1962 is only a memory

Students now must cope with reality of social media

Digital records are forever

See page 5

Read about the keynote speakers we have lined up for the KASB Annual Conference.

See page 6
KASB Announces 2019-2020 BOLD Class

Twenty administrators from across Kansas have been named to KASB’s third class of BOLD school leaders.

The Business Operations Leadership Development (BOLD) program focuses on the day-to-day operating and long-range planning needed to run a school district. The program helps develop knowledge on building and facilities master planning, technology planning, finance strategies, procurement processes, school security, risk management and human resources.

“This is our third year for this innovative leadership program,” said Randy Weseman, KASB assistant executive director/leadership services. “These individuals are already proven leaders. This program provides opportunities to expand their knowledge and skill in specific areas of school district operations and management.”

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

2019-2020 BOLD Class participants include:

- Craig Bagshaw, assistant superintendent/principal, Chetopa-St. Paul USD 505;
- John Barnett, superintendent/principal, Rolla USD 217;
- Ron Barry, superintendent, Halstead-Bentley USD 440;
- Hollie Becker, superintendent, Lansing USD 469;
- Traci Becker, superintendent, Stafford USD 349;
- Quentin Breeese, superintendent, Concordia USD 333;
- John Cannon, principal, Lyons USD 405;
- Chris Cooper, assistant superintendent, Abilene USD 435;
- Scott Dial, principal, Shawnee Heights USD 450;
- Wendy Goodrum, finance director, Wellington USD 353;
- Adam Hatfield, superintendent, Wellington USD 353;
- Shane Hecox, finance director, Buhler USD 313;
- Audrey Herbst, principal, Little River-Windom USD 444;
- Ted Hessong, superintendent, Fort Scott USD 234;
- Melissa Kennedy, Buhler Elementary School principal, Buhler USD 313;
- Leticia Porter, director of elementary education, Bonner Springs USD 204;
- Lori Ray, superintendent, Parsons USD 502;
- Tige Stone, principal, Renwick USD 267;
- Jamie Wetig, superintendent, Ashland USD 220;
- Josh Woodward, curriculum director, state/federal grants, Perry-Lecompton USD 343.

BOLD was created in response to a growing number of requests for assistance from Kansas school district administrators who must juggle their daily interactions with students, staff and the community while also focusing on building and facilities planning, school security, transportation, food service and more.

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COLUMNS

4 President’s Perspective
KASB President Shannon Kimball urges school board members to take advantage of the numerous learning opportunities available through KASB membership, including the Annual Conference in December. Kimball says students and staff will benefit from our own commitment to learning.

COVER STORY

5 I’m From Kansas
The movie “American Graffiti” can serve to remind us of all the questionable things we did in our youth. Today it’s on social media forever. Let’s help kids cope with this new digital reality.
School boards can learn from each other

Halloween has not arrived yet, but December is right around the corner, and means it is almost KASB Annual Conference time!

I am excited about the learning and networking opportunities available this year—our KASB staff and board of directors are working hard to ensure our conference will provide board members and district leaders with a wide range of opportunities to share what they are doing in their districts and to participate in learning so we can all return to our communities with new knowledge to benefit our students.

Sessions at the Annual Conference will allow board members, if they wish, to choose sessions that focus on a particular learning need.

Our keynote speaker this year, Tim Hodges from the Gallup polling firm, will share his many years of education research experience and show us how understanding public opinions on education can equip board members to address the current and future challenges faced by our schools.

I really hope I see each of you in Wichita this year, or at another learning opportunity offered by our Association, and here’s why.

Professional development

During the past decade of budget challenges, professional development for ourselves, (as well as for teachers and other district staff) has often been a casualty of budget reductions, in a laudable effort by boards to minimize the direct negative impacts of budget cuts and inadequate funding on students and programs. Yet these learning opportunities form an essential pillar of highly effective board work.

In 2011, the National School Boards Association’s Center for Public Education identified “team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts” as one of eight essential characteristics of effective school boards.

School boards in high achieving districts, as part of their board culture, embrace frequent opportunities for inquiry and discussion. These boards participate in formal, deliberate training for new board members. They engage in a range of other activities individually and as a group with their superintendent that support relationship building, learning, and alignment of board work and culture with the district’s mission and goals.

Value for school boards

We should support our teachers and staff with access to robust programs of professional development. We should also place the same expectations of continuous learning on ourselves. Committing time and resources to board development is important; in the long run, a lack of high-quality professional development for board members creates costs for our districts in the form of less-than-ideal policy making and leadership strategies. Committing time and resources to board development that engages us in networking with our peers across the state is also extremely valuable. Such opportunities build our understanding of the unique challenges of diverse communities across the state and show us how other districts have approached similar problems. Sometimes, these shared conversations help to highlight new issues or challenges that are heading our way.

In a recent survey, our members have shared that networking (96 percent of respondents) is one of the top three reasons they choose to attend the annual conference, along with session topics (98 percent) and education value (94 percent). Learning from each other and the diverse experiences and perspectives we each live in our board work improves that work for the benefit of our districts and, ultimately, our students.

I hope you will take advantage this school year of the many excellent learning opportunities offered through your KASB membership—whether that is attending the Annual Conference, registering for classes in our newly-designated training pathways, mentoring a new board member through KASB’s new board member training, or inviting KASB staff to your district to facilitate a board retreat or other learning opportunity. We are all better board members when we learn together and from each other, and ultimately our students and staff will benefit greatly from the time and resources we commit to our own learning.
Kids today face challenges we didn’t

Usually, negative feedback about my column comes from internal sources. A certain individual in the KASB Advocacy Department dismisses my monthly musings with snarky mentions of “your little blog” or “I’m sure that appeals to someone.” Even former superintendents must have thick skin so these roll off my back. Last month though, criticism came from a highly placed education official and it stung.

Word got back to me that this individual said my work was “not up to par.” Naturally, I was ready to strike back with snide comment about lame-o Talk-o-Tuesdays. And then it got ugly. Emails and texts flew back and forth, with only comments about our mothers being off-limits. He even accused me of embellishments and hyperbole!

But then something weird happened. We ran into each other at a meeting. He gave me some good feedback and ideas for a future column about bullying, anxiety, and how things have changed since a couple of 60-somethings were in school. So thank you, Dr. Watson, for some great insights about kids, and our changing culture.

Go back in time with Randy and me to 1962. A black 1955 Chevy driven by Harrison Ford is cruising Main Street and he is calling out John Milner in his yellow Ford Deuce Coupe. That is just a slice of action that took place in the 24 hours depicted in George Lucas’ “American Graffiti.” There were fights, break-ups, hook-ups, drag races, dances and all manner of drama. Just another night in 1962 America.

Now jump aboard the time machine to another high school movie based in the year I graduated from high school, “Dazed and Confused.” A little less wholesome, without the inspirational ending, but with an equal number of fast cars, break-ups, hook-ups, fights, dances and drama. Randy’s movie ends with the hero going off to college, while in mine, the goal is scoring Aerosmith tickets. But the movie ending isn’t the important part of this lesson, it’s the end of the weekend that is important.

In BC days (Before Cellphones), all of the drama of a typical high school weekend ended Saturday night. Every dumb thing a kid did trickled into the school week and usually dissipated by Wednesday. I could avoid that kid who called me out, take a different route to class and not see the girl who broke up with me, and the stupid thing I said or did would be subject to the memories and interpretations of anyone who cared after Sunday afternoon. Our lives were like whiteboards, events and incidents barely visible or gone after the eraser of time took over.

Now think about “American Graffiti” with cellphones. Susanne Somers would be an Instagram Influencer instead of the mysterious blonde in the Thunderbird. Toad’s romantic night ends up with inappropriate pictures showing up on Snapchat, and John Milner’s innocent friendship with junior high age Carol Morrison (MacKenzie Phillips) ends up with him up on charges after videos of them cruising go viral on TikTok. In “Dazed and Confused,” videos of the hazing attacks would be turned over to police, there would be a Facebook page devoted to Pink not signing the coach’s drug and alcohol pledge, and the moon tower would be geotagged on Instagram.

We had erasable whiteboards. Kids now have digital records, slow-motion videos that can be replayed thousands of times before midnight Saturday. Our brains have the ability to edit the videos that play in our memories. All of us suffer from the illusion of the older I get, the better I was. This Thanksgiving, just for fun, replay a childhood memory and see if it matches with everyone else’s in your family. Spoiler alert- it won’t. My sister conjures events out of whole cloth and I’m sure she thinks the same of me. This coping mechanism built into our brains is denied to today’s students. The camera doesn’t lie and doesn’t go away.

As we become more aware of the effects of trauma, anxiety and depression on our children, I still hear adults complain about “kids today.” Kids are soft. They need to toughen up. All of this anxiety and depression is just psycho-coddling. No, it is the result of a whole new way of interacting with the world. Randy and I had our good-natured spat via text and email, but when we actually talked face-to-face, it ended up in the lessons of this column. Our kids don’t always know how to do that, and we adults don’t know or understand how they cope with the digital record of their lives. These are the challenges of a new generation.
KASB Annual Conference keynote speaker
Tim Hodges studied schools big and small

By Scott Rothschild, srrothschild@kasb.org

Tim Hodges has studied the public school system from the perspective of a student in a one-room schoolhouse to consulting the largest districts in the country.

After years of research work with the Gallup polling firm, Hodges has reached a basic conclusion about what is most important in education. “At the end of the day, it comes down to the relationship between the teacher and the student,” Hodges said.

Hodges will bring that message as the keynote presenter during KASB’s 2019 Annual Conference in Wichita on Dec. 7. His talk will focus on public opinions on public education and addressing the challenges faced by schools.

Hodges came by his professional interests in education naturally. He grew up in rural Nebraska and attended a one-room, K-8 schoolhouse. His father was a school board member and his mother taught in the neighboring district. Hodges attended a larger high school before earning his bachelor’s degree in agribusiness at the University of Nebraska.

He was all set to be a pig farmer but then started working for Gallup his senior year in college and his life took a different path. He received his master’s degree in Leadership Education and doctorate in business. In addition to working for Gallup, Hodges serves as executive director of the University of Nebraska’s Clifton Strengths Institute, which has been established to identify and help the next generation of high-achieving leaders.

His tenure with Gallup has brought him into consultations with the largest districts in the country and numerous higher education institutions. Hodges also serves on the board of the National Career and Technical Education Foundation and is a member of the Career Readiness Partner Council.

In public education, Gallup has conducted extensive opinion research of students, educators, administrators, parents and employers.

Hodges says understanding what key stakeholders think about public education is crucial to helping students be engaged and hopeful.

Teacher shortages, student poverty and improving the academic performance of unprepared students are key issues, he said.

“That whole issue of creating a positive school climate and safe place for students, continues to be an issue that we need to address,” Hodges said. “The conversation about social and emotional learning and poverty’s effects on learning — that conversation is louder than it has been in the past.”

Hodges said he is hopeful about the direction of education, citing Gallup’s recent annual poll about the quality of K-12 education in the U.S., which found that for the first time since 2004, a majority of adults — 51 percent — are satisfied with the overall quality of education students receive. That was up from 43 percent in 2018 and an average of 45 percent since 2005.

And Hodges said he admires the role of local school boards and their place in communities. “People feel ownership of their local schools. Local school board members are also our neighbors,” he said.
Chad Foster perseveres over blindness

By Scott Rothschuld, srothschild@kasb.org

Despite a rare eye disease, Chad Foster always gave ‘150 percent’ effort while growing up in Tennessee.

But that changed early in college when his eyesight completely failed.

“I was very bitter and disappointed in the way things were going,” said Foster, who will deliver the inspirational keynote address at the 2019 Annual KASB Conference on Dec. 8 in Wichita.

But that didn’t last long. Shortly after losing his sight, in the summer of 1998, Foster went to Leader Dogs for the Blind in Rochester Hills, Mich. where he spent nearly a month in the guide dog program.

While there, he met people in dire circumstances, including folks who were hooked up to kidney dialysis machines because diabetes took away their sight and two young girls who were deaf and blind who were getting guide dogs to help them navigate in the world.

“It left me in awe of their courage. It was like a punch in the chest,” Foster said. “I came back from Leader Dogs for the Blind with a new attitude,” he said. He still had his cognitive faculties, hearing, a supportive family and good health. With guide dogs, the advent of the Internet, information revolution and services economy, Foster said, “I was living in history’s perfect time to go blind.”

Foster, who is vice president of corporate finance for the software company Red Hat, gives inspirational talks around the country.

He said many times, people aren’t responsible for bad things that happen to them, but they do have a choice in how to respond. “The way you perceive a situation is a choice. Every single being gets to choose how to respond, the way you chose to narrate your story has a greater impact on yourself,” he said.

Foster received his business degree from the University of Tennessee in 2000, and then proceeded to become a leader in IT as a consultant and analyst. As an executive with Red Hat, the world’s largest open source software company, he has secured over $45 billion in contracts throughout his career. He and his wife Evie have two children.

Suffering from a rare genetic eye disease called retinitis pigmentosa (RP), Foster is the first blind person to graduate from the Harvard Business School leadership program and his classmates were so impressed with his attitude and contributions that they elected him as their graduating speaker.

Foster still gives 150 percent effort. He has even become a downhill skier. When he skis, a friend or instructor communicates with him to tell him which direction to go. Foster said his blindness may have inadvertently helped him ski because his instructor told Foster that he probably would not have skied down certain slopes if he had seen how steep they were.
2019 KASB Annual Conference
Schedule At-A-Glance

Friday, December 6, 2019
7:30 a.m. REGISTRATION OPENS for Pre-Conference
- Meeting All Kids Needs District Tours
- Winter School Law Conference
- Foundations of Boardmanship 1.0
- Poverty Paradigm Simulations
- KSSA Day @ KASB
8 a.m. Meeting All Kids Needs Briefing
8:15 a.m. Meeting All Kids Needs Buses Depart
9 a.m. Pre-Conference Onsite Meetings Begin
12 p.m. Lunch
4 p.m. Meetings Adjourn
4 p.m. REGISTRATION OPEN for Annual Conference
6 p.m. Evening Adjourns

Sign-Up Dine-Around Dinners

Saturday, December 7, 2019
7:30 a.m. REGISTRATION OPEN for Annual Conference
8 a.m. General Session Welcome and Opening Remarks
- KASB President
- KASB Executive Director
- KASB Nominating Committee Report
8:45 a.m. Keynote Speaker: Tim Hodges
The State of Our Schools: Public Opinion and Best Practices for Addressing the Challenges Facing Education
10 a.m. Break and Trade Show Opens
10:45 a.m. Breakout Sessions
11:30 a.m. Networking and Solutions Lunch
Leadership for Tomorrow Lunch and Graduation
1:30 p.m. Breakout Sessions
2:30 p.m. Break
3:15 p.m. Breakout Sessions
4:30 p.m. General Session
Featured Speaker: Randy Watson
5:30 p.m. Networking Reception
7:30 p.m. Adjourn

Sunday, December 8, 2019
7:30 a.m. REGISTRATION OPEN for Delegate Assembly
Continental Breakfast
8:30 a.m. Regional Elections
9 a.m. Delegate Assembly Begins
Roundtable Discussions Begin
10:00 a.m. Break and Entertainment Begins
10:30 a.m. Closing Featured Speaker: Chad E. Foster
Blind Ambition: Circumstances Are Far Less Relevant Than the Stories We Tell Ourselves
Noon Annual Conference Adjourns
Committee endorses Brad Bergsma as KASB President-Elect Designee

Brad Bergsma says KASB is an invaluable asset to school boards and he wants to see the association engage more members.

Bergsma, a member of the Goodland USD 352 school board, has been endorsed by the KASB Nominating Committee to be KASB President-Elect Designee.

“KASB has fostered a culture of leadership and is attempting to engage more of our members. I want to see this continue,” Bergsma said. “I would like to see the regional events continue to grow, increasing the involvement of our rural districts, while also encouraging the larger districts to be engaged with the small.”

Bergsma, who also serves as Region 9 vice president on the KASB Board, said he would like to see an increased emphasis on career and technical education and the retention of more teachers and other school staff. “We need to understand that the ‘talent’ shortage impacts both younger, growing
districts, aging, rural districts, and larger districts experiencing demographic shifts,” he said.

Bergsma is vice president of technology at Northwest Kansas Technical College and he and his wife Christa, who is in charge of the cosmetology department at the college, have four children in Goodland public schools.

Bergsma has coached at all levels, helped institutions across the state (K-20) with curriculum development and technology integration, lived and taught CTE, and been asked to travel across the state and country to share his experiences with other organizations like the Leadership Kansas, the Higher Learning Commission and Apple.

The KASB President-Elect Designee serves as an ex-officio, non-voting member of the KASB Board of Directors until assuming the office of president-elect. The election for President-Elect Designee will be held during the KASB Delegate Assembly in Wichita on Dec. 8 in Wichita.

To learn more about Brad Bergsma and his candidacy, see kasb.org/training-events/kasbcon/delegateassembly.

Visit our conference website kasb.org/kasbcon for the latest information and updates!

New Conference App for 2019!
We will be using EventMobi for our App this year. We are excited about the new features available and can’t wait to share them with you. Once you have registered for annual conference, head over to your device’s app store and download “EventMobi” then launch the app. In the Enter Code area type in “KASB_Conf” and click on the plus sign. You’ll see a KASB Logo. Click on “Launch App” to access it and build your custom schedule. You’ll need to use the email address KASB has in our Pinpoint AMS system for you and then create a password.

Take full advantage of your KASB Member Benefits! KASB member organizations receives ONE COMPLIMENTARY PASS TO ANNUAL CONFERENCE as a member benefit. This $295 value can be used by any staff or board member. And organization members who have purchased a SEASON PASS can use it for most pre-conference sessions - a $150 value!

Regional Vice-President Elections Sunday Dec. 8, 2019
Elections for KASB Vice-Presents in Regions 4, 5, 6 and 10 will take place Sunday morning prior to the official start of Delegate Assembly. Join us for a continental breakfast beginning at 7:30 a.m., then meet with others in your region for the election at 8:30 a.m. in the Eagle Ballroom of the Hyatt Regency Hotel.
Part III: Equity in Student Success

Legislative Post Audit studying system of extra at-risk funding

As noted in Part 1 of this series, students from lower income families (eligible for free or reduced-price meals) score much lower on reading and math tests and have lower graduation rates than higher income students. Part 2 showed how the state school finance formula provides additional funding for students based on the number of low-income students, but districts use that funding to help any at-risk students, regardless of income.

This part reports how legislative auditors are studying that system of extra funding to school districts to help students at risk of poor academic performance or dropping out of school. The study, directed by the Kansas Legislature in the 2017 school finance bill, is expected to be completed in December, with results presented to the 2020 Kansas Legislature.

Issues in at-risk funding

Over the years, Kansas at-risk funding has received scrutiny due to several concerns. First, some legislators charge that some number of students who should not actually qualify for free meals are being counted by school districts because free lunch eligibility is not closely audited, which they say inflates the cost of the program. Second, some say free lunch status, basically being low income, is not the best indicator of actual student need. Third, some say that current spending on these programs is not used appropriately to deliver the best results.

For two years, 2016 and 2017, the state abolished the school finance formula for a “block grant” system and considered some alternative proposals for at-risk funding. However, the 2017 Legislature basically reinstated the prior law, including at-risk funding based primarily on free lunch eligibility, and actually increased the weighting factor, applied high density weighting to individual school buildings as well as districts, and required districts to spend a portion of their local option budget funding on at-risk programs based on their at-risk weighting.

Possible options for determining at-risk funding

That same 2017 law also directed the current Legislative Post Audit study, which will focus on three areas.

First, the auditors will study how the method Kansas uses to fund at-risk students in a district compares to other methods. This will include asking school district officials and other stakeholders if the free lunch count accurately reflects the number of at-risk students in their district, reviewing academic literature to determine what factors might put students at risk of academic failure and what methods might be used to identify those students, and methods used by other states. The study will then evaluate the strengths and weaknesses of the current system and alternatives.

Previous studies by KASB, the State Department of Education and legislative agencies have consistently found that virtually all states use either free lunch counts, free and reduced lunch counts or other measures of family income as the “proxy” for at-risk student needs. One reason noted is a strong negative correlation between the percent of students on free (or free and reduced price) meals and various achievement measures. A second reason is that the number of students receiving lunch assistance can easily be determined.

There are three primary alternative methods proposed for at-risk funding.

One is to use income-based factors other than free lunch, such as actual poverty rates. However, federal poverty rates at the school district level are estimates that can have large margins of error, and they are based on residents of the school district, not students actually attending public schools.

Another option would be to base funding on students actually demonstrating low academic performance by factors such as state assessments. For a number of years, Kansas had a “non-proficient” weighting based on the number of students who scored below standards on state tests but were NOT eligible for free meals. The problem
with this approach is that if a district successfully uses funding to help these students improve their performance, they lose the funding that supports those programs. Without those programs, student performance could then fall again, triggering more funding to simply replace programs that had been cut.

A final option would be to use other non-income factors determined by the State Board to identify at-risk students, such as not working on academic grade level or failing to meet requirements for promotion to the next grade; failing subjects or courses of study or not meeting the requirements necessary for graduation from high school, being retained at grade level, a high rate of absenteeism, repeated suspensions or expulsions from school or having social emotional needs that cause a student to be unsuccessful in school. The challenge with this approach is the difficulty in auditing these standards for the purpose of determining state funding, as well as the same issue that if programs are successful in reducing these problems, districts would lose the funding to sustain them.

**Other audit issues**

The second area of the audit will look at how the funding school districts receive through at-risk and high-density at-risk student weightings compare to what districts spend to provide services to those students.

This will include an in-depth study of certain districts

**Funding through at-risk weighting is the one of the largest components of the school finance formula. Changes in at-risk funding mechanisms could have a major impact on school district budgets.**

Funding through at-risk weighting is the one of the largest components of the school finance formula. Changes in at-risk funding mechanisms could have a major impact on school district budgets. Last year, it amounted to over $400 million, more than 10 percent of the total general fund support from the state – higher than any other specific funding category except for special education state aid ($480 million). Changes in at-risk funding mechanisms could therefore have a major impact on school district budgets.

In addition, as noted in Part 2, at-risk funding is almost entirely based on the number of free-lunch eligible students in each district, and the percentage of such students range from less than 10 percent to over 80 percent. As a result, changes in how at-risk funds are distributed could also result in significant shifts in funding among districts, especially if no additional funds are provided.
Now may be a good time to invest in actual school buildings

By Rob Gilligan, rgilligan@kasb.org

In March of 2016, the Center for Green Schools at the U.S. Green Building Council released its report "State of Our Schools: America’s K-12 Facilities" in collaboration with the 21st Century School Fund and the National Council on School Facilities. In its analysis, the Center indicated that at that time, Kansas was underspending on facilities and there was a projected gap of about $356 million annually or approximately $731 per student.

Coming out of the 2008 recession, and mired in a legal battle over state school finance that saw a decrease in the equalization aid the State of Kansas provides for school bond projects. Kansas schools haven’t made up much ground in the three years since the report was released. But there is hope that some positive market opportunities and a new long-term funding plan with the state means we can now focus on reinvesting in school infrastructure.

The first opportunity to highlight is in the area of finance, and the current low bond rates available. Greg Vahrenberg, managing director at Raymond James and Associates, offered this insight to the current bond market situation:

To the surprise of many, interest rates have declined during 2019 and during recent weeks the pace of the decline in rates has accelerated.

Coming into 2019 many economists were predicting interest rates would remain stable and gradually increase throughout the year. The Federal Reserve (FOMC) had been raising short-term interest rates with the last increase occurring in December 2018. The prediction for further rate increases was that the FOMC would likely discontinue raising the Fed Funds rate or may have one or two more increases in 2019.

Few predicted a cut in rates by the FOMC during 2019. However, the opposite has occurred and interest rates declined steadily since the beginning of the year.

Furthermore, at its meeting in July 2019, the FOMC cut short-term interest rates by 25 basis points (0.25 percent). The bond market had widely expected the interest rate cut by the FOMC and there was little market reaction after this move. However, shortly after the FOMC interest rate cut, there were concerns about a trade war between the U.S. and China that exposed a fragile world economy and resulted in a rapid decline in rates during August.

In effect, this means that schools would be at a possible 2-3 percent advantage to borrow money at current low rates and lock in lower construction costs now rather than save in capital outlay over a few years and pay for the project with cash.

To put the interest rate decline into perspective, the 10-Year U.S. Treasury Note was at 3.30 percent during November 2018 and now the yield stands at 1.51 percent as of August 30, 2019. While, it was difficult for many to predict declining interest rates for 2019, it’s fair to speculate that very few, if anyone, would have predicted the yield on the 10-Year U.S. Treasury Note would fall by more than half during the first eight months of 2019.

With rates at new historic lows, now is a great opportunity to save on long term investment and also stay ahead of the inflationary curve in construction. According to Ed Zarenski, a construction economics analyst and retired construction professional, we can “anticipate 2019 construction inflation for nonresidential buildings, excluding any new tariff impact, at 5 percent, rather than the long-term growth average of 3.5 to 4 percent. Adjust for new tariffs impact.”

In effect, this means that schools would be at a possible 2-3 percent advantage to borrow money at current low rates and lock in lower construction costs now rather than save in capital outlay over a few years and pay for the project with cash.

Of course, new construction projects and the process of developing and approving a bond plan aren’t something that can be done in a short period of time; but that doesn’t mean the low bond rates don’t offer other opportunities for schools. In fact, some Kansas schools are already taking advantage of one of the best opportunities for savings by looking to refinance current bonds issued at a higher rate, with many different ways to save.

Dustin Avey, managing director at Piper Jaffray & Co. Public Finance, offered these thoughts on the current market and the opportunities presented.

The bond market is once again experiencing...
interest rates at all-time record lows. As a result, it provides an opportunity to evaluate outstanding bonds for potential savings opportunities. More importantly, however, it also is a good reminder to review long term financial strategies and objectives for the bond and interest fund. These strategies may include options for mill levy management, accelerating repayment of bonds and/or evaluating bond capacity for future projects. There are several factors to consider when evaluating a refinancing and it is important to understand how any potential refinancing may impact long term strategies and objectives.

Two Kansas examples

Vahrenberg echoed Avey’s observations and highlighted two Kansas districts that have recently taken advantage of the market opportunity.

This decline in interest rates has created an opportunity for Kansas school districts. Although one of the bond refinancing techniques, the tax-exempt advance refunding approach, was eliminated with the Tax Cut and Jobs Act in 2017, school districts can still refinance bonds with tax-exempt refunding bonds, provided the bonds being refinanced can be redeemed within 90 days. If the bonds being refinanced have a call feature, or optional redemption provision, more than 90 days from now, then school districts can issue taxable general obligation refunding bonds to capture a savings for taxpayers as a result of the low interest rates.

The following two school districts in Kansas were among the first to move quickly to issue taxable advance refunding bonds and capture a significant savings for their districts given the recent accelerated interest rate decline in August. Their savings are shown as follows:

**Lansing USD 469**
- Final Principal Amount = $75,280,000
- Final Maturity: 2038
- Final Savings = $4,850,740
- Average Interest Rate of Bonds being Refunded: 3.70 percent
- Average Interest Rate (TIC) on Series 2019 Refunding Bonds: 2.68 percent
- Present Value Savings Percentage: 5.11

**Salina USD 305**
- Final Principal Amount = $65,055,000
- Rating: Moody’s “Aa2”
- Final Maturity: 2034
- Final Savings = $5,086,727
- Average Interest Rate of Bonds being Refunded: 4.28 percent
- Average Interest Rate (TIC) on Series 2019 Refunding Bonds: 2.45 percent
- Present Value Savings Percentage: 6.62

It’s important to remember that the market is constantly changing and between the time this information was gathered and when your districts may look at the opportunities the rates will most likely be different. The important thing to remember is that maintaining open communication with your finance professionals can help your district plan for future investment needs and find opportunities for savings when they are available.

To learn more about the current market situation and what that might mean for your district, reach out to Avey or Vahrenberg for assistance.

**Resource links**
- State of Our Schools Report centerforgreenschools.org/state-our-schools
Looking at the Data
Ted Carter, KASB Chief Data Officer

KASB member portal has new features

As you get settled into the new school year, KASB wants to make sure you have checked out our new member portal, PinPoint AMS, to take advantage of all the features we have added in the last couple of months. Our team has developed several tools and resources to hopefully make your jobs easier and improve access to collaboration with your fellow board clerks across the state.

Please go to the member portal (kasb.org/member-portal/) and check out these features listed under the menu “Member Resources” (If you have forgotten your password the system will include a prompt to reset it.)

District-Level Data: This page includes Excel files, online interactive workbooks, and reports in PDF format based on KASB’s annual surveys and other relevant sources. This is the place to find info on negotiations, salaries, fees, policies, calendars and much more.

Policy Updates: Provides a list of updates to KASB’s recommended policies. These are listed in chronological order.

Handbooks: All KASB members have access to these updated handbooks:
- Board Leadership Handbook
- Clerks Handbook
- Forms Book
- Guide to Boardmanship
- Kansas Open Meetings Act – 2018
- Kansas Open Records Act Handbook
- Kansas Open Records Act Brochure
- Site Council Handbook

Members of the KASB Legal Assistance Fund have access to another set of handbooks:
- Fair Labor Standards Act Handbook
- Negotiations Handbook
Religion in Kansas Public Schools
- School District Organization Handbook
- School Law Basics
- School Law Handbook
- School Law Index
- Section 504 Handbook
- Sexual Harassment and Bullying
- Student Discipline Handbook

Negotiations Training Verification: Members of your board's professional negotiations team can verify they have attended a training in person or watched a video online to satisfy state-mandated training.

Legislators: A list of all Kansas senators and representatives whose legislative districts overlap your school district boundaries.

In addition to these items, Board Clerks have exclusive access to these items under the “Board Clerks” submenu:

- Clerk's Handbook: (This is the same handbook as above, but you can also access here.)

- Board Clerks Forum: An online discussion group where clerks can share ideas, questions, and other topics specific to the work that you do.

- Clerk News: Archives of the Clerks News emails that are sent out periodically by KASB.

- Verified Negotiations Training: A list of all people associated with your district who have verified their negotiations trainings.

Of course, the remaining menus continue to provide you the ability to:

- Update district contact information: With the start of a new school year, we encourage district account administrators to log in and verify or update information on all of your board members and any staff who interact with KASB, such as superintendents, principals, district-level directors, etc. You can do this by selecting “Contacts” from the “Account” menu.

- Verify memberships: See what groups and services KASB has your district associated with. You can do this by selecting “Memberships and Services” from the “Account” menu.

- Register yourself, board members, and staff for upcoming KASB events: You can do this by selecting “Register” from the “Events” menu. You can also verify what events people from your district are registered for by selecting “Account Event Registrations.” Note that only account administrators have the ability to register people other than themselves.

So, if you have not lately, please spend some time on the KASB member portal and check out all it has to offer. If you have questions or need assistance with anything, please email pinpoint@kasb.org.
Lakin, Garden City show LFT class programs that lead to student success

By Leah Fliter, Lfliter@kasb.org

“If you believe in it, it will happen” was the overarching theme of KASB’s Leadership for Tomorrow trip to Lakin and Garden City. Although the school districts are markedly different in size and student demographics, their belief in the mission of serving students is the same.

Leadership for Tomorrow offers school board members and school administrators the opportunity to gain a greater understanding of the Kansas public school system and increase their leadership skills. Over the course of five two-day visits, the LFT class travels across the state to observe and discuss issues and opportunities in Kansas education.

The September trip began in Lakin USD 215, a “Gemini II” Kansans Can redesign school. The southwest Kansas district serves 685 students. Of those students, 52 percent are Caucasian and 43 percent are Hispanic. Slightly more than 50 percent of the student body is economically disadvantaged.

School redesign is the Kansas State Board of Education’s effort to retool K-12 public education to focus on student success for the 21st Century. It’s named after the space program that took the U.S. to the moon and beyond.

Each of Lakin’s three schools is participating in the redesign program, with a strong emphasis on integrating student social and emotional needs into instruction. “We’re looking at the future and where we go from here,” said Superintendent Larry Lyder. “We’ve come a long way in just a couple of years.”

Lakin redesign: Hard work and well worth it

At Lakin Elementary School, the staff’s goal is to increase kids’ love of learning. The district asked parents what they wanted to see in a “redesigned” school and learned they wanted more collaboration between the school and the community and opportunities for project-based or real-world learning. Those goals dovetailed with teachers’ interest in emphasizing student needs rather than system-based, one-size-fits-all instruction.

In one example of the focus on students, Elementary Literacy Coach MaryJane White has worked with teachers to create a “homemade” reading curriculum that focuses on the elementary school’s pre-k to 4th-grade students’ specific needs around fluency, phonics and vocabulary, and analysis of non-fiction text. Each grade-level’s materials align with the state standards.
reading standards, and teachers receive notebooks with daily lesson plans and the rubrics and strategies they need to help their students meet those standards. The project has required a lot of work by the teachers and staff and they’ll revise some things as the school year progresses, but students are beginning to show progress.

The student-centered focus continues at Lakin’s middle school and high school.

At the middle school, the staff is working on creating a community that prepares students for the future. Plans include establishing a school bank, restaurant, thrift store and coffee shop to teach real-world skills. Teachers are also interested in implementing standards-based grading and working with the students to construct an outdoor classroom. The middle school “artification” program encourages all students to create and display art that not only serves as creative expression but also beautifies the building.

An impressive group of student ambassadors led the LFT class on a tour of the school, including a t-shirt design and silk-screen production facility, and arts and crafts program offers students the opportunity to create and sell projects at the school’s annual “showcase.” The popular quilting class teaches sewing and design skills and includes a “Quilts of Valor” program that presents quilts to area military veterans. Every student locker features “sticky notes” of positive messages from staff or peers that strengthen the school culture.

At Lakin High School, the focus is on giving students “voice and choice.” High school students serve on the district’s Student Redesign Team and the school is offering new electives like the video production class and bringing back electives like Family and Consumer Science and debate. The video class has built a studio featuring a homemade “green-screen” and has constructed a “Jumbotron” of nine large-screen TVs for the high school gym.

Reflecting on the district’s still-evolving redesign work, the Lakin staff was enthusiastic and energetic yet frank about its challenges. “It’s a lot of hard work,” said one teacher, and redesign involves risk, but the district strives to accept risk as part of the learning process. “Change is hard for teachers and students,” said a Lakin High School redesign leader, “but I do think it’s worth it in the end.”

LFT class members were impressed with the energy and dedication of the Lakin staff and their commitment to offering opportunities to students.

“Lakin offers a multitude of options to draw kids’ interest,” said South Haven USD 509 Superintendent Dorsey Burgess. “When you’re getting kids to come to school early to start on their projects, you’re doing something right.”

“Lakin’s focus is on students,” said Blue Valley USD 229 Assistant Superintendent. “When the focus is on engaging the students, the learning follows.”

“Change is hard for teachers and students, but I do think it’s worth it in the end.”

Lakin High School redesign leader

Lakin Board of Education President Dan Patterson and LFT class member said any Kansas school can embrace change, regardless of its size or unique challenges. “It boils down to belief,” Patterson said. “If you believe in it, it will happen.”

KASB Leadership Services field staff Gary Sechrist worked with the class to connect Lakin’s redesign work to broader themes of leading change in a school district.

“To make your vision what you want it to be, you have to find common ground,” Sechrist said. He led the class through an engaging discussion of how community members perceive change and how that affects their response to it. Sechrist, a former teacher, principal and superintendent, helped the class understand that change represents a break from the past or requires new skills or knowledge is difficult for some community members to accept. Board members and administrators must understand how to respond to the community’s reaction if they want to be effective leaders.

“When you’re leading change, you have to realize not everyone is like you,” Sechrist said.

Continued on next page
Garden City’s commitment to quality education

LFT’s second day in southwest Kansas began at Victor Ornelas Elementary School in Garden City USD 457, where two young students offered a bilingual welcome to the class. The Garden City school district serves 7,442 students, of whom 70 percent are Hispanic, 20 percent are Caucasian and 6 percent are “other”, including Vietnamese and Burmese. More than 70 percent of district students are considered economically disadvantaged and 42 percent are English Language Learners (ELL).

Superintendent Steve Karlin said Garden City’s population demographic has changed dramatically over the past couple of decades but the school district’s commitment to a quality education and responsible citizenship remains strong.

At Ornelas, more than 80 percent of the students are economically disadvantaged and 65 percent are English Language Learners. The school administration and staff offer a wide array of programs to ensure their students succeed academically and socially.

Ornelas and four other USD 457 elementary schools have used the Kansas Reading Roadmap (KRR) program to improve student reading skills and close achievement gaps among the diverse student body. The KRR program in Garden City includes after-school and summer reading instruction and the LIFE program that encourages family literacy support and child development support.

Following morning school announcements and the Pledge of Allegiance, three young students, none of whom are native English speakers, shyly yet confidently told the LFT class about KRR and how the program has helped them reading and improve their skills and achievement. The students like the games and other activities that make reading fun and they especially enjoy snack time.

Karlin noted Kansas Reading Roadmap programs have been offered through a grant administered by the Department of Children and Families using funding from the Temporary Assistance for Needy Families (TANF) program. In August 2019 Gov. Laura Kelly announced the state was cutting ties with the private firm that administered the KRR funds, citing waste and mismanagement of the TANF money. Karlin said USD 457 currently pays about $150,000 for KRR while the KRR grant covers the remainder of the district’s $650,000 in costs so he hopes the program will continue.

Principal Tracy Leiker noted with pride that Victor Ornelas Elementary has a “long history” of 100 percent attendance at parent-teacher conferences in spite of the economic and language barriers facing its families. She said teachers work to accommodate parent schedules.

“These are people who want the best for their families,” Karlin said. “They’re aren’t many people who want to work on the killing floor of a meat-packing plant (one of Garden City’s biggest employers), yet our families want to be engaged and they set aside the time [to attend conferences]. It’s incumbent on us...

Garden City High School culinary class prepares lunch for the LFT class
Karlin and Leiker said the statewide teacher shortage makes it difficult for the district to recruit racially diverse and multilingual staff to serve USD 457’s multiracial student body. The district encourages teachers to get an ESL endorsement by offering full tuition reimbursement for those classes. The Human Resources department travels widely to recruit teachers and the district works hard on cultural awareness training.

Deputy Superintendent Heath Hogan said recruiting teachers “is not for the faint of heart.” He said potential employees often prefer to stay closer to home and aren’t willing to relocate to southwest Kansas with its unique challenges. Hogan said the district has risen to the challenge by offering “grow your own” and teacher apprentice opportunities.

The “grow your own” initiative gives Garden City High School graduates and school district paraprofessionals tuition reimbursement and mentoring support while they pursue a teaching degree through partnerships with Garden City Community College and the state’s Regents universities. The aspiring teachers can stay close to home while pursuing an affordable credential. In return, the district asks them to commit to teaching in Garden City schools for two years.

The effort has recently expanded to include a “teacher apprenticeship” program in cooperation with GCCC, Wichita State University’s Teacher Apprentice Program (TAP) and the Kansas Department of Commerce. Recent high school graduates can earn a teaching degree in three years without leaving Garden City and will be positioned to enter the middle class.

The district also offers financial incentives to student teachers to come out to Garden City and work for two years. “This has opened up kids to come to Garden City,” Hogan said. “Students come out, see the schools, and want to work here.”

The LFT class visited Garden City High School to learn about its “academy” structure and its emphasis on postsecondary success. The GCHS student body is one of the most diverse in Kansas, with 22 languages spoken and 31 nations of origin.

The high school’s Freshman, Public Service, Arts and Communication, and Trade and Health academies offer students the opportunity to transition to high school and explore possible career paths. Although the academies help focus students on postsecondary options, students are not “locked in” to those paths and may take other classes as well. The school’s philosophy is that students should have the option to explore their interests before they graduate and head to the work force or postsecondary education. GCHS also offers Junior ROTC, AVID, and CTE classes like welding and offers 13 dual-credit class opportunities at the community college.

GCHS Principal Steve Nordby said the school’s goal is for students to graduate in four years or less with the skills they need for the 21st Century. “We try to keep a small-town feel, but we’re large enough we can do anything we want for kids.”

Garden City USD 457 Superintendent Steve Karlin speaks with LFT members on the bus.
Social media concerns during school

By Sam Blasi, KASB Attorney

With school just getting into the swing of things, it’s time we re-familiarize ourselves with the dangers and concerns of social media. Along with the new school year, there comes a list of new applications administrators will have to understand as the school year progresses. Here is a friendly reminder to discuss social media with students and staff.

Cell phones have become an integral part of our daily existence. If the devices were merely phones, and nothing more, they would provide unique challenges to educators. Since they have evolved to be much more than phones, encompassing Internet access, cameras, social networking, gaming, and a host of other capabilities, the potential they pose to harm the educational process—as well as both students and school employees—should not be overlooked.

Common concerns with technology in the school setting include:

- Access to obscene or violent content;
- Inappropriate texts or sexting;
- Political or religious activity that may be constitutionally limited;
- Social networking or blogging during school hours;
- Disclosing student information or records through posts or electronic communication;
- Inappropriate online relationships between staff and students;
- Use of media devices to harass or bully others;
- Sexual, disability, or racial harassment;
- “Anonymous” attacks on administration, the board, or other employees.

Students and staff should be reminded the Internet and social media are anything but “safe zones” where conversations are limited, and confidentiality will be maintained. Every electronic interaction leaves a trace and it is impossible to know who may gain access to communications transmitted by electronic means.

Students and employees may be savvy about the use of electronic devices and applications, but often don’t consider the potential consequences of hitting “send” on questionable messages. That angry screed or intimate photo intended only for a targeted audience could wind up being public news around the world in a matter of moments. In some cases, it could lead to discipline, loss of job, or even criminal consequences. 🌟

These articles are provided by the KASB Legal Services team and are not intended to be legal advice. If you have any questions, please contact KASB at 800.432.2471.
Attending board meetings electronically

By Sam Blasi, KASB Attorney

Board meetings can be hard to schedule under the best of circumstances. If you add seven other people with full-time jobs outside of the district’s schools into the equation, it becomes very difficult to get an entire board at a meeting. Fear not! Technology comes to save the board meeting!

With as much as KASB harps on the dangers of technology and the potential liabilities it can cause for boards, there is quite a bit of practical benefit boards can receive through proper use of technology.

One such benefit is the ability to conduct meetings via electronic or technological means. Facebook Live, Skype, Zoom and FaceTime are just a few examples of applications boards can use to connect physically absent board members and allow them to still participate in the meeting.

The Kansas Open Meetings Act (KOMA), K.S.A. 75-4317 et seq., defines a meeting as a “gathering or assembly in person or through the use of a telephone or any other medium for interactive communication by a majority of the membership of the public body.” Clearly, the plain meaning of the statute allows for such satellite attendance so long as a majority of the board can attend and call the meeting to order. However, if boards wish to use technology to connect satellite board members there are two added steps needed in order to maintain compliance with the KOMA.

First, the public must be able to access the same technology to attend the meeting and hear the satellite board member. The overarching purpose of the KOMA is to provide transparency in district business. We want the public to know what is happening, what boards are doing, and how boards are doing it. If a member wishes to participate electronically, the public must be able to hear the satellite board member to witness their contributions and votes.

Second, the board should take added steps to ensure the public knows how the satellite board member is voting on a particular issue. In that situation, it is advised the satellite board member identifies themselves and states how they are voting on an issue. In response, the board president, vice-president, or most senior board member should reiterate how the satellite board member voted and ask the satellite member to confirm.

Use of technology can be a blessing and a curse. It all depends on how boards use it. If you are contemplating utilizing additional technology in your board meetings, it might be in your best interest to contact one of the KASB attorneys to ensure proper compliance with all open government laws.
ACT may replace high school assessments

The Kansas State Board of Education may vote as early as their October meeting to make the ACT a required statewide test for all high school juniors, replacing the current Kansas-developed math, language arts and science tests at 10th grade.

Commissioner Randy Watson has been presenting the proposal to education groups around the state, including the Council of Superintendents meeting in September. He and State Board members are seeking comments from education leaders. Here are some key points about the concept.

What is being considered?

For accountability purposes, the federal Every Student Succeeds Act, like the previous No Child Left Behind Act, requires states to test all students in certain subjects at grades three through eight and once in high school. All school districts must use the same assessments. For many years, the Kansas State Board of Education has contracted with testing experts at the University of Kansas to develop assessments specific to Kansas curriculum standards at each tested grade level.

Under the proposal, Kansas would stop using its own state-developed tests for high school. Instead, all students would be required to take the ACT as juniors.

Why is this being considered now?

First, the U.S. Department of Education is now accepting the ACT as a statewide test that complies with ESSA, but only if required for all students and districts. Beginning last year, the state of Kansas now pays for all high school students to take both the ACT and the ACT WorkKeys tests once at no charge, but neither test is required.

Second, Gov. Laura Kelly has ordered all state contracts be bid to improve transparency. That means the State Board will be taking bids for future state testing under ESSA and must decide whether to take bids for grades three through eight and grade 10, as is current practice, or only grades three through eight. The State Board must decide in the next two months.

What are the possible advantages of the ACT?

Reduced testing time. Most students are now taking both the state assessments in language arts, math and science AND the ACT, both given during the school day. The change would require all students to take just one type of test.

More relevant testing to the student. Because the ACT is widely recognized as a college admission standard, it may be viewed as a more accurate measure of student achievement by students, parents and the public. The ACT is already one of the criteria for admission to state universities and may be used for scholarships. Some educators believe many students fail to take the state high school assessment seriously, because it is not tied to any consequences or benefits.

More support for postsecondary attainment. One of the State Board’s goals is to increase the number of students attending and completing postsecondary programs after high school. The ACT may put more focus on this goal. One reason the board advocated making the ACT free to all students is research indicating students taking the ACT are more likely to attend college.

What are the possible disadvantages of the ACT?

Not aligned to current state standards. The ACT is designed to assess student knowledge and skills determined by ACT. State assessments are designed to measure specific Kansas state curriculum goals.

Overemphasis on college preparation. The ACT is designed to measure college readiness. Despite the state goal of increasing postsecondary attendance, many students will continue to go directly into the work force or seek postsecondary training in areas that do not require academic preparation for college.

Special education concerns. The state assessment program can be more easily adjusted to accommodate special education students.
KASB 2019 Annual Conference to feature vaping discussion

By Leah Fliter, Lfilter@kasb.org

KASB’s 2019 Annual Conference will feature an opportunity for attendees to learn about state and federal responses to vaping and K-12 students with members of the Kansas Vaping Task Force.

Preliminary results from the National Institutes of Health’s annual Monitoring the Future Survey were released last week in a letter to the editor in The New England Journal of Medicine. Researchers reported that more than one in nine high school seniors reported vaping daily. And recent reports of severe lung damage and seven deaths nationwide have fueled parent and policymaker alarm over the practice, including the filing of a lawsuit against e-cigarette manufacturers by the Goddard USD 260 Board of Education. The state’s top health official has urged Kansans to stop vaping.

KASB reported on vaping in the September issue of the “School Board Review” magazine.

The KASB convention session on Saturday, December 7 will feature Mark Thompson of the Kansas Department of Education, Jordan Roberts of the Kansas Department of Health and Environment, and KASB Assistant Executive Director of Legal Services Angie Stallbaumer. All serve on the state anti-vaping task force.

According to the Washington Post, the Monitoring the Future 2019 survey found “[t]he share of teens who said they vaped nicotine in the preceding 30 days more than doubled for each age group surveyed, preliminary data published Wednesday in the New England Journal of Medicine shows. About a quarter of 12th-graders said they had vaped the substance within the previous month, up from closer to 1 in 5 the previous year. Roughly 20 percent of 10th-graders and 9 percent of eighth-graders reported vaping during the same period.”

In Kansas, the State Board of Education last May heard an alarming report on the rise of vaping or e-cigarette use among students. In 2017, almost 35 percent of Kansas high school students reported they’d tried e-cigarettes and 10.6 percent said they regularly used them, according to the Kansas Youth Risk Behavior Survey. Health officials say those numbers will go up when those surveys are updated; they are seeing increased usage at the middle school level and some young people are using their e-cigarette devices to use illegal drugs.

The State Board established a task force that makes monthly reports on statewide efforts to better inform students, parents and the general public about the dangers of e-cigarettes. KASB has been part of the task force and offers advice to boards and districts that wish to adopt or strengthen anti-smoking and anti-vaping policies. One of the group’s first projects was the development and online distribution of the Kansas Vape-Free Schools Toolkit.

The 2019 vaping rates reflected in the Monitoring the Future survey didn’t exceed 2018, which showed the largest increase in teen use of a substance in the NIH’s 44 years of existence, the Post said, but researchers are concerned enough that they released the data in September rather than the traditional December report date.

“It ranks among the top in terms of the increases we’ve seen,” said University of Michigan professor and lead researcher Richard Miech. “It seems as if teen nicotine vapor is not going away by itself. Something needs to be done.”

Resources and Links


The state’s top health official has urged Kansans to stop vaping: kasb.org/health-official-urges-kansans-to-stop-vaping-goddard-usd-265-approves-filing-lawsuit-again-e-cig-maker/

CDC information on teens and smoking: www.cdc.gov/vitalsigns/youth-tobacco-use/index.html


Vape-Free Schools Toolkit: www.kdheks.gov/tobacco/download/Vape_Free_Schools_Toolkit.pdf ⬇️
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<td>Aspiring Superintendents</td>
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<td>Developing Cultural Proficiency</td>
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<td>Fall Board Clerk Support Sessions</td>
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