Renewed focus on early childhood needs

Consider the important work of serving on a local school board.

Filing deadline June 3.

Learn more pages 4 & 5.
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KASB seeks applications for president-elect designee

By Carol Pitts cpitts@kasb.org

The KASB Nominating Committee is seeking applications for nominations to serve as president-elect designee. Applications for the position must be emailed or postmarked by Aug. 30.

The selection of KASB’s leadership is one of the most important responsibilities of association membership. School board members are asked to consider serving as a KASB officer.

The position will be up for election at the annual KASB Convention in December.

Contact KASB Executive Assistant Melissa Holder, 800-432-2471, mholder@kasb.org for additional information. The application form is available at kasb.org/nominate.

The deadline to file for the November 2019 school board elections is fast approaching! Learn more on page 20 or see kasb.org/legalpolicy/boardelections
Celebrating Public Schools

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President’s Perspective
C. Patrick Woods, Topeka USD 501

Board service not glamorous but important

When most people think of elected officials, they think of the Governor, their member of Congress, or their state legislators. These high-profile elected offices are no doubt important; they make the policy that governs our state’s institutions, like our systems for public safety, health and human services, and public finance, just to name a few. However, there are many other critical elected offices at the local level of government which, as your high school government teacher always taught, actually have a more direct effect on your life as an individual. As a parent and a Kansan with a vested interest in the future prosperity of the state, I believe that the most important of these local elected offices is … local school board member.

Now, I know what you’re thinking, “Shocker! The president of the Kansas Association of School Boards thinks that his office is the most important. Big surprise!” as the eyes roll. However, I offer as evidence to back up my claim the words directly from Article 2 of the Kansas Constitution, which states that all public schools are to be, “maintained, developed and operated by locally elected boards.” This means that the direction of our institution of public education – the very institution that separated the newly independent United States from all other countries, which thrust the fledgling country ahead of all others during the industrial revolution, which allowed for the success of our democracy, and has been our nation’s defining project – is completely in the hands of nearly 2,000 everyday Kansans who chose to serve. And this is no small responsibility. For after all, without our institution of free and public education, we would have no doctors or nurses to practice and perfect the healing arts; no innovators to lead economic growth; no skilled craftsmen to keep the world up and running.

These 2,000 local school board members take into their hands every day the responsibility of governing the districts that educate the state’s children, including mine, setting them on course for the future. Each of these public servants renders this service for free.

Under state statute, school board members are the only public officers who cannot receive a salary for their service. However, I can unequivocally state that my service on my local board has been the most rewarding work of my working life, and I encourage anyone with a desire to serve to consider running for their local board of education.

I offer three reasons why more Kansans should consider serving on their local school boards:

1. You can be a “game-changer” for kids. Local school boards, more than any other elected office, have the opportunity to help every child achieve their potential.

As we all know, education is the one capital asset that, once acquired, never ceases to pay dividends to the holder. Once a child has learned to read, to think critically, to master the concepts underlying science, math and the arts, they can apply that knowledge to solve every problem that they encounter in their professional and personal lives.

Moreover, we know that education is the most effective tool to level the playing field for students who are disadvantaged. For every wave of social progress achieved in this country – legally abolishing the immoral institutions of slavery and Jim Crow, establishing and advancing the right to vote for all Americans, the continual battle to ensure the ability for each wave of new immigrants to participate in the economy – education has been the common tool utilized to realize these achievements.

As a local school board member, it is your constitutional responsibility to work with your six colleagues to shape the organization through policy toward these results. Your work will be critical to help children develop their talents and achieve their potential.

2. Make a personal investment in your community. There are many ways to invest in your community – you could volunteer at your local Big Brothers Big Sisters organization or manage a community garden. But when you decide to serve as a local school board member, you’ve committed yourself to that service for 7 days a week, 52 weeks a year, for at least four years. You’ll spend your evenings working with your colleagues, talking with patrons,

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Ordinary work of board can be extraordinary

The deadline for throwing your hat in the ring for fall school board elections is fast approaching. The pay is terrible, the hours can be long, and the challenges great. But the intrinsic rewards are beyond compare. As you contemplate the possibilities, consider some advice from history.

Over 30 years ago, I accepted the job of principal at Ell-Saline Junior-Senior High School in Brookville. Having taken all the appropriate coursework, I was theoretically prepared for anything but practically ready for nothing. This is not a knock on the fine institutions or professors responsible for my training, it is simply because you are never really ready to be a principal, even after you have done it for years. Just when you think you have seen everything a new challenge hits you in the face.

The best practical advice was rendered by my dad, Max, in the form of a framed quotation that many of you have read:

_It is not the critic who counts; not the man who points out how the strong man stumbles or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errors, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat._

Inspirational, the quote provides armor for the thin-skinned and comfort in the heat of a challenge. My plan was to use this quote as the centerpiece of a column encouraging people to step into the school board arena.

But of course my ADD got the better of me. When Googling the quote I was distracted by the context. Titled “Citizenship in a Republic,” it is Theodore Roosevelt’s speech to the Sorbonne in 1910 Paris. (In its entirety: www.theodorerooseveltcenter.org/Learn-About-TR/TR-Encyclopedia/Culture-and-Society/Man-in-the-Arena.aspx)

Before Roosevelt speaks about the challenges of the man and woman in the arena, he describes the man and woman.

_With you here, and with us in my own home, in the long run, success or failure will be conditioned upon the way in which the average man, the average woman, does his or her duty, first in the ordinary, every-day affairs of life, and next in those great occasional cries which call for heroic virtues. The average citizen must be a good citizen if our republics are to succeed._

Doesn’t it sound like Roosevelt is speaking about school board members? People who are willing to step into the arena, to perform the tasks of citizenship in a pure democratic setting, local school boards. The duties a board member performs may be “ordinary, every-day affairs of life,” but they also require heroic virtues of putting one’s self second and the needs of every student first.

The courage it takes to put one’s name out there, to ask the public for affirmation that you are the best person to make decisions for the students who are in the care of the school district, is impressive. The reward, as you stand on the stage this month, is equally awesome. Thank you for what you do in the arena and think about re-upping for another term.
In common: Farming, football, education

Being raised on a farm, a Kansas State fan and a multiple time Kansas State graduate, these three topics all connect with me on a personal level. Even though on the surface these activities seem unrelated - except that Kansas State does all three well - can you identify the common theme?

Traveling throughout the state this time of the year, you will see dust clouds moving slowly across the fields as farmers prepare the soil and plant crops. They are motivated to get the most out of their resources and hope for a bumper crop come fall. With the bumper crop and favorable markets, they can get ahead of the endless expenses that comes with farming.

Also over the past couple of months, schools and football coaches have been looking at their teams and trying to address their areas of need in order to be more competitive. Currently, you read stories related to coaching changes, off season conditioning, players changing schools and the acquiring of resources.

Finally, school boards are hiring staff, making program decisions, looking at facility needs, and trying to align budget priorities for the upcoming fiscal year. All of these actions by the school board are targeted at providing the best educational experience for each student.

Were you able to identify the common theme? It’s about continuous improvement. Each of the briefly described activities has the common thread of trying to do it better each year, whatever it may be farming, football, or education.

Growing up on a farm I understand the necessity of reflecting on past actions with the previous crop to determine what made it a better crop than the year before. Studying rainfall totals, different soil preparation techniques, different ratios of nutrients, and different seeding populations are all critical things for a successful crop. You reflect and adjust accordingly to maximize the limited resources that you have.

In football, studying game film, looking at players’ skill sets in relation to an offensive or defensive scheme, reflecting on coaching philosophies, and observing players’ conduct are all considered in relation to the impact on a team’s success over the past season. Adjustments within all of these areas are made while balancing limited resources with the desire to field competitive football teams.

So how are school boards reflecting on their past actions and the contributions of those actions to their success with each student?

The argument can be made that the goals within farming and football are very clear and easy to measure, maximize profits, and fielding competitive football teams. Boards of education, hopefully, have clearly defined the goal: every student will succeed within their system and be successful upon graduating from their schools. The challenge for school boards is how do we reflect on past actions and measure our successes.

Board self-assessment

Great boards spend time each year reflecting on their past actions and try to determine if those actions contributed to their students’ successes. This often takes the form of a board self-assessing in the following areas:

- Board Member Actions,
- Meetings of the Board,
- Vision and Planning Work,
- Policy Development,
- Utilization of Finances,
- Board and Superintendent Relations.

This self-assessment by school boards is similar to farmers studying what they did last year that led to the bumper crop, or the coach looking back at player development, game planning, and offensive/defensive philosophies that led to a competitive football team.

The challenge for school boards comes with measuring their success. The measurements of success for school boards are often not realized
for several years as it takes 13 years for a student to progress through a school district, and then progress to post-secondary opportunities which may not yield visible results for a couple of years after high school.

How should boards measure their successes on an annual basis? It starts with using proven actions that in the past have contributed to success. This is where the process of self-assessment can assist a board with knowing if their actions are consistent with those of other successful school districts. Then the next step is defining short- and long-term goals with success indicators defined. Success indicators for a short- or long-term goal are what should be seen as a result of the goal being accomplished.

Often boards and leadership teams establish goals yet fail to discuss what constitutes success. Consequently, they go about the work of governing the district and do not know if the district is moving closer to success associated with the established goals.

Whether you’re the farmer or the coach or the school board member, continuous improvement involves additional learning and growth to achieve the desired outcomes. For school boards, the closing of a school year and the start of a new school year are ideal times to engage in some reflection and learning to support the prioritization of goals and actions to impact student success. KASB staff is always willing to answer questions and offer support in these processes.

And in full disclosure, I borrowed the Farming and Football example off the back of a t-shirt while attending a Kansas State football game in recent years ….

Patrick Woods

Continued from page 4

and thinking about student needs and achievement all in service of your mission to lift every student to achieve their potential.

3. Witness your direct impact in your community. As a local school board member, you’ll have a direct impact in the stewardship of our state’s most precious resource—our children.

While it’s easy to view a locally elected office, so close to the people that it serves, as less powerful than a seat in the Statehouse, it is precisely that proximity to those served that allows the servant to see their impact. There are few things more rewarding than venturing into a classroom and seeing talented teachers leading engaged learners in new, innovative programs that are the result of board direction.

For after all, the fulfillment of every district’s core mission of teaching and learning is governed by its democratically elected board of education. In my case, this has meant working with my board to increase opportunities for early childhood education, which has led to increased school readiness and decreased achievement gaps among students; leading the board to bring dual language education to the district and creating Northeast Kansas’ first two-way immersion program, Scott Magnet, which has lifted achievement among an entire school; and working with my colleagues to create Kanza Education and Science Park, offering our students a host of new STEM learning opportunities through partnerships with local businesses and industry. As a local school board member, you will see your work affecting the lives of the people that you are serving.

No greater service

So yes, local school board positions may not be as glamorous as other elected offices. And for sure, there is a fair amount of frustration that comes with the office. However, there is no greater service than that which is rendered on behalf of children, and I can think of no more effective vehicle for such service than local boards of education.

So, if you’re looking to make the world a better place through public service, please consider dedicating your time (and your whole self) to this noble cause. You don’t have to be perfect to be an effective board member (prime example is a veteran board member as imperfect as me). One only needs a desire to serve. Your service on the board will help build our future workforce, strengthen the social fabric of our communities, and ensure our economic vitality. Most importantly, your service on your local board of education could mean the difference in a child’s ability to realize their God-given potential.

To learn more about running for school board, please visit kasb.org.

And in full disclosure, I borrowed the Farming and Football example off the back of a t-shirt while attending a Kansas State football game in recent years ….

KASB

kasb.org/connect
Leadership for Tomorrow class learns powerful lessons in southeast Kansas

By Leah Fliter, lfliter@kasb.org

KASB’s Leadership for Tomorrow program visited Coffeyville and Neodesha in May for powerful lessons about school redesign, community partnerships, and change theory.

More than 200 school board members, superintendents and administrators have participated in LFT over the past 13 years. Visits to local schools, classroom observations and presentations provide a foundation for class discussion and analysis of issues and opportunities in Kansas education. Class members explore change theories and strategies, gain training in leadership skills and expand their understanding of education key issues for effective governance and raising student achievement.

Empathy education’ in Coffeyville

Coffeyville USD 445 is one of the original “Mercury 7″ Kansas State Board of Education redesign schools. To be considered for the project, districts had to designate one elementary school and one secondary school to be redesigned around the five outcomes established by the State Board of Education as defining a successful Kansas high school graduate, and what Kansans said they want their schools to look like in the future. Each district also had to have support of their local school board, their faculty and their local Kansas National Education Association or other professional organization. Subsequent phases of the redesign program are named Gemini I, Gemini II, and Apollo. Eventually, all Kansas school districts will be expected to participate in redesign.

While Coffeyville is a Mercury school district, the district’s economic and demographic challenges prompted Superintendent Dr. Craig Correll and his staff to reevaluate its practices several years before the 2017 school redesign initiative was announced. A devastating 2007 flood that also swamped a nearby oil refinery caused widespread destruction and prompted hundreds of residents to leave the community. In 2014, an area manufacturing plant closed and in 2015, Amazon closed its Coffeyville fulfillment center. Roughly three-fourths of the district’s families are considered economically disadvantaged and its English Language Learners population has increased from 0.22 percent in 2014 to 10 percent in 2018.

The school district responded to those challenges by seeking out partnerships with John Deere and other local businesses, Coffeyville Community College, Head Start and regional health organizations to establish in-school physical, dental and mental health clinics, a comprehensive universal preschool, trauma-informed classrooms, and internships and job-training opportunities. The district is also known for its Age to Age kindergarten classroom that’s housed in a local nursing home. The students interact with their “Grandmas and Grandpas” through daily reading time and community activities like card games.

“I loved going out and seeing the kindergarten
classroom that’s integrated into the retirement facility,” said Goddard USD 265 Director of Community Relations Dane Baxa. “There was so much empathy education as part of that. How often do we get exposure to that kind of an educational experience; there are 20 lucky kids in Coffeyville who get that every day.”

Dodge City USD 445’s Mercury Redesign work continues to emphasize kindergarten readiness, social/ emotional wellbeing, and postsecondary success/ employability. The administration and staff have spent significant time and effort offering students of all ages strategies and cool-down rooms to help them acknowledge and deal with stressors and quickly return to their classrooms.

“It was really powerful to see them implement that at the middle school level and even into high school,” said Goodland USD 352 Superintendent Bill Biermann.

Biermann said the Coffeyville visit was well worth the seven-hour drive from western Kansas.

“They’re a really good model for a lot of us on how we engage our communities to develop partnerships for job shadowing, for health care access, all these things they’ve got going here.”

While Coffeyville is a veteran redesign school district, nearby Neodesha USD 461 is a Gemini II school district. It’s in the early stages of redesigning its two elementary schools and Neodesha Middle/High School.

Desire for change in Neodesha

Neodesha suffered in the same 2007 flood that swamped Coffeyville. In late 2016, an explosion demolished much of a local manufacturing plant. About 60 percent of its students are economically disadvantaged.

The USD 461 staff were grateful to have Coffeyville’s redesign example to study as their district plans its work around personalized learning, civic engagement, project based learning and social/ emotional learning. The presenters told the LFT class that constant communication with district staff, administration and the community are critical, as is a willingness to problem-solve throughout the redesign process. The Neodesha redesign leaders said they’re “constantly” posting about redesign on the district website and on Facebook, Twitter and Instagram. That’s helped the Neodesha community embrace the school redesign effort.

The pre-school staff at Neodesha’s Heller Elementary was initially apprehensive about redesign, “Because teaching ‘littles’ is already all-consuming,” said Principal Melissa Johnson. “You have to move away from [insisting on] ‘having all your ducks in a row’ and be willing to fail and make changes.”

Neodesha Middle/High School Principal Nathan West is leading an initially-reluctant staff through the redesign process at his school. While nearly 75 percent of the high school staff voted against redesign, some of the staunch early opponents are now embracing the change.

The LFT class visits the Age to Age Kindergarten class at the Windsor Place retirement home in Coffeyville.

**Continued on next page**
LFT in SE Kansas

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Business Education Teacher Betty Wheeler originally abstained from voting on the plan, but West sought out her involvement anyway and she’s now one of the building redesign leaders. Wheeler said the school prototyped a no-bell schedule this school year “and it feels like the entire atmosphere is more relaxed.” Interestingly, tardies are not a significant problem under the no-bell experiment, and teachers say they’re communicating better to let their colleagues know when a project causes kids to stay later in class.

LFT class member Tammy Thomasson, who’s the assistant superintendent in Paola USD 368, appreciated the insights and advice offered by the Neodesha staff. “The common theme is that the [redesign] process is supported, and you have the ability to do what’s best for your district,” she said. “I’m learning there are people you can go to, who’ve already gone through the process and that you will live through it and you can really do some spectacular things.”

The Neodesha session also provided time for the LFT class to read and reflect on the work of several experts in education change theory. Class members shared insights and considered how they might take their new knowledge back to their districts.

“It really drove home you have to have the desire to change,” said Seaman USD 345 Board Member Keith Griffin. “In order to change the philosophy and structure of an education system, it takes an entire organization, from the top down. My job is to communicate that back to our leaders so they can filter it out to our administration and staff.”

Leadership for Tomorrow’s third session will take place in July in Manhattan for programming on school safety and first-responder partnerships and crisis media training. The class will visit Lakin and Garden City in September. The final class session will focus on the Wichita area. Class graduation will be in December at KASB’s 102nd annual conference.
Kansas 2019 Legislative Session ends; many issues remain unresolved

While school finance dominated the first part of the 2019 Legislative Session, a battle over expansion of Medicaid overshadowed the end.

Before the Legislature’s spring break, legislators on April 4 adopted a $90 million increase in K-12 funding to address the Kansas Supreme Court order to add an inflation adjustment to an earlier increase. Gov. Laura Kelly signed the bill into law two days later, putting the matter back before the court for consideration. As of press time, the court had not issued a decision in the long running Gannon case but was expected to by June 30.

When legislators returned for the wrap up session on May 1, they had to approve a final state budget, which included school funding. Republican leaders also pushed through a bill to cut taxes, primarily for multinational corporations, and stopped a coalition of Democrats and moderate Republican from expanding Medicaid for approximately 150,000 low-income Kansans. Medicaid is expected to be worked on further during the interim and revisited when the 2020 session starts in January. But before that, the House and Senate will gavel in for one more day on May 29 for the official end of the session.

During the session, legislators also turned their attention to numerous other education issues.

This is a list of bills approved and signed into law that will affect schools:

**SB 9** - Authorizing the transfer of $115 million from the state general fund to the Kansas public employee’s retirement fund during fiscal year 2019.

**SB 16** - Amendments to the Kansas school equity and enhancement act and other statutes related to education (Gannon lawsuit response).

- Increases BASE for school years 2019-23;
- Changes schedule of school finance audits;
- Requires KSDE to prepare state accountability reports and school district funding reports;
- State to provide one ACT/Workkeys test at no charge to students grades 11-12, Pre-ACT to each 9th grader;
- Changes definition of schools in the Low-income Student Scholarship Program from the 100 lowest performing schools to the 100 lowest performing public elementary schools;
- Extends Dyslexia Task Force until June 30, 2022;
- Adds JAG-K and Boys and Girls Clubs to the list of public education financing included in satisfying the requirements under Article 6 of the Kansas Constitution;
- Extends 20-mill property tax levy for schools to FY 2020 and 2021;
- Makes Capital Improvement State Aid a revenue transfer from the State General Fund (SGF) for FY 2020, FY 2021, and FY 2022;
- Makes appropriations for FY 2020 ($104.5 million) and 2021($114.2 million) for Kansas Department of Education.

**SB 128** - Requiring at least nine safety drills to be conducted by schools each year including four fire, two tornado and three crisis drills.

**SB 130** - Moving school board officer elections and organizations from July to January or at a date to be determined by the board. Allows school districts to make changes in the method of elections or voting plans at a special election, a primary election or a general election.

**SB 199** - Creating the AO-K to work program that allows certain adults to earn high school equivalency credentials by participating in career pathway oriented postsecondary classes.

**HB 2144** - Structure and financing of community colleges; the duty of transparency owed by community colleges to property taxpayers and students of community colleges; and reaffirming the students and taxpayers of community colleges as the priority in financial decisions, reporting processes, and transparency measures of community colleges.

**HB 2087** - Concerning the motor-fuel tax law; relating to the definition of school bus; allows school districts to receive fuel-tax rebate on fuel for any district vehicle used to transport students.

Awaiting Governor’s action as of press time:

**H Sub for SB 25** - Appropriations for Fiscal Years 2019, 2020, 2021 and 2022 for various agencies. This bill includes the state’s school funding in addition to $2 million more for mental health initiatives and $5 million in school security grants.

- Prepared by KASB staff
State officials gathering information to form early childhood strategic plan

By Scott Rothschild, srothschild@kasb.org

When it comes to providing early childhood education and health care, the earlier the better.

That’s why Kansas officials are holding public meetings to gather input on what early childhood services are available in communities across the state and how improvements can be made in the quality of and access to those services.

The goal of the “community engagement sessions” is to put together a statewide plan that covers all facets of the early growing years — learning, health care, child care, family resources and many other areas.

Once a plan is put together, it will be aired out during additional public meetings later to get further feedback. The process is similar to what Kansas Education Commissioner Randy Watson did several years ago, which resulted in the State Board of Education’s Kansans Can vision of leading the world in the success of each student and the Kansas school redesign project focusing on the whole student.

The early childhood planning push is funded through a federal grant authorized by the Every Student Succeeds Act and conducted by several state agencies, including the Kansas State Department of Education, Kansas Children’s Cabinet and Trust Fund, Kansas Department for Children and Families and Kansas Department of Health and Environment.

“It is important for everyday Kansans’ voices to be reflected in our plan,” said Amanda Petersen, director of early childhood at KSDE. “We have a number of communities leading the conversation in these areas,” Petersen said.

In addition to gathering information at community meetings, officials are inviting families to share stories of family challenges called “Our Tomorrows” through an online tool at kucppr.org/ourtomorrows.

Melissa Rooker, executive director of the Kansas Children’s Cabinet, said she hopes the plan will help lead to a system where families that are struggling are able to get the help they need so they can quickly recover.

Rooker and Petersen said another important aspect of early childhood services that often gets overlooked is its impact on economic development.
“I have heard from city administrators who are struggling to grow business in their communities because when asked by business owners about relocation, one of the key questions is what child care opportunities exist,” Rooker said. Another problem that affects the availability of child care is that child care jobs are usually low pay, she said.

But Rooker said Kansas is moving in the right direction with the planning grant. “It’s exciting to see barriers breaking down between the agencies,” she said.

The emphasis on early childhood has come from the top. Gov. Laura Kelly has said she is passionate about early childhood, noting that research shows how important it is to provide quality learning opportunities for children during the early years of life.

“We must continually build on our past successes and aim higher,” Kelly recently said to a roomful of child advocates.

Rooker said children who are not ready to learn when they start kindergarten will require extra help throughout school. “It’s really hard to close that gap,” she said.

In May, community engagement meetings were held in Chanute, Fort Scott, Syracuse, Oakley, Goodland, Ness City, Great Bend, Osborne, Junction City, Overland Park, Concordia and Marysville.

A calendar of further meetings can be found at kschildrenscabinet.org/events-calendar

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**Bullying Task Force sets public meetings**

The Kansas Blue Ribbon Task Force on Bullying will hold its first meeting later this month and is seeking public comment on ways to address bullying.

The initial meeting will be held from 10:00 a.m. to 2:00 p.m. Tue. May 28 in Clearwater at the South Central Kansas Education Service Center.

The goals of the Blue Ribbon Task Force on Bullying are to study the problem, coordinate with stakeholders, review work in areas of social and emotional learning; review current statutes and practices and make recommendations to the State Board of Education.

Members of the 37-member task force include educators, legislators, counselors, parents, advocates, attorneys and others. Lori Blake, who serves on the KASB board, is KASB President-Elect Designee and a member of the Southeast of Saline USD 306, will serve on the task force, as well as KASB’s Donna Whiteman, associate executive director/legal services. State Board member Jean Clifford, of Garden City, will serve as the State Board’s liaison.

The task force will be seeking public input either through written or verbal comments. Ground rules for public comment are as follows:

**Submitting Written Public Comments**

The public may submit comments in written form to be read by the chairperson and/or distributed at task force meetings during the public input session, if unable to present in person.

Written comments can be submitted via email to Amy Martin at admartin@ksde.org and received at least one week prior to the scheduled meeting. Any written comments submitted after that time may be read and/or distributed at a later meeting. Written input must include the name, address and county of residence of the person submitting comment.

Written comments will be part of the public meeting documents received by the panel. If special assistance to participate in the public input session is needed, please contact Amy Martin.

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Looking at the Data
Ted Carter, KASB Chief Data Officer

Trends in education salaries in Kansas

Every year the Kansas State Department of Education (KSDE) collects and reports data on Superintendent, Principal, and Teacher Salaries. This includes both contracted and actual amounts. The data, along with more specifics on how they collect the data and the definitions they use can be found here.

There are a couple of ways you can look at the average salary amounts. The first is by district, and the second is by FTE.

Averages by district represent the average amount paid by each district regardless of how many teachers, principals, or superintendents they employ, so a district with 10 teachers would be weighed the same in the calculation as one with 1,000 teachers. This type of calculation is most useful for districts during the contract negotiations process so they can compare their annual salary increases with those of similar or neighboring districts.

Averages by FTE represent how much on average each superintendent, principal, or teacher in the state earns across districts. This type of calculation is most useful when discussing how much teachers make in Kansas with the legislature and other policymakers.

Along with two possible kinds of averages to look at, we also have to consider the fact that KSDE provides two kinds of salary data: contracted and actual. Contracted amounts are reported at the beginning of each school year, and represent the amounts that districts intend to pay staff. Actual amounts are reported for the previous school year, and represent what was ultimately paid to staff. These amounts can differ for a variety of reasons.

Based on the two considerations above, you can have four different kinds of salary to report for the state as a whole – contracted averaged at the district level, contracted averaged by FTE, actual averaged at the district level, and actual averaged by FTE.

The following is the data on averages by district and by FTE for contracted and actual amounts.

Superintendents

- The average contracted amount (by district and by FTE) for superintendents’ salary and fringe benefits for 2018-19 is $120,289. This represents a 4.4 percent increase from the 2017-18 amount of $115,257.
- The average actual amount (by district and by FTE) for superintendents’ salary and fringe benefits for 2017-18 was $116,916. This represents a 2.9 percent increase from the 2016-17 amount of $113,642.

Principals

- The average contracted amount by district for principals’ salary and fringe benefits for 2018-19 is $88,888. This represents a 2.8 percent increase from the 2017-18 amount of $86,474.
- The average contracted amount by FTE for principals’ salary and fringe benefits for 2018-19 is $96,567. This represents a 4.8 percent increase from the 2017-18 amount of $92,183.
- The average actual amount by district for principals’ salary and fringe benefits for 2017-18 was $87,035. This represents a 2.0 percent increase from the 2016-17 amount of $85,327.
- The average actual amount by FTE for principals’ salary and fringe benefits for 2017-18 was $94,632. This represents a 3.3 percent increase from the 2016-17 amount of $91,630.
Teachers

- The average contracted amount by district for teachers’ salary and fringe benefits for 2018-19 is $54,661. This represents a 3.5 percent increase from the 2017-18 amount of $52,832.
- The average contracted amount by FTE for teachers’ salary and fringe benefits for 2018-19 is $59,676. This represents a 4.4% increase from the 2017-18 amount of $57,172.
- The average actual amount by district for teachers’ salary and fringe benefits for 2017-18 was $53,287. This represents a 3.3 percent increase from the 2016-17 amount of $51,603.
- The average actual amount by FTE for teachers’ salary and fringe benefits for 2017-18 was $58,027. This represents a 3.7 percent increase from the 2016-17 amount of $55,931.

There are several things to note from the bullets above.

First, these amounts include both salary and benefits, so some of the increases or decreases are dictated by the changing cost of healthcare as much or more than by the increases in the base salaries.

Second, the changes from year to year are partially due to the amount of annual increases for existing employees, but also by changes in staff. New employees might be paid less than employees who retired after being with the district for many years, or they might actually be paid more depending on how their contract was negotiated.

Third, KSDE is not the only source for this kind of information. For example, KASB also collects information on district employee salaries, and this data is collected at the state level by NCES and other national organizations.

Looking at KASB’s data:

- According to district responses on the Superintendents survey, the average amount for superintendent salary and fringe benefits by district for 2018-19 is $121,578, which is a 2.9 percent increase from $118,198 in 2017-18.
- According to district responses on the Principals survey, the average amount for principal salary and fringe benefits by district for 2018-19 is $96,785, which is a 1.7 percent increase from $95,184 for 2017-18.
- According to district responses on the Teacher Contracts survey, the average amount for teacher salary and fringe benefits by district for 2018-19 is $44,395, which is a 5.4 percent increase from $42,108 for 2017-18.

Differences in reported amounts can come from a variety of sources, including differences in the definitions used for the data being collected, time of year collected, individuals providing the information, etc.

So, based on the information we have provided above, you could say the following:

- From last year to this year, teachers received the highest percent increases in salary and fringe benefits in the 3.5 percent to 5.4 percent range, followed by superintendents in the 2.9 percent to 4.4 percent range and then principals in the 1.7 percent to 4.8 percent range.
- Teacher total compensation for this year averages in the $44,000 to $60,000 range.
- Principal total compensation for this year averages in the $88,000 to $97,000 range.
- Superintendent total compensation for this year averages in the $120,000 to $121,000 range.

To interact with KSDE’s salary data in an online tool provided by KASB, visit the Member Portal (kasb.org/member-portal/) and select “District-Level Data” from the “Member Resources” menu, then look for “KSDE Average Salaries” under the “Other District Data” section. Clicking on the “Interactive” button will take you to a tool that allows you to look at data as far back as 2006-07 and that can be filtered by a variety of factors including district, KSHSAA class, and KASB region. For more information on finding and using this data, email tcarter@kasb.org or ddyche@kasb.org. 📈
A new report from the Economic Policy Institute shows that average weekly salaries for teachers are nearly 20 percent lower than pay for similarly educated employees in other fields, and the gap has been growing for decades. The teacher pay penalty in Kansas is slightly worse than the national average. Adding non-wage benefits like insurance and retirement plans reduces but does not eliminate the growing gap.

Kansas education leaders have been raising concerns over a growing teacher shortage for several years, as fewer students enter teacher training programs and others leave the profession. This report suggests a major reason is that teacher pay has not only fallen behind inflation, but behind other professionals as well. Here are some of the key findings of the report.

Teacher salaries are increasingly lagging behind other professions requiring college degrees.

Average weekly wages for teachers have long been lower than average wages for non-teacher college graduates, but from the late 1970’s to the mid-1990’s, pay increased at about the same rate for both groups.

Since 1996, however, teacher pay nationally, when adjusted for inflation, has actually fallen about $20 per week, while non-teacher pay has increased by $323 per week.

The pay gap between teachers and other college graduates has widened, especially for male teachers.

This teacher pay gap or penalty is now 21.4 percent for all employees and has widened from 6.3 percent in 1996. Because professions dominated by men have traditionally earned more than teaching, which has been traditionally dominated by women, the pay gap for men
is greater – 31.5 percent, compared to 15.1 percent for women. Prior to the mid-1990’s, female teachers actually earned more on average than female non-teachers with comparable education.

The report blames the widening pay gap on state tax and funding cuts.

The report says state tax cuts were a major contributor to the widening pay gap, at least since the Great Recession of 2008. In fact, the “teacher penalty” decreased slightly around 2010 as private sector wages fell, but it grew more rapidly as the economy recovered. The authors say: “It is noteworthy that the wage penalty shrank in the early portion of the Great Recession, as private-sector wages fared worse than those in the public sector, reflecting the greater short-run stability of teacher wages due to long-term contracts. This trend was more than reversed in the recovery beyond 2010 as state and local spending cuts sapped teacher wage growth while private-sector wage growth accelerated.”

In Kansas, average teacher salaries lagged behind inflation every year from 2009 to 2017, which includes the period of state income tax cuts passed in 2012 and largely repealed in 2017. Kansas teacher salaries also lagged behind the U.S. average for teachers and other private sector employees. (See previous post.) Following the repeal of Kansas tax cuts and in response to the Kansas Supreme Court’s Gannon school finance decisions, the Legislature boosted K-12 funding in 2018 and 2019, and teacher salaries rose faster than inflation for the first time in a decade. (See previous post.) This trend is expected to continue as additional state funding is phased in.

Whether because of, or in spite of, state income tax cuts, Kansas personal income growth has been among the lowest in the nation since 2013. This has also limited the state’s ability to increase school districts’ funding, which largely determines teacher pay.

The pay gap is reduced, but not eliminated, by better non-wage benefits for teachers.

Teachers receive higher benefits in the form of insurance and retirement plans than non-teachers. For non-teachers, non-wage benefits are over 20 percent of total compensation; for teachers the percentage is nearly 30 percent. The authors found this “benefits advantage” was 8.4 percent for public school teachers in 2018, which reduced the 21.4 percent wage penalty to a 13.1 percent deficit in total compensation.

The authors say while the benefits advantage is important to note, wages have a more immediate impact on individuals. “While the total compensation penalty rounds out our understanding of how teachers are faring compared with other professionals, the growing wage penalty is still important and critical to keep in mind given the different natures of wages and benefits—only wages can be spent or saved!”

Again, the Kansas experience reflects the national trends noted by the report. For example, Kansas school districts increased spending on salaries for all employees by 38.3 percent from 2004 to 2018, but employment benefits increased by 170.3 percent.

In particular, Kansas Public Employee Retirement System contributions for school districts increased from $110.9 million to $375 million or 238 percent. Increased KPERS funding has been driven by efforts to make up for past underfunding, not new benefits. The funds will eventually help pay for retirement benefits for district employees, but are not available for current teacher salaries.
Substitute for Senate Bill 130 has become law by publication in the Kansas Register on April 25, 2019. This bill revised several statutes, but, most notably for our members, it revised K.S.A. 72-1133 and K.S.A. 72-1138 on electing a president and vice president of the school board and on setting regular board meeting dates and times, respectively.

These tasks, traditionally done in the first organizational meeting in July, are now to be completed in the first meeting of the board on or after the second Monday in January of each year, or at a later meeting during that calendar year if so determined by the board at the first meeting after the second Monday in January.

The practical impact of these changes is that boards could keep their July organizational meetings and board officer elections in July if they like the timing, or they could move one or both to after any new board members take office in January. In either case, the decision on when to do these tasks must happen in the first meeting after the “new” board is assembled in January. In this meeting, the board could either elect officers and/or pass the resolution setting the meeting dates and times or vote to table either or both of those actions until a specified meeting at any time later in that calendar year.

This well-intentioned law is not without its quirks.

First, it does not allow the board to set a static meeting date. Every board must either take action on these items or vote to move the vote for these items to a later time in the first meeting following the second Monday each January. So, if a board does want to keep these actions in July, there will still be the added step of voting to schedule these votes at a later time every year.

Second, the law still states the terms of officers shall be for one year, although the language now creates a scenario where terms could be longer or shorter depending on when the board decides to vote on these issues each year. With this in mind, board motions to elect these officers should specify they will serve in these roles for one year or until a successor is elected by the board in the next calendar year.

Third, it does not give us any guidance on how we should handle this transition period between July of 2019 and next January 2020.

Therefore, KASB’s legal staff has the following suggestions. The law no longer says that elections are in July. So, if a board wanted to keep the current president and vice president until the first meeting after the second Monday in January or the meeting later that calendar year when the election is to be held, the board may. However, if the board likes the idea of keeping elections in July and wants to elect a president and vice president this July to serve “until a successor is elected by the board in the next calendar year”, we do not see anything wrong with doing so. In absence of law to the contrary for this period, home rule authority would allow the board discretion to make that determination.

Similarly, the transition for the organizational meeting is not addressed in law. Keep in mind the new law only addresses the timing of adopting a resolution setting meeting dates and times. It is silent about other organizational decisions. Therefore, it appears the board would need to at least pass a resolution in the first July 2019 meeting specifying the regular meeting dates and times through January or until the board intends to pass the resolution in the following year.

There are many other organizational actions boards generally take in the first July board meeting. These may include, but may not be limited to:

- Appointing a clerk and treasurer;
- Appointing a KPERS representative, a food service program representative, a deputy clerk, and a school attorney;
- Appointing an impact aid representative if your district receives impact aid;
- Appointing a hearing officer for free and reduced-price meal application appeals;
- Appointing representatives to any service center boards or AVTS boards, if necessary;
• Designating the individuals in each building responsible for reporting children truant pursuant to K.S.A. 72-3121;
• Designating a liaison for services to homeless and foster children;
• Designating compliance coordinator(s) for federal anti-discrimination laws including Title VI, Title VII, Title IX, ADA, and Section 504;
• Designating the official depository for school district funds and reviewing bank signatures on file pursuant to K.S.A. 9-1401;
• Adopting the annual waiver of requirements for generally accepted accounting principles pursuant to K.S.A. 75-1120a;
• Adopting an early payment request policy and designating an employee authorized to make such payments pursuant to K.S.A. 12-105b(e);
• Establishing student fees pursuant to K.S.A. 72-3353, student meal prices, textbook rental fees pursuant to K.S.A. 72-3346, and the reimbursement rate for mileage pursuant to K.S.A. 75-3203;
• Adapting a school calendar and designating inclement weather makeup days if your district wants them pursuant to K.S.A. 72-3115;
• Adapting a resolution to establish petty cash accounts and petty cash limits pursuant to K.S.A. 72-1177;
• Adopting guidelines for activity funds and gate receipts pursuant to K.S.A. 72-1178;
• Rescinding all policy actions from the previous year and adopting current written policies as those that will govern for the school year;
• Approving district, school, and/or athletic handbooks; and
• Selecting the official district newspaper for publication of official notices pursuant to K.S.A. 64-101.

The Kansas State Department of Education suggests you should also:
• Review units of credit offered at each attendance center to make sure each center complies with accreditation rules and regulations;
• Review the preliminary budget;
• Review records in storage for possible destruction of old records pursuant to K.S.A. 72-1629;
• Review the district’s insurance policies, including types of coverage, names of companies, and schedule for renewal;
• Review the capital outlay mill levy authority to see if renewal is needed;
• Review the immunization policy to ensure it complies with current statute K.S.A. 72-6262.

Although the timing of these actions is not generally legislated, boards may want to keep many of these decisions near the beginning of the fiscal year or at least make preliminary appointments to last until the board can hold an organizational meeting in the following calendar year. Note that federal and state agencies may require these appointments to be made by a certain date to receive financial assistance for federal or state-funded programs. Similarly, cooperative agreements may describe when appointments to cooperative or interlocal boards are to be made, so please consult these agreements prior to changing your practice. In general, the district wants to avoid gaps in coverage on these issues. So, we recommend addressing them in the first meeting in July 2019 either for the full 2019-2020 school year or until further action by the board.

It is also recommended that policy and handbook changes, if any, be approved and incorporated into the district’s policy system prior to the beginning of the new school year, so the changes may be communicated to the parties in interest at the beginning of the new year.

Some of our members have asked what changes in board officer elections means for the appointment of a clerk and treasurer as required by K.S.A. 72-1135 and K.S.A. 72-1136, respectively. These statutes merely provide the board must appoint these staff members. They give no deadlines by which these appointments must be made, nor do they specify how often they must happen, although most boards have routinely added these appointments to their organizational meeting. If the board does them annually, timing is really a question of convenience. Most districts issue personnel contracts at or before the beginning of the fiscal year, so it may be easier for a board to keep those appointments in the summer months, particularly if they choose to keep the election of board officers in July.

We recognize statutory changes like this are complicated. Please feel free to contact KASB’s legal staff at 1-800-432-2471 if you have any questions.
Filing deadline near for school board

By Carol Pitts, cpitts@kasb.org

The best recruiter for a new school board member may be a current board member.

As the June 3 deadline nears to file for the November school board elections, it’s time for current board members to start having conversations with individuals they believe would be great additions to the board.

Helping potential board members understand the roles, responsibilities and strategic direction of the district can help them make this important decision on whether to run. Along with a strategic onboarding and mentorship process, this can help the transition next January and ensure your district maintains its momentum toward its strategic goals and success for all children in your community.

Potential board candidates probably know your board sets the vision and goals for the district, hires and evaluates the superintendent and adopts policies and oversees the budget. They might not know your role in the district goes far beyond the monthly or twice monthly meetings and handing out diplomas each year.

The Center for Public Education, an initiative of the National School Boards Association, has identified eight characteristics of effective school boards. You can use this list as a starting point to think about the traits and abilities individual board members should have to help shape the future of public education in your community.

Effective boards . . .

- Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- Are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
- Have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
- Are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
- Align and sustain resources, such as professional development, to meet district goals.
- Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
- Take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

As June 3 approaches, create a list of the top traits you believe are required to be an outstanding board member in your community, then reach out to individuals and start the conversation.

You can find additional resources to share with potential candidates at kasb.org/leadershiponline.
KASB 2019 Annual Conference Call for Presentations

By Leah Fliter lfliter@kasb.org

The KASB Annual Conference is the association’s flagship event, providing intensive learning and networking experiences that bring together hundreds of Kansas board of education members, school district leaders and content experts.

KASB is seeking engaging, creative and thoughtful submissions from KASB MEMBERS for the 2019 Annual Conference. The 60-minute presentations will be given on Saturday, December 7.

At least one quarter of the program should be devoted to questions and answers. In designing your program, consider using any one of the following formats: single speaker, panel, or some other program structure. If there is more than one presenter, include all the information for everyone.

Breakout Session categories and brief descriptions are listed at right.

Presenting at the KASB Annual Conference is a great way to tell your story! Take this opportunity to share best practices, effective strategies that lead to student success, and expand understanding of emerging issues in education.

The best presentations honor the governance role of boards of education, include the voice of school board members and the leadership team and give participants time for interaction and questions.

KASB Annual Conference Presentation Topics

• Advocacy and Community Engagement
  Advocating for public schools and community engagement go hand-in-hand when creating opportunities for the success of all students. These sessions will focus on the strategies, structures and partnerships school districts and communities are using to advocate for their students at the local, state and/or federal levels.

• Efficient and Effective Practices
  Boards of education and school leadership teams across Kansas evaluate and reallocate resources to improve student success. These sessions will focus on how planning, innovation and collaboration can support improved efficiency and effectiveness.

• Foundations of Boardsmanship
  These sessions will equip new and experienced board members with foundational skills for basic boardsmanship. Boards of education have several functions that help ensure a successful school system. These include (1) establishing the vision for the district; (2) setting priorities and goals; (3) creating policies; (4) hiring and evaluating the superintendent of schools; (5) holding the superintendent accountable for accomplishing district goals; and (6) helping build support for public education.

• Policy/Legal
  Societal trends, community pressures and changing circumstances impact both the quality and equality of education offered to our students. These sessions provide the latest guidance and information on legal issues and policy matters relating to school law, student and staff issues.

• School Redesign
  As part of the Kansans Can School Redesign Project, schools have launched redesign efforts to align to the needs of students and prepare students for post high school success. The redesign project categorizes these schools into four groups: Mercury 7, Gemini I, Gemini II and Apollo. These sessions will showcase innovative ideas these schools are putting in place.

• School Safety and Security
  School safety and security continue to be an important topic of concern. School boards and district leaders are constantly improving security at their sites in response to increasing concerns for students and staff safety. These sessions will focus on steps districts or schools have taken to improve security while maintaining inviting learning environments.

• Facility Planning
  Kansas faces a wide spectrum of school facility challenges resulting from areas of rapid growth with space challenges to areas experiencing aging facilities with compounding differed maintenance needs. These sessions will focus on how districts are planning for and addressing their facility needs. Topics will include bond elections and innovative ways to address facility needs.

The deadline for submitting a proposal is July 12. Slots fill up early, so submit your proposal as soon as possible! The online application is available at kasb.org/cfp2019.
Are retired teachers covered by negotiated agreement?

By Samuel C. Blasi, sblasi@kasb.org

This topic comes up rather often as districts make the choice to hire retired teachers to fill some positions in schools across Kansas. While this is a perfectly legal practice, it should be handled very carefully, and districts should be aware of the potential legal pitfalls that can occur when hiring a retired KPERS employee.

The most important topic to address is deciding if retired teachers that come back to work for a district are covered by the negotiated agreement. Remember, in Kansas, only professional employees are part of the collective bargaining unit and therefore covered by the negotiated agreement. K.S.A. 72-2218(c) defines professional employees as follows:

Professional employee means any person employed by a board of education in a position which requires a certificate issued by the state board of education or employed by a board of education in a professional, educational or instructional capacity, but shall not mean any such person who is an administrative employee and, commencing in the 2006-2007 school year, shall not mean any person who is a retiree from school employment of the Kansas public employees retirement system, regardless of whether an agreement between a board of education and an exclusive representative of professional employees that covers terms and conditions of professional service provides to the contrary. (Emphasis added).

As defined in statute, “professional employee” specifically excludes retired Kansas teachers. They do not receive the benefits of the negotiated agreement. Therefore, districts can set the terms of employment on an employee-by-employee basis.

However, districts should be aware that one constant across all retired teacher contracts. KPERS requires a 30 percent penalty contribution on earnings over $25,000. This penalty should be kept in mind when determining rate of pay for retired teachers as it does rather substantially impact the dollar amount of the contract.

The KASB Legal Department recommends districts use a separate contract for retired teachers than any other employee. This contract is available upon request for KASB.

In addition to the May 28 meeting in Clearwater, the task force will meet on the following dates:

- **June 18** — Southwest Kansas at site to be determined
- **Aug. 5** — Smoky Hill Education Service Center, Salina
- **Sept. 25** — Southeast Kansas Education Service Center (Greenbush)
- **Nov. 6** — Greenbush Education Service Center in Lawrence
- **Dec. 2** — Either Topeka or Lawrence

Bullying

Continued from page 13

Verbal Public Comment

Prior to start of the Blue Ribbon Task Force on Bullying meeting, be sure to sign in on the “Public Comment” sign-in sheet.

Those choosing to make public comment will be seated in the guest section for the meeting.

Refer to the task force agenda for the time period to provide public input.

The time limit for verbal comments is three minutes. Those making public comment will be given a verbal cue one minute before time expires. Please keep comments factual and objective. Please avoid using names of students or staff members.

Please provide the task force a written copy of your verbal comments so that it may be included in the public meeting documents.

Comments will be taken under advisement by the task force.
Pitfalls of nepotism in public schools

“Sorry honey, but you’re fired.”

Can you imagine being responsible for terminating your husband, your wife, one of your children or a son or daughter-in-law? Not only would the conversation be difficult, but your participation in the decisions that led to the conversation would be excruciating.

Board of education members serve the public and must use their positions to further the interests of the school district, its students and patrons in all things. When personal interests may conflict with the best interests of the district, it can be difficult or impossible to remain objective. Decisions concerning the employment of family members can be intensely personal and can make it difficult for a board member or administrator to act wholly in the interest of the district. Family gatherings may become awkward if a board member played a part in disciplining or terminating the employment of someone else at the table. Nobody wants that.

For state level government jobs, nepotism is expressly forbidden. K.S.A. 46-246a says that state officers and employees shall not “advocate or cause the employment, appointment, promotion, transfer or advancement to any office or position of the state, of a member of such officer’s or employee’s household or a family member.” The statute also prohibits any state officer or employee from participating in any action relating to the employment or discipline of a member of the employee or officer’s household or family. The law seeks to prevent employment decisions being clouded by the self-interest inherent in family relations.

Perhaps because the legislature recognized the difficulty of staffing positions in smaller districts, it did not make the statute applicable to public schools. Though the law does not prohibit nepotism for schools, the same pitfalls and considerations of nepotism apply, and hiring and employing family members should be avoided, unless there are compelling reasons for doing so.

School districts across Kansas do employ family members of both board members and administrators. For certain employment actions, such as evaluations, employee discipline and negotiations, those related to the employees should abstain from participation. Even this is not a perfect solution, however. Those suspicious of board decisions may question whether a board member or administrator who officially abstained from the process was still able to exert influence on other board members or administrators who remained involved.

KASB recommends policy GACCA, which says:

The superintendent shall make reasonable efforts to determine whether a candidate for employment is related to a board member or an administrator of the district. If a candidate is related to a board member or administrator, the superintendent will make this fact known to the board.

Except in an emergency, the board will not employ anyone who is the father, mother, brother, sister, spouse, son, daughter, step-son, step-daughter, son-in-law, or daughter-in-law of any board member.

This provision shall not apply to any person who has been regularly employed by the board prior to the adoption of this policy or to any person who has been regularly employed by the board prior to the election or appointment of a new board member to whom the person is related.

Supervision Limitations

No employee shall directly supervise or be responsible for any portion of the evaluation of his or her father, mother, brother, sister, spouse, son, daughter, step-son, step-daughter, son-in-law, or daughter-in-law.

The policy spells out what specific family members should not be hired and allows an exception for employees who were already employed before a board member took a seat on the board. It also includes an exception in the case of emergencies and provides that no employee shall be directly supervised by a close family member. “Emergency,” of course, is a term subject to interpretation. The provision should not be invoked as a pretext for giving favorable treatment to a family member over an equally or better-qualified job candidate.

Whether your district has adopted this policy or not, any time the board contemplates an employment decision between a candidate or employee who has a family relationship to a board member or administrator and one who does not, it should make every effort to see that the individuals are afforded the same consideration or treatment. Favoritism, whether real or perceived, can lead to costly legal disputes.
Upcoming Workshops

School Law for Building Secretaries and Administrative Assistants
June 18  Hyatt Place Topeka
8:30 a.m. Registration
9 a.m. - noon Workshop
A new workshop, just for you! Building secretaries and administrative assistants deal with unique challenges. KASB’s legal staff created a half-day workshop filled with the latest legal guidance to help you do your job. Topics will include privacy issues, parental custody rights, student records and much more. There will be time to ask the questions you have and get the answers you need!

Clerks/Treasurers Workshop
June 19  Topeka Washburn Tech, 5724 SW Huntoon, Bldg A, Conference Center, Rm 121
9:30 a.m. Registration
10:00 a.m. - 2:00 p.m.
Join your fellow board clerks and board treasurers to hear from the KASB Advocacy and Legal departments about the impact of legislation and other important topics that impact the work you do with your local board of education. We’ve added in time for you to network and discuss with your colleagues!

New Clerks (& New Supts too!) Workshops
June 25  Hays Rockwell Administration Center, Hays USD 489 District Office
June 26  Topeka Washburn Tech, 5724 SW Huntoon, Bldg A, Conference Center, Rm 121
8:30 a.m. Registration
9 a.m. - Noon Workshop
School board clerks have wide-ranging responsibilities and a critical role in the daily operations of a school district. This workshop will include a review of the legal duties, timelines for required month-to-month and yearly requirements and much more! New superintendent? Information from this workshop will prove invaluable during your first year as the district leader. You will gain an understanding of the legal duties of the board clerk along with an overview of district roles and responsibilities. Attend as board clerk-superintendent team and get a jump on the 2019-2020 school year. Experienced clerks and superintendents welcome!

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Share your stories at the 2019 KASB Annual Conference! Call for Presentations now open!
Apply by July 12, 2019 at kasb.org/CFP2019 or see Page 21 for more information!