or so already familiar PR activities.

At first glance, committing the annual PR plan to paper does seem a little redundant, but four reasons alleviate doubt.

- **First**, review Iacocca’s justification.
- **Second**, a written plan is of immeasurable help to the school district PR director whether that individual is full-time or works only a few hours per week. In fact, the district PR director should be responsible for writing the plan.
- **Third**, the written plan is valuable as a standard against which the effectiveness of the district PR program is evaluated annually.
- **Fourth**, the written plan is a reminder to the superintendent and board that PR is important to developing strong community advocates for education.

After all, the objective of PR is to help the public understand and support its schools. Public understanding is essential to effective advocacy.

This is the 12th and final installment 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.
What’s needed in executive session motions

By Samuel C. Blasi, KASB Attorney

As one part of the Kansas Sunshine laws, the Kansas Open Meetings Act (KOMA), K.S.A. 75-4317 et seq., requires all public bodies to hold meetings and votes in the presence of the public to encourage and promote transparency in state and local governing bodies. School boards of education fall under the category of public, governing bodies and are therefore subject to the requirements of the KOMA. One notable pitfall in KOMA compliance is going into executive session for an improper reason or via an improper motion.

Codified in K.S.A. 75-4319, a proper motion to recess into executive session is broken down into three basic pieces:

1. A statement describing the subject to be discussed during the executive session;
2. A statutory justification for the executive session; and
3. The time and place at which the open meeting will resume.

On its face, this does not seem like a difficult puzzle to finish. However, failure to properly address any of the three requirements above could result in a violation of the KOMA. Board clerks should be aware of the requirements and should assist board members in correctly moving for a recess into executive session.

First, identify your statutory justification for recessing into executive session. If your motion begins with a justification, everything that comes after must flow logically from that justification. There are only a few statutory reasons to enter executive session. For example, school boards may often recess into executive session to discuss: (1) personnel matters of nonelected personnel, or (5) matters relating to actions adversely or favorably affecting a person as a student. You can find each justification in K.S.A. 75-4319(b)(1)-(15). These are the ONLY reasons you may enter executive session. Entering into executive session for any other reason will result in a KOMA violation, and the Kansas Attorney General’s Office could impose remedial action against the board. Once you have chosen a statutory justification, you can move to the second piece of the puzzle, subjects to be discussed in executive session.

It may seem counterproductive to briefly describe the subject being discussed, when the purpose of executive session is to protect a recognized privacy interest. For example, one common reason for entering executive session is to discuss nonelected personnel or an individual student. The KOMA acknowledges the need to protect the individual’s privacy, and only requires a brief, general description of the topic to be discussed. The purpose of this second piece is to provide the public with reassurance that no improper topics are discussed in executive session. For example, if discussing a student’s number of absences and how to handle a doctor’s note, the first part of the motion might go as follows:

Board Member 1 moves to recess into executive session to discuss a matter adversely or favorably affecting a person as a student. The matter affecting the student is an amount of absences that may be excused by a doctor’s note. [Note that it is not necessary to identify the person being discussed.]

Finally, with those two confusing puzzle pieces out of the way, we are left with the final piece: The time and place the open meeting will resume. The final part of any motion for executive session must state the time when the board expects to come back to open meeting and where that meeting will be (the board should not change the location of the open meeting, just reiterate where it is). So, the motion above might conclude:

The board will return to open session in the district board room at 7:30.

If the board reserves more time for the executive session than it ends up needing, it should not return to open session early. For example, if the board had set aside 15 minutes to discuss the issue of absences stated above, but only required 10 minutes, it must not resume the regular meeting early. Patrons may have left the board room on the representation that no public business would be conducted until 7:30. If the meeting resumes early, the patron could be deprived of the opportunity to witness the open portion of the meeting.

Contact a KASB attorney if you need assistance preparing a motion to go into executive session. 📚
Thirty-two first-year educators from Kansas are being recognized for their outstanding teaching skills through the 2019 Kansas Horizon Award program.

The 2019 Kansas Horizon Award recipients were announced Jan. 8 by the Kansas State Department of Education (KSDE).

The first-year educators will be honored at a special ceremony during the Kansas Exemplary Educators Network (KEEN) State Education Conference on Feb. 15 in Topeka.

The Kansas Horizon Award program, sponsored by KSDE, allows all school districts in the state an opportunity to nominate one elementary and one secondary teacher for the award. To be eligible for the award, teachers must have successfully completed their first year of teaching and have performed in such a way as to distinguish themselves as outstanding.

Recipient of the 2019 Kansas Horizon Award were notified of their selection by Kansas Commissioner of Education Randy Watson.

“These 32 educators are shining examples of the great talent we have in Kansas,” Watson said. “I want to thank them for their time and dedication to the teaching profession. They are not only teaching Kansas students, they are instilling a love of learning, inspiring and igniting passions. We are fortunate to have such quality teachers in classrooms across Kansas. It is because of them that we move closer to our vision of leading the world in the success of each student.”

2019 Kansas Horizon Award Recipients

Region 1

- Holly Abel, Riverside Elementary School, Emporia USD 253
- Abigail Baeten, Lincoln Elementary School, Clay County USD 379
- Abigail Buser, Westwood Elementary School, Geary County USD 475
- Meredith Clark, Beloit Junior/Senior High School, Beloit USD 273
- Kristy Fischer, Ellinwood Middle/High School, Ellinwood USD 355
- Kaleigh Huxman, McPherson Middle School, McPherson USD 418
- Jill Siebert, Hillsboro Elementary School, Hillsboro-Lehigh-Durham USD 410
- Alicia Torr, Moundridge Middle/High School, Moundridge USD 423

Region 2

- Olivia Basye, Berryton Elementary School, Shawnee Heights USD 450
As recipients of the Kansas Horizon Award, these educators are invited to KEEN, a network of educators from around the state who have been formally recognized for exemplary performance. Members of KEEN have an opportunity to network with other outstanding educators and participate in several professional development programs through the year.
Task force makes recommendations on dyslexia to State Board of Education

By Scott Rothschild, srothschild@kasb.org

The Legislative Task Force on Dyslexia has composed recommendations aimed at helping educators help students who are struggling in reading.

The proposals will be considered by the State Board of Education and Legislature for further review.

A price tag wasn’t put on the recommendations, but task force members said they would like to keep the group going for the next several years to monitor progress and implementation. The task force tabbed the State Board of Education for putting the proposals into motion with funding approved by the Legislature.

The recommendations cover training of future teachers, professional development of teachers already in the classroom and improved screening and evaluation of students to assess characteristics of dyslexia.

Here are the proposals.

Pre-Service Recommendations

- KSBE should modify the Educator Preparation Program Standards to include the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading.
- KSBE should require candidates for K-6 teaching licenses, ELA endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading. KSBE should study and approve a test or multiple tests to satisfy this requirement.
- The Legislature should provide funding to train college of education professors who teach reading to become cognizant in the Science of Reading. Training could include conference participation, educational experiences, webinars, and relevant education materials.

Professional Learning Recommendations

- KSBE should require school systems to provide evidence-based and consistent professional development opportunities consisting of training regarding the nature of dyslexia, an introduction in procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures.
- KSBE should encourage colleges of education in Kansas to develop a course of study with a specialization in dyslexia and dyslexia-like characteristics. This course should be geared towards a Science of Reading endorsement (ESOL endorsement could be used as a model for the structure of this endorsement). This course of study should align with the IDA Knowledge and Practice Standards. This course of study should include practical experiences working with students with dyslexia or characteristics of dyslexia with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district.
- The Legislature should provide funding for school districts to train appropriate staff on dyslexia and recognizing dyslexia.

Screening and Evaluation Processes Recommendations

- KSBE should require every accredited school district to screen and identify students at risk of dyslexia or demonstrating the characteristics of dyslexia.
- KSBE should amend the Kansas Education Systems Accreditation model to require districts to implement a rigorous tiered system of supports subject to external review.
- KSBE should develop and provide to school districts criteria for vetting and approving tools and materials for screening and assessing students for characteristics of dyslexia.
• The Legislature should provide Level II screening tools to school districts or sufficient additional funding for the purpose of acquiring Level II screening tools to school districts.

Evidence-Based Reading Practices Recommendations
• KSBE should require each accredited school district to utilize structured literacy as the evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia.
• KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas.
• KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.

Other Recommendations
The Legislature should reappoint the Task Force to meet once per year for three years to monitor progress of implementation of the recommendations. The reappointed Task Force should include the same members and also include the consulting conferees participating in the November 28 and January 10 meetings of the Task Force.

SRO role in student mental health crisis
By Luke Sobba, KASB Attorney

When a student threatens to commit suicide or to engage in self-harm, a school resource officer or other law enforcement officer may be obligated by law to transport the student from school directly to a mental health facility.

A provision in the Child in Need of Care Act says the following:

K.S.A. 38-2231(b) A law enforcement officer shall take a child under 18 years of age into custody when the officer:
(4) reasonably believes the child is experiencing a mental health crisis and is likely to cause harm to self or others.

The reasonable belief portion of the provision allows the officer some discretion to reach a conclusion based on the situation, but officers are likely to err on the side of caution where the well-being of a student is concerned. If school personnel believe their interventions had successfully averted the crisis, and if parents take responsibility for the student’s well-being, the officer should take these conditions into consideration before determining that a mental health crisis that is likely to result in harm to the student or others exists. Though school personnel may advocate for the student and parents or guardians, the officer will have the authority to determine whether it remains necessary to take the student into custody. If an officer makes such a determination, school officials should not interfere.

After taking the student into custody, the officer must follow the steps set out in K.S.A. 38-2232:

(a) (1) To the extent possible, when any law enforcement officer takes into custody a child under the age of 18 years without a court order, the child shall promptly be delivered to the custody of the child’s parent or other custodian unless there are reasonable grounds to believe that such action would not be in the best interests of the child.” In that case, the officer may deliver the student to a “juvenile crisis intervention center after written authorization by a community mental health center.”

SUCCESSFUL STUDENT DISCIPLINE STRATEGIES WORKSHOP
Topeka-February 7
KASB, 1420 SW Arrowhead Road
Legislative Post Audit finds Kansas is underfunding special education

By Scott Rothschild, srothschild@kasb.org

The Legislature has underfunded Kansas school districts for special education costs by upwards of $361 million under a recommended staffing level, according to a recent state audit. But it is unlikely school districts could find enough teachers to fill those positions in the short term, according to the report.

The Performance Audit Report on K-12 Education: Evaluating Special Education Costs, was conducted by the Kansas Legislative Division of Post Audit.

Because of budget difficulties, since 2012 the Legislature has routinely provided less than the required 92 percent of the amount of a district’s “excess costs,” or special education expenditures not covered by other sources, such as federal funding or Medicaid.

“If staffed at recommended levels, we estimate it would cost between $940 million and $1.2 billion annually to provide special education and related services — which exceeds current spending by $41 million to $361 million,” the report says.

But the audit stated that special education administrators and staff said it is unlikely they could hire the increased number of teachers and staff that the audit’s cost model suggests. Schools have said it is difficult to find enough special education teachers, paraprofessionals, physical therapists, speech pathologists and other service providers.

School districts are required by state and federal law to provide services to students with special education needs. In 2018, Kansas schools spent nearly $900 million to provide special education services to approximately 86,500 students, which is about 18 percent of the total number of students enrolled in Kansas public schools.

The audit suggested that the current method of calculating “excess cost” for districts may slightly overstate current year costs because it uses an estimate for inflation. However, the audit also noted that Legislature has routinely underfunded the formula.

The audit also found that the Kansas State Department of Education has correctly distributed special education funding to districts.

Below and the next page show more details from the audit provided by the Division of Post Audit.

QUESTION 1: What Does It Cost School Districts to Provide Special Education and Related Services?

- The amount organizations spend on special education can differ from the cost to provide those services. (p.9)
- Under state and federal law, school districts must provide all services a student needs, as determined by the Individualized Education Plan (IEP).
- We used the term cost to describe all of the resources needed to provide special education services. This differs from expenditures, which is what special education organizations actually spend to provide services.
- We built a model to estimate how much it would cost organizations to provide required special education services. (p.10)
- We chose nine special education organizations to provide us with a variety of data and opinions about staff, expenditures, and the challenges of providing special education services. We also reviewed literature and hired a consultant with 45 years of experience to provide feedback about the reasonableness of our model.
- We used that information to develop a model to estimate the total cost of providing special education services statewide.
- Our model was based largely on an input-oriented professional judgment approach.
- Our model does not ensure that resource levels are set at the most efficient levels to achieve intended results, and so could be somewhat inflated.

- If staffed at recommended levels, we estimate it could cost between $940 million and $1.2 billion to provide special education and related services annually. (p.12)
- About three-quarters of our total estimated costs are associated with staff who provide direct services to students.
- Our model assumes more special education teachers and fewer paraprofessionals than currently staffed.
- On a per-student basis, we estimate total special education costs could range from $12,400 to $19,200 across the 72 special education organizations in the state.
- It may be difficult for districts to hire the number of staff suggested in our model because of current teacher shortages. (p.16)
- Our special education cost estimates exceed current expenditures by between $41 million and $319 million.
- Special education staff suggest it is unlikely organizations can hire the increased number of teachers and staff our cost model suggests due to teacher and other staff shortages.
- Special education organizations told us they provide the services students need, but staff shortages are making it increasingly difficult.
Some districts had more of their special education “excess” costs covered by state aid than others. (p.16)

- For the 33 districts we evaluated, state categorical aid covered between 57% and 148% of estimated district excess costs.
- The percentage of excess costs that categorical aid covers varies due to how much and what kind of expenditures districts have.

**QUESTION 2: Has Special Education Funding Been Calculated and Distributed to School Districts in Accordance with State Law in Recent Years?**

- KSDE calculates special education funding in accordance with state law, but may slightly overestimate organizations’ expenditures. (p.21)
  - State law defines the process by which categorical aid should be determined but does not define how KSDE should determine total expenditures.
  - As a result, KSDE bases its calculations on estimated current year expenditures.
  - KSDE’s methodology appears reasonable but it may slightly overestimate organizations’ expenditures.
- The Legislature has not appropriated enough funding in accordance with state law in recent years. (p.22)
  - The Legislature has not appropriated enough funding to meet the statutorily required 92% of excess costs in recent years.
  - As a result, in school years 2015 through 2017, categorical aid was only funded at 78% to 81% of organizations’ excess costs.
- In the years we reviewed, KSDE allocated each of the four types of special education aid correctly. (p.23)

**BACKGROUND INFORMATION**

Federal and state laws require school districts to offer services to the state’s 86,500 special education students.

School districts can provide services themselves or through other organizations such as an interlocal or cooperative.

Kansas uses a complex formula set in statute to determine state special education funding.

State special education funding (categorical aid) is calculated to cover district’s excess costs, which are the costs above and beyond the average regular education cost per pupil and are not covered by other types of revenue, such as federal funding.

State law requires categorical aid to be distributed in four specific ways, largely as reimbursements for various types of special education costs.

This includes funding for students who receive special education services and are enrolled in Medicaid, reimbursement for extraordinarily expensive students (catastrophic aid), reimbursement for transportation expenditures, and reimbursement for special teachers.

The state’s method for calculating and distributing funding is not intended to cover 100% of all special education costs.

- The six states we reviewed distributed funding based on a reimbursement method, a needs-based method, or both. (p.25)
  - Of the six states we reviewed, only Kansas and Nebraska reimbursed districts for certain expenditures and set a statutory limit on the amount of special education funding it provides.
  - Iowa, Oklahoma, and Tennessee distribute funding based on the needs of the students with no limit on the amount of special education funding it will provide.
  - Missouri uses a combination of reimbursement and needs-based funding.
- A 2016 Connecticut report identified eight primary mechanisms for state funding of special education nationwide. (p.27) The study categorized all states as follows:
  - A single student weighting provides a set amount of state funding for each student with a disability in the district (9 states).
  - A multiple student weighting uses multiple weights that provide different funding levels for different categories of disabilities (12 states).
  - Resource-based funding provides funds based on the resources (such as teachers) each district uses to provide special education services. (5 states).
  - Census-based funding allocates special education funding based on each district’s total enrollment rather than the total number of special needs students (8 states).
  - A partial reimbursement method compensates districts for a portion of the special education related expenditures reported to the state (5 states). This is the method used in Kansas.
  - A block grant provides special education funding to districts based on allocations from a previous year (1 state).
  - A combination of two approaches described above (6 states).
  - Some states had no separate special education funding mechanism (4 states).
- At least half of U.S. states, including Kansas, require school districts to provide gifted services. (p.28)
The 27th annual KanSPRA/KASB Publications Contest wraps up with 36 awards in 10 categories for communications projects submitted by participating districts.

"The judges were tough this year," said Carol Pitts, KASB assistant executive director for marketing and public relations. "Only one entry received a perfect score, Shawnee Mission's submission in the marketing materials/special purpose publication category. The district's "Center for Academic Achievement Information Card" was pronounced "an excellent project in every way" by the judges."

Contest submissions are evaluated using a reciprocal arrangement through a National School Public Relations Association network. Every entry receives individual points in five evaluation components and feedback from a judge.

Points are awarded for (a) Research and Assessment of Need, (b) Analysis and Planning, (c) Evaluation and Results, (d) Overall Appearance, and (e) Content and Readability. A "sweepstakes winner" is also named for each enrollment category based on the average of the total points earned across for all entries.

Awards of Excellence are given to entries scoring an average of "9," and Certificates of Merit are awarded to publications with an average score of at least "6." In addition, the contest awards a "Sweepstakes Award" in each enrollment category, based on the highest average score of all submissions by the participating district.

**2018 Sweepstakes Awards**
- Western Plains USD 106 (Enrollment Under 500 FTE)
- Prairie Hills USD 113 (Enrollment 1000-1699 FTE)
- El Dorado USD 490 (Enrollment 1700-4999 FTE)
- Shawnee Mission USD 512 (Enrollment Over 5000 FTE)

(No awards were earned for enrollment category 501-999 FTE)

**Audio/Visual Award of Excellence**
- Human Resources Recruitment Video; Gardner-Edgerton USD 231; Ben Boothe, Director of Secondary Education; Pam Stranathan, Superintendent
- Shawnee Mission All Means All-Star; Shawnee Mission USD 512; Kristin Babcock, Communications Coordinator; Michael Fulton, Superintendent

**Certificate of Merit**
- "Teen Suicide"; Western Plains USD 106; Amy Flax, Journalism Instructor; Jeff Jones, Superintendent
- 2018 GEHS Summer Baseball Camp Promotional Video; Gardner Edgerton HS; Gardner-Edgerton USD 231; Ryan Colston, Supervisor of Youth and Community Programs; Mike Meyer, Principal; Pam Stranathan, Superintendent
- Kid Cast; Derby USD 260; Dr. Holly Putnam-Jackson, Assistant Superintendent of Curriculum and Instruction; Joseph Moberly, Student and Data Services; Heather Bohaty, Superintendent

**Calendar/Handbook Certificate of Merit**
- Student and Staff School Calendar; Derby USD 260; Katie Carlson, Director of Communications; Heather Bohaty, Superintendent
- 2018-19 District Activities Calendar; El Dorado USD 490; Kimberly Koop, Director of Information Services; Sue Givens, Superintendent

**District Report Card/Annual Report Certificate of Merit**
- BG Stadium Annual Report; El Dorado USD 490; Kimberly Koop, Director of Information Services; Sue Givens, Superintendent

**Electronic Publication Certificate of Merit**
- Derby Public Schools E-News; Derby USD 260; Katie Carlson, Director of Communications; Heather Bohaty, Superintendent
- Maize USD 266 Connections; Maize USD 266; Lori O'Toole Buselt, Director of Communications; Chad Higgins, Superintendent
Marketing/Special Purpose
Award of Excellence
• Pre-School Promotional Fliers; Western Plains USD 106; Amy Schmidt, Journalism Instructor; Jeff Jones, Superintendent
• Wildcat Pre-School Brochure; El Dorado USD 490; Kimberly Koop, Director of Information Services; Sue Givens, Superintendent
• Center for Academic Achievement Information Card; Shawnee Mission USD 512; Kristin Babcock, Communications Coordinator; Michael Fulton, Superintendent

Certificate of Merit
• Kansans Can Rack Cards; Derby USD 260; Katie Carlson, Director of Communications; Heather Bohaty, Superintendent

Newsletters
Award of Excellence
• Inside Shawnee Mission School District; Shawnee Mission USD 512; Kristin Babcock, Communications Coordinator; Michael Fulton, Superintendent

Certificate of Merit
• Cat Tracks; Western Plains USD 106; Amy Schmidt, Journalism Instructor; Jeff Jones, Superintendent

Project, Special Event or Program
Award of Excellence
• Bond Campaign; Derby USD 260; Katie Carlson, Director of Communications; Heather Bohaty, Superintendent

Websites / Social Media
Award of Excellence
• School Website/Social Media Sites; Western Plains USD 106; Amy Schmidt, Journalism Instructor; Jeff Jones, Superintendent
 • Maize USD 266 website; Maize USD 266; Lori O’Toole Buselt, Director of Communications; Chad Higgins, Superintendent

Certificate of Merit
• District Website; Derby USD 260; Katie Carlson, Director of Communications; Heather Bohaty, Superintendent
• El Dorado Schools Facebook Page; El Dorado USD 490; Kimberly Koop, Director of Information Services; Sue Givens, Superintendent
• Shawnee Mission website; Shawnee Mission USD 512; Kristin Babcock, Communications Coordinator; Michael Fulton, Superintendent

Photo/Photo Series
Award of Excellence
• New Shawnee Mission School District Banner Stands; Shawnee Mission USD 512; Kristin Babcock, Communications Coordinator; Michael Fulton, Superintendent

Certificate of Merit
• Boys Basketball Collage; Western Plains USD 106; Amy Flax, Journalism Instructor

Writing
Certificate of Merit
• One Year Later: Ransom fire victims speak out about life, loss, and lessons learned; Western Plains USD 106; Amy Schmidt, Journalism Instructor; Jeff Jones, Superintendent
• Food Service Department: A Look at a Typical Day; Derby USD 260; Martha Lawson, Food Service Supervisor; Heather Bohaty, Superintendent
KASB Workshops & Meetings
Through June 2019

Registration details
www.kasb.org/training

• Women’s Leadership Summit: 02.04-05.19
  Manhattan
• 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
  • Topeka 02.19.19
  • Spring Hill 02.20.19
  • Oakley 02.25.19 & 02.26.19
  • Hays 02.26.19
• Successful Student Discipline Strategies:
  Topeka 02.07.19
• Clerks/Treasurers Workshop: Topeka 02.20.19
• Section 504 Refresher: Oakley 02.26.19
• Job Description Workshops
  • Newton 03.13.19
  • Topeka 04.02.19:
• Human Resources Academy
  • Newton 03.14.19
  • Topeka 04.03.19
• School Law: 05.29-30.19 (In Conjunction with
  USA-Kansas Annual Conference Wichita;
  Dates Subject to Change)
• Clerks/Treasurers
  • Hays 06.25.19
  • Topeka 06.27.19

Additional workshops and training opportunities
may be added. Watch KASB News Briefs or
see kasb.org/training for additional information.

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K12 itc
A BENTLO COMPANY