KASB advocates for public schools in Washington, D.C.
See page 12

President’s budget proposal concerns education leaders
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Henderson in line for NSBA presidency

Frank Henderson Jr., a longtime education advocate on the local, state and national levels, was recently selected as Secretary-Treasurer of the National School Boards Association.

That means in two years, Henderson will become president of NSBA, which is a federation of 49 state associations, including Kansas, representing more than 90,000 school board officials who govern over 13,600 local school districts serving more than 50 million public school students.

Henderson is a member of the Seaman USD 345 school board. He has served as Western Region Director of NSBA's Board, is on the KASB Board of Directors and has served as KASB president.

Spring Regional Roundtables begin March 30 across Kansas

The KASB Spring Regional Roundtables start March 30 and will be devoted to statewide and local issues and sharing information between education leaders.

The meetings will focus on school funding, aligning district goals, new board member orientation, legal and local issues.

Meetings will last no longer than three hours and give school board members and administrative leaders a great opportunity to network and share ideas.

With the new school finance plan in place, public schools are under scrutiny to produce results. The regional meetings will focus on how schools are maximizing their funding and are board goals driving student success. The voices of new board members must be included in the discussion of school operations and a KASB attorney will be available to answer questions.

Sessions are designed to help school officials understand statewide issues and specific areas of interest to each region.

The dates and locations are:

March 30
- Stafford, High School Commons, 430 E Broadway
- Hiawatha, Fisher Community Center, 201 E Iowa

April 1
- Sublette, SWPRSC, 810 Larke Ave.
- Topeka, KASB, 1420 SW Arrowhead

April 2
- Colby, City Limits Convention Center, 2227 S Range Ave

April 7
- McPherson, The Cedars, 1021 Cedars Dr.
- Girard, Greenbush ESC, 947 W 47 Hwy.

April 8
- Haysville, The Learning Center, 150 Stewart Ave.
- Beloit, NCKTC, 3033 US Hwy. 24, Student Union, Conf. Room

April 9
- Olathe, Education Center, 14160 Black Bob Road

For more information, go to kasb.org

KASB Board of Directors

Region 1: Jason Winbolt, Spring Hill USD 230, winbolt@usd230.org
Region 2: Art Gutierrez, Emporia USD 253, art.gutierrez@usd253.net
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Celebrating Public Schools

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

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President’s Perspective
Shannon Kimball, Lawrence USD 497

First things first:

In early February, representatives of school counselors and mental health professionals from across Kansas testified in Topeka before the House Education Committee on the mental health challenges that students and staff are dealing with in our classrooms. One of the presenters to that committee shared that they were working with a second-grade teacher who had four students attempt suicide this school year. Four students. Second grade. A single school year. Stop reading now, and sit with that for a while...

When educators and public school advocates talk about the changing and deepening crises that students are bringing to our classrooms, this heart-wrenching testimony is an example of what we are sharing.

According to the Centers for Disease Control and Prevention, the suicide rate among children ages 10-14 has tripled in recent years. Death by suicide is now the second leading cause of death for Kansas youth. Adding to these stats, a newly released report from research and consulting firm EAB concludes that 35 percent of 14- to 18-year-olds have a mental health crisis each year, which includes self-injury, suicide ideation, or attempted suicide.[1]

Consider the implications of this testimony and supporting state and national data for staffing, funding, and other needs in our classrooms. Schools have to address all of society’s issues coming through the school door every morning. We have to teach kids reading and math while also making sure they don’t hurt themselves and are safe.

At times, it feels like we are trying to do all these things with one hand tied behind our backs. In part because of a lost decade of funding to Kansas public schools, the current ratio of counselors to students in Kansas is 1:450 (the recommended ratio is 1:250). And, according to testimony at last month’s hearing, the shortage of school psychologists has reached crisis levels, with approximately 40 openings across the state and districts that have had openings for four to five years that they have been unable to fill.

Public schools are working diligently to build capacity and expand partnerships to meet these profound needs. Teacher and staff training on trauma-informed practices, expanded partnerships with community mental health centers, and efforts by higher education institutions to better prepare students for careers to fill these needs are all important, ongoing steps.

I suggest, however, that these efforts must be accompanied by an expanded conversation in our communities about the why and the what. Why are our students living these experiences? What are our communities at large doing, or not doing, to address these issues outside of our classrooms? To truly support our students, we have to push for these difficult discussions within our communities and we have to relate these challenges to our advocacy efforts in support of our students.

Public schools are, right now, the most common place in which students receive support for their mental health and social/emotional needs. Preparing students for successful futures requires our communities to stand in partnership with public schools to address these needs.

[1] “Are Districts the Nation’s Adolescent Mental Health Care Providers? A Mandate to Support Seven Million Students in Crisis,” available at eab.com/research/district-leadership/whitepaper/are-districts-the-nations-adolescent-mental-health-care-providers
College students today want what we had

Mark Tallman has published extensively on the effects of post-secondary education on student economic success, and therefore the state’s economic success. We know that students who do not go on to post-secondary earn significantly less than their peers.

Nationally, some politicians have advocated for free tuition for all, while at the state level, states like Wyoming and Georgia have implemented free tuition programs for students who meet academic standards. At the local level, Neodesha got national attention when their foundation announced that all students would have the opportunity to receive post-secondary tuition.

Over the course of just a few generations, post-secondary learning has gone from a luxury to a necessity. Neither of my grandfathers matriculated past the eighth grade. That was the norm 100 years ago. It wasn’t until the 1950s in Kansas county high schools became the norm. We Boomers were able to get good jobs with a high school diploma. The economy changed for our kids and our kid’s kids. At the same time, the economics of post-secondary education changed dramatically.

OK, boomers, it is time to do some math. Experience tells me a young man in the mid-1970s could attend the University of Kansas for $250 tuition per semester. That same young fella could get a job serving refreshments to his friends and neighbors for $2.50 an hour. If he worked 100 hours, he had earned his tuition for the semester. If he worked two and a half months in the summer, he had tuition for the year and some pizza money left over. Student loans didn’t even exist back then.

Advance the calendar one generation. That same fella’s family member goes to work serving refreshments down the road in Manhattan. She earns $10 an hour, but her tuition is $5,000 for the semester. It would take her six months to earn enough to pay her tuition. The average student debt for her class is $28,000. Her wages increased by a factor of four, while her tuition increased by a factor of 20. When you hear someone of my generation complain about college students wanting a handout, suggest that perhaps what they want is what we had.

College tuition has increased mainly because state funding has decreased. So, while we all recognize the need for increased education, we do not devote the resources we need to make it happen.

As our Kansas State Board of Education focuses on this issue by making post-secondary attainment a priority, it is time for educators to look at how to support students in this endeavor. Academic and curriculum changes are essential, and educators devote time and attention to preparing students for success. Are there also structural changes that could make this journey more navigable? What if Kansas implemented an incentive program to pay tuition like Wyoming or Georgia?

What if Kansas increased funding to post-secondary education institutions to at least keep up with inflation? What if Kansas reimagined the junior and senior year of high school to allow students to simultaneously complete high school and post-secondary education at the same time. What if the goal becomes for every 18-year-old to have a high school diploma and an associate degree or certificate? What would that mean for the Kansas workforce? For the Kansas economy?
Survey feedback & 2020-21 Gameplan

This document provides a summary of the responses received from a survey of superintendents, board clerks, deputy clerks, data stewards, and data steward assistants regarding KASB’s annual research surveys, along with a discussion of KASB’s plan for these surveys starting in 2020-21.

We received 212 individual responses on a survey sent to approximately 600 KASB member district staff. These included superintendents, assistant superintendents, board clerks, board treasurers, and other district staff involved in submitting and using KASB’s annual survey data.

Providing information

Respondents were asked how they preferred to provide information to KASB. One hundred seventy-three, or 81.6 percent indicated they preferred to submit data “Via online surveys like the current system, where you can start with a blank or with a previous year’s response.” Thirty-one, or 14.6 percent indicated they preferred to submit data “Via Excel files provided by KASB based on previous year’s responses.” Seven, or 3.3 percent indicated other options:

- Both systems have their merits, however the current method is cumbersome when trying to gather information. You have to go in and print each page, then gather your info. A spreadsheet offers the opportunity to print the information and input.
- Current and data upload for Principal Report
- Do not really care. Would like ability to print paper copy for “working” copy.
- Either method is fine with me
- I think both options are valuable. It can be especially valuable to see the previous year’s response.
- This was my first time. However, I am fine either way.
- We like the option to do either/or - depending on type of data requested

Barriers

Respondents were asked what barriers make it difficult to submit the data to KASB. One hundred fifty-one respondents gave feedback.

Seventy-seven, or 36.3 percent indicated having time to complete the surveys was a challenge. Forty-three, or 20.3 percent mentioned the process itself, and twenty-four, or 11.3 percent mentioned the availability of data or the process of getting data from other folks in the district.

In terms of process, several challenges were listed, including:

- Logging in and managing passwords
- Determining what has been submitted and is still needed
- Difficulty managing contact information in the portal
- Too many clicks
- Getting logged out before saving information
- Lack of training/documentation, particularly for new district staff given these responsibilities
- Complexity of data requested on some surveys
- Too many email reminders

Respondents were asked if they had additional feedback. One hundred eleven provided comments, which included the following topics:

- More details needed on information requested
- Providing previous year’s information to start from is appreciated
- KASB staff is responsive to questions
- The data submitted is useful for district use
- Need to be able to print what we and others have submitted
- Consolidate surveys
- Provide training videos

Do you use the data?

Respondents were asked if they use the data that is collected via these annual surveys. One hundred fifty-one, or 71.2 percent indicated they did, while fifty-eight, or 27.4 percent indicated they did not.

Preferred format

When asked whether they preferred using the Excel files or the online interactive tools, one hundred twenty-seven, or 60.0 percent indicated they use the Excel files, and sixty-three, or 29.7 percent indicated they use the online interactive tools.

Annual reports

When asked if KASB should start producing static annual reports for the survey data again (after having suspended these reports a couple
of years ago), one hundred forty, or 66 percent indicated they were not needed, and fifty-eight, or 27 percent indicated they would be used if provided.

When asked to provide additional feedback on improvements KASB could make to the way it provides data back to districts for use, sixty-six respondents provided comments. These included the following topics:

- Tutorials, trainings, or videos should be provided on data use
- Make it easier to find and export data
- Make it easier to compare to similar districts
- Need more awareness of the data that is available
- Make it easier to print information

**Gameplan for 2020-21**

Based on feedback from this survey and discussions with district staff and other data users, KASB is working to revise how we collect and report data.

**First, KASB is moving all data collection to the Member Portal.**

This will:

1. Eliminate the need to keep track of the access code currently needed to submit the data, as each staff member’s portal login will get them to the survey data, and their role with KASB will determine whether they have access to edit the information.

2. Make it easier for staff entering data to assist others in using this data, as the format for entering data will be much more consistent with the format for viewing and comparing the data, and because all the data for a particular survey will be on a single page (including your district’s data in a grid, all other districts’ data in a grid, the Excel file, and the online interactive tools).

3. Make it easier to print the data entered by a district and to print other districts’ data for comparison.

**Second, KASB is consolidating the number of surveys each year.**

Currently KASB asks districts to submit 10 surveys annually, plus submit election results every other year and provide a copy of their teacher salary schedule each year. Starting in 2020-21, there will be six annual surveys and the election survey every other year, along with the annual submission of the teacher salary schedules. The list of surveys is as follows:

1. **Calendar:** This survey contains most of the information from the previous calendar survey minus some that have been moved to the Teacher and Policies surveys.
2. **Elections:** This survey asks for counts of individuals falling into certain categories related to the school board elections every two years to supplement the information provided on each individual board member.
3. **Fees:** This survey asks for information on individual fees charged by each district in a variety of categories.
4. **Policies:** All the data previously collected on other surveys that speaks to district policies have been gathered into one survey. This includes questions previously asked on the Other Staff, Calendar, Fees, Supplemental, and Retirement surveys.
5. **Staff:** The data previously collected via the Superintendent, Principal, Central Office Staff, and Other Staff Surveys have been consolidated into one survey. The format for the kinds of data provided will be more flexible depending on the data available and the format used by each district.
6. **Supplemental:** This survey asks for information on the individual supplemental pay categories for each district.
7. **Teacher:** This survey asks for all information related to teachers previously collected on the Calendar, Employee Relations, and Teacher Contracts surveys.

**Third, KASB is introducing more flexibility for submitting data.**

Based on district feedback, it appears that most prefer to submit information online via a survey with the district’s responses from the previous year pre-populated. This will be how data will be collected for the Calendar, Elections, Policies, and Teacher surveys. When KASB is ready for districts to start submitting responses for the current school year, we will create a new record for each district showing responses from the previous year and ask districts to update whatever has changed for the current year.

For the Fees, Staff, and Supplemental surveys, which ask districts to provide multiple responses per year, KASB will copy previous responses for the current
and allow districts to update them using the portal. We will also give districts the option of using an Excel template to submit the information. On the portal, district staff will be able to update records pulled over from the previous year, create new records, and mark existing records for deletion. Via Excel, districts will have the option to use a blank template or request a template pre-populated with last year’s responses to submit. Data submitted via Excel will replace the records copied over from the previous years for districts using this option.

Fourth, KASB is including a formal submission signoff process.

A few years back, KASB changed the nature of the submission process to allow districts to return to previously submitted data and updated it as more, better, or revised information became available. This was done to make the submission process more flexible and to reflect the fact that this data is considered living and evolving rather than static. However, this presents challenges when it comes to determining what has been submitted and what still needs to be submitted.

In terms of timing, KASB did away with set deadlines for surveys and has no plans to reinstate specific cutoff dates for any data collection. We ask the districts try to submit the data to us as early as possible based on the availability of time to complete and of the data elements themselves. We will continue to work on finding a balance between providing timely and effective reminders about sending this data to us and not causing undue stress or frustration with too many communications about this process.

To make it easier to track what districts have submitted and what still needs to be reviewed and revised, KASB is reintroducing a sign-off feature. KASB will include a “Verified by District” checkbox on each survey, and this field will be used to determine what surveys are marked incomplete on each district’s list. When the survey data is copied over for a new school year, all the surveys will have the “Verified by District” box unchecked, and they will each appear on the districts’ lists of surveys to complete. Once a district staff person opens the survey, makes any necessary changes, and then clicks the “Verified by District” box, the survey will no longer appear on their list.

This gives districts several options for submitting data, including opening, updating, and saving a survey’s data multiple times before checking the “Verified by District” box or opening, updating, checking “Verified by District,” and saving, then returning to the survey at a later time if a value needs to be revised. Districts can also choose to have certain staff members add and update data, then ask another staff member to review and verify.

KASB is still determining how certain situations will be handled, such as what to do with the surveys for which a district submits multiple records each year, and what to do with surveys that have not been verified when rolling over to a new school year. We will provide information in the documentation and training materials when these decisions have been made.

Fifth, KASB is improving training and documentation materials.

KASB has provided a Data Steward Handbook for several years containing all pertinent information related to submitting and using the annual survey data. This manual will be updated for the new processes and expanded to contain additional information on data use, such as:

- The particulars of using the comparison features included in the Excel files.
- How to work with the online interactive tools.
- How to print the survey forms for use in gathering data and archiving.

In addition, KASB will provide videos demonstrating how to submit and access this data. These will be available via YouTube for anyone who prefers this learning method.

KASB will seek input on the kinds of videos to provide and plans to create and update these on an ongoing basis in response to member feedback.

Sixth, KASB will be revising how we report out the data gathered via the annual surveys.

Though it appears most agree the annual survey reports are not necessary, KASB will be exploring ways to provide periodic reports based on the annual survey data. Rather than doing a report for each survey, we will look at providing shorter, more concise reports focused on particular topics. These will be created based on feedback from KASB staff and member input.

Conclusion

KASB appreciates the work of districts to make this data available for us and for other member districts, and also the feedback provided on the method for collecting and reporting this data.
Laura Guy new Region 12 vice president

How long have you served on your local school board and why did you decide to become a board member?

I have served for two years. I decided to run because I’ve always been a big supporter of public education. My mom was a teacher and I taught third-grade for several years myself. My kids received outstanding educations in the Shawnee Mission School District and now that they’re grown, I wanted to give back to the community that has given so much to us.

What do you do outside of being a board member?

I am an ordained pastor in the Christian Church (Disciples of Christ) denomination and I am the founding pastor of Living Water Christian Church in Parkville, Mo. I also volunteer at Ten Thousand Villages in Overland Park.

What experiences or skills do you bring to the table that will help improve your local school district?

I have been a teacher, so I understand some of the challenges of teaching a classroom of students with varying abilities and experiences. In my church work, I meet regularly with my church council to make decisions about finances, facilities and future plans.

What is the top goal you have this year for your local board and what would you like to focus on as a member of the KASB Board of Directors?

For my local school board, I want us to drill down on the achievement gap and diagnose what’s causing it and what are effective ways other districts are addressing it and seeing real results. This is part of our strategic plan for the next five years. For KASB, I’d like to see us expand our offerings for workshops and round-table conversations where school board members can learn from experts and from each other.

When you were growing up, who was an adult you looked up to and why?

My mom was a public school teacher in Des Moines who originally taught home economics to teenage mothers in a separate school run by the Salvation Army (although she was employed by the local school district). This is how they used to handle teenage pregnancy – send the girls away. Later, when that was no longer the practice, mom taught in the first alternative high school in the district. I admired her commitment to teach the students who didn’t fit into the mold of the typical student.

Who was your favorite teacher or school staff member and why?

My elementary principal, Udell Cason. I was bused to a mostly black school and there were many moments when I felt left out, but Mr. Cason always made me feel welcome. These were the years when busing was a hot topic that caused a lot of anger. By participating in the voluntary busing program, students like me were trying to dismantle injustice in our own small way. Mr. Cason understood that and did whatever he could to make my five years at Logan Elementary happy ones for me.

If you had a chance to speak to your 18-year-old self, what would you say?

Slow down. I wanted a career and family as soon as possible and that left little time for things like travel and meeting new people.

What is a saying or quote that you live by?

Brene Brown introduced me to this wonderful quote by Theodore Roosevelt:

“It’s 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 person who is in the arena. Whose face is marred with dust and sweat and blood; who strives valiantly ... 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 ...”
KASB helping school leaders lead

By Scott Rothschild, Srothschild@kasb.org

It has been a busy month for KASB Leadership Services.

KASB’s popular Foundations of Boardsmanship 1.0 program has attracted new board members, veteran board members and district leadership teams to meetings in Hays, Greenbush, Garden City, Topeka and Haysville.

The sessions have covered the gamut of the role and mission of school boards as they focus on continuous improvement and meeting the needs of all students.

KASB experts, with over 150 years of combined experience in education, covered policies, procedures, leadership, legal issues, finances, teamwork and communications. The sessions have been interactive and collaborative with discussions aimed at developing the skills needed to become excellent board members.

Tammy Wellbrock, who is a member of the Hays USD 489 school board, said the boardsmanship sessions have provided important information and allowed her to get to know KASB representatives and elected officials from other districts.

“I learned many helpful items that I believe will enable me to help our board make progress on important issues,” Wellbrock said.

“Having served on other boards, the fiduciary and governance responsibilities were review for me, but what I was most grateful in learning were the rules regarding Kansas Open Meetings Act (KOMA) as well as other legal regulations,” she said.

Wellbrock added that the “program incorporated a variety of activities, videos and interactive times which created an enjoyable and quick-tempo pace.”

In addition, the 2019-20 BOLD class held a session Feb. 13-14 with the focus being on “Maintaining Quality Public School Facilities.”

BOLD stands for Business Operations Leadership Development. In its third year, the innovative leadership 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.

 Officials from HTK Architects, Piper Jaffray Financial and McCown Gordon Construction provided information on making facility improvements, building public support, finding professional help and the construction process.

Also helping in the discussion were Basehor-Linwood USD 458 Superintendent David Howard, Little River-
Windom USD 444 Superintendent Brent Garrison and Wellsville USD 289 Superintendent Ryan Bradbury.

Quentin Breese, superintendent of Concordia USD 333, said his favorite part of the BOLD program is the dialogue with colleagues from across the state with similar challenges.

In addition, Breese said, “The program helped connect me with some industry leaders who are well respected in their profession, that can help me make the right decision for my district.

“I would highly recommend superintendents, and directors attend this training as it will make a huge impact in your district decision making.”

Top: BOLD participants work together on a facility improvement scenario. Right: BOLD participants hear from guest experts on issues pertaining to facilities. Below: New board members discuss qualities and attributes high school graduates need for success after high school.
By Leah Fliter
lfilter@kasb.org

The National School Boards Association’s annual Advocacy Institute in Washington, D.C. focused on reminding Congress of widespread national support for America’s public schools. The KASB delegation included more than a dozen school board members, superintendents and public school advocates.

Entitled “Champion Our Children,” the Institute featured the release of a major national poll of 1,000 likely 2020 voters on attitudes toward public schools. The poll was commissioned by the National School Boards Action Center (NSBAC), which is presided over by former KASB President Frank Henderson, who also serves as a NSBA Western Region Director and is a long-time member of the Seaman USD 345 Board of Education. In April, Henderson will assume the title of NSBA Secretary-Treasurer, putting him on the path to become NSBA President in two years.

“Going into an election cycle, it’s imperative we understand what is on voters’ minds with regard to the challenges facing public schools today,” Henderson said. “Voters made it clear public school funding, teacher shortages, school safety and the need to teach real-world skills are issues they recognize as critical for elevating public schools, and they are willing to pay to achieve this important goal.”

The survey showed 80 percent had a favorable view of local teachers, 72 percent had a favorable view of their local schools and 58 percent were favorable to their local school board.

Congress and President Donald Trump had 55 percent and 53 percent unfavorable ratings, respectively.

The poll of 1,000 likely voters across the nation was conducted by a bipartisan team. To view the poll results, go to nsbac.org.

A strong majority of 73 percent agreed with the statement: “we should not take away public funds from our public schools to fund private, religious and home school education.” President Trump highlighted support for “school choice” programs that divert funds to private schools in his State of the Union address.

KASB’s Advocacy Institute attendees spoke strongly against vouchers, tuition tax credits and other “school choice” proposals in their meetings with the Kansas Congressional delegation, which occurred just before the State of the Union speech. They were assured those proposals are considered “dead on arrival” in Congress.

The primary push at the 2020 Advocacy Institute involved support for fully funding the federal Individuals with Disabilities
Education Act (IDEA), the law governing special education services. When enacted in 1975, the law pledged the federal government would pay 40 percent of a school district’s “excess costs” of educating students with disabilities. The actual federal IDEA funding share has hovered near 14 percent, and is projected to fall to near 13 percent next year. Kansas Senator Pat Roberts has co-sponsored a bill that would ramp up IDEA funding over the next 10 years; a companion bill is also pending in the U.S. House of Representatives.

In Kansas, the state Legislature’s special education funding goal has been stated as 92 percent of costs not covered by the federal government or other sources such as Medicaid, but budget difficulties over the past roughly eight years have stymied that goal. Full federal funding of IDEA would help Kansas school districts because they must compensate for special education fund shortfalls by dipping into their general funds to provide the legally-mandated services to students.

The Kansas leaders shared with members of Congress and their staffs some IDEA success stories and emphasized that full IDEA funding would allow Kansas public schools to more fully embrace innovations such as school “redesign” and other improvements. They also advocated for federal support for teacher recruitment and retention through the Higher Education Act, which is due to be reauthorized by Congress, and touched on the NSBAC poll results.

“I want to thank each member of the KASB group for taking their time, talents, and passion for public schools to D.C. and sharing that with all of us and our members of Congress,” said Lawrence USD 497 Board Member and KASB President Shannon Kimball. “I am thankful that our positive message was shared with each of them, to remind them forcefully that public education is a success and deserves their support.”

Advocacy Institute attendees representing KASB:

- **KASB President Shannon Kimball**, Lawrence USD 497
- **KASB President-Elect Lori Blake**, Southeast of Saline USD 306
- **KASB Past President Dayna Miller**, Basehor-Linwood USD 458
- **NSBA Western Region Director Frank Henderson**, Seaman USD 345
- **Rod Stewart**, Washington County USD 108
- **Dr. Alicia Thompson**, Superintendent, Wichita USD 259
- **Terrell Davis**, Executive Director of Public Affairs and Special Projects, Wichita USD 259
- **Dave Goble**, Board Member, Girard USD 248
- **Paige Crum**, Board Member, Haysville USD 261
- **Dr. John Burke**, Superintendent, Haysville USD 261
- **Travis Githens**, Principal, Chase County USD 284
- **Susan Reusser**, Advocate, Andover USD 385
The 2020 Census invitations soon will begin hitting mailboxes across our country and online response will open. Ensuring each Kansan counts holds significance for everyone in Kansas—but especially Kansas schools as the 2020 Census counts affect federal funding for many education programs, like school breakfast and lunch programs. These counts affect federal funding for the next 10 years for Kansas schools, communities, and our state. Let’s ensure that #EachKansanCounts.

Early childhood

Ensuring that our youngest Kansans, those aged 0 to 5, are counted with their families is essential when it comes to federal early childhood program funding. An estimated 10 percent of children aged 0 to 5 were missed in 2010–more than any other population group—and as our state continues to focus on early childhood success, we must ensure they are included and funding is there to support early childhood education. Did you know Headstart funding and other federal funding programs associated with Preschool aged children are funded through census counts?

Other hard-to-reach Kansans

This group include students in poverty, diverse populations, migrant and immigrant students, non-English speaking students, homeless students, disabled students, and highly mobile students. Will you help reach these students and their families? Many of these population groups may fear retribution or have a distrust that their information will be kept confidential. The 2020 Census is safe and confidential. A confidentiality flyer is available in 13 languages online.

So, what can Kansas schools do?

As a trusted voice, educators can play a significant role to help families understand why the 2020 Census is important. Below are a few ideas Kansas school districts can use to ensure that #EachKansanCounts in this exceedingly important 2020 Census.

Consider raising awareness about the 2020 Census and its impact by:

- **Sharing information with parents** at Parent-Teacher Conferences and school events
- **Hosting an information night** or an information table at school events
- **Sharing the importance of the 2020 Census** in District publications, school news, via social media, websites, digital signs, parent portals, etc.
- **Issuing a School Board proclamation** about the importance of the Census

- **Teaching about the 2020 Census.** March 2-6 is Statistics in Schools Week—teach students about Civic Engagement, Funding & Apportionment
- **Becoming a Response Assistance Center** by sharing school computer access for families to respond
- **April 1 is Census Day** Plan a 2020 Census Day event.

Let’s ensure that #EachKansanCounts for the 2020 Census.

### Important Census Dates

- **March 12 - 20:** Households will begin receiving official Census Bureau mail with detailed information on how to respond to the 2020 Census online, by phone, or by mail.
- **March 30 - April 1:** The Census Bureau will count people who are experiencing homelessness over these three days. As part of this process, the Census Bureau counts people in shelters, at soup kitchens and mobile food vans, on the streets, and at non-sheltered, outdoor locations such as tent encampments.
- **April 1:** Census Day is observed nationwide. By this date, every home will receive an invitation to participate in the 2020 Census. Once the invitation arrives, you should respond for your home in one of three ways: online, by phone, or by mail. When you respond to the census, you’ll tell the Census Bureau where you live as of April 1, 2020.
- **April:** Census takers will begin visiting college students who live on campus, people living in senior centers and others who live among large groups of people. Census takers also begin conducting quality check interviews to help ensure an accurate count.
- **May - July:** Census takers will begin visiting homes that haven’t responded to the 2020 Census to help make sure everyone is counted.
- **December:** The Census Bureau will deliver apportionment counts to the President and Congress as required by law.
School boards prepare for negotiations

With negotiations just around the corner, school board members often question why they should be so concerned over the scope of bargaining.

The simplest answer is boards need to avoid diminishing rights which are managerial or quasi-managerial in nature. The board must also ensure subjects which can be addressed administratively are not included in the agreement. The final responsibility to manage, control, and direct the operations of public schools is vested in the school board — and there it should remain.

To maintain this control, negotiations should be limited to the “rewards” for work rendered (salaries, compensable benefits, and noncompensable benefits) and the conditions under which such work is rendered (length of contract, association rights, planning time, etc.).

Negotiations should be avoided on any issue involving the reserved and inherent rights of the board to act in the managerial areas of discretion.

**Do not negotiate**

- The functions and programs of the board;
- The standards of services;
- The development and adoption of the budget;
- The utilization of technology;
- The organizational structure of schools;
- The selection and discretion of personnel.

In order to maintain control of the scope of the bargaining process, it is recommended the following strategies be employed:

- Limit grievance procedures to contract violations.
- Establish a thorough complaint procedure separate from the agreement for issues outside the contract.
- Establish a teacher-involvement program for issues not negotiated.
- Utilize a “meet and confer” or “discussion” procedure for nonnegotiable items (when necessary).
- Employ the use of joint committees (when necessary).
- Avoid “past practice” and “maintenance of standards” clauses.
- Be careful in using quid pro quo (something for something) to eliminate non-negotiable items.
- Understand the purpose of the bargaining unit is to negotiate an agreement to acquire rights or limit board discretion.
- Cooperate with other school districts in “holding the line” on management rights.
- Do not negotiate administrative procedures.
- Keep abreast of applicable court decisions and state board rulings.
- Study decisions on negotiability issues.
- Be aware of legal preemptions (licensure, retirement, supervision of students).
- Do not be intimidated.
- Seek help when you need it.

While it is the policy of the state to encourage cooperation between school boards and school teachers in discussing terms and conditions of professional services, agreement by both parties is not required. School boards are cautioned not to enter into formal negotiations in those areas or on those items which are within the managerial or statutory jurisdiction of the school board. Stated another way, negotiate “permissive” items only when it will benefit the district.

No two negotiations are identical. Each year seems to bring new goals and objectives; however, it is a good idea to establish and follow set strategies whenever you go to the table. Adherence to these strategies has proven effective for KASB negotiators and should assist you as well.

Please feel free to contact our legal staff, specifically Luke Sobba, if you have any questions about negotiations.

*These articles provided by KASB Legal Services are not intended to be legal advice. If you have questions, contact KASB at 800.432.2471.*
Secrets to a successful school closure

By G. Kent Stewart

School closure is a very sad event for everyone involved. At worst, a closure decision is divisive, leaving wounds that take years to heal. Carefully orchestrated, it can be accomplished with the blessings of the community.

There are three secrets to a successful school closure decision:

- First, a fact book is assembled that contains a lot of information about the school in question;
- Second, the fact book is presented without comment or recommendation to the community; and
- Third, the school board practices good boardmanship throughout the whole process.

Needed information

More information is needed than some board members believe necessary. Remember, public support follows understanding, and understanding requires a lot of information.

Enrollment trends

The best sources for school enrollment data are school district records, the Kansas State Department of Education, and KASB. District and grade-by-grade enrollments need to be shown for the past several years along with a projection of future enrollment.

Since a specific school is generally targeted for closure its grade-by-grade enrollment history and future estimates need to be shown as a separate part of the enrollment report. Be sure to report the name of the school and the grades housed. If serious controversy is expected have KASB assemble the enrollment report, thereby avoiding feelings of local bias.

Personnel assignments and costs

Personnel positions are listed by title without naming the individuals occupying the positions. The contract salary investment is reported. For example, Grade Three Teacher, 1.00 time appointment, salary $40,800; or custodian, 0.80 time appointment, salary $19,968.

List in the table each certified and support position assigned to the school. The fourth column shows the cost per student. For example if the Grade Three class has eight students the cost per student would be $5,100 for the teacher and $2,496 for the custodian. Report each position and add the columns, divide the number of students enrolled into the total salaries to obtain the cost per student for personnel assigned to the school. With only about eight students per class, the personnel costs would be unusually high. The teacher in this example costs $5,100 per student. For that teacher with a class of 20 students the cost per student would be $2,040, a substantial difference!

Operating and maintenance costs

Operations is defined as keeping a building ready for its intended use. Maintenance is defined as keeping a building as nearly as possible in its original condition. (A board member once quipped, “Applying those definitions to a car, in theory it would last forever.”) The important point is to report all the operating supplies (those used by custodians) and report all maintenance supplies used for making repairs to the building for the past year.

One caution - operating supplies are used by the custodian assigned to the building. Maintenance personnel and maintenance supplies are often reported district-wide and not necessarily pro-rated among the various school buildings in the district. Be aware of this and note it prominently in the report concerning the building that is the candidate for closure. Report only routine maintenance costs.

Capital improvement projects

There is argument over what constitutes a maintenance project and a capital improvement. For example, is a new energy efficient hot water heater major maintenance or a capital improvement? Avoid becoming bogged down in definitions; just be sure to report such projects as either a maintenance or capital improvement expenditures; and where needed note that some improvements will last for a long time, such as a new roof. Include all such projects involving the building in question—heating and cooling, roofs, windows, brick/stone tuck-pointing, parking lot improvements landscaping, and so on.

Transportation

Transportation will be an important issue if a closure involves the only elementary school in a small town; or if it involves a high school that if closed will result in students having to drive on dangerous roads or spend an inordinate amount of time on a
school bus. If this is the case, then current transportation costs, and estimated costs that will occur because of a closure must be calculated carefully and reported clearly. Transportation is often the catalyst that causes parents to opt for continuing to operate low enrollment high cost schools.

Capital improvement needs

The written report about the school building in question needs to be evaluated to assess its adequacy as an educational facility; and secondly, to identify needed maintenance and capital improvement work. A thorough evaluation will include assessment of the following component systems: footing, foundation, and basement; walls; roof; windows and doors; floors and ceilings; mechanical system; electrical system; furnishings and equipment, technology equipment; handicapped access; and grounds.

Curriculum and activities

Potential closure of a high school building requires reporting the curriculum - course titles, frequency of course offerings, class sizes, and how instruction is delivered - internet, television, or in person by a teacher in the classroom. Advanced courses in some low enrollment secondary schools can be offered only every other year. Also, teachers sometimes serve two schools and spend an hour daily in travel between buildings.

Use of technology in instruction has been very helpful to students in low enrollment secondary schools. Yet, limitations in curriculum remain observable. Lack of an agricultural curriculum and FFA activity are notable examples. All these facts need to be reported without comment.

Descriptions of the activities and athletics programs need to be included in the report. List each activity such as the student newspaper, yearbook, drama, basketball, football, and so on; and include the number of participants in each activity. Parents are quick to understand that activities in low enrollment schools are limited compared to those offered in larger schools.

If closure occurs, where will students attend school?

This is potentially a very controversial section of the fact book and needs to be presented matter-of-factly and absent of recommendations. That is why it is called a fact book. This section needs to address clearly where students will attend school if the building being studied is closed. If one of two elementary schools closes in a community, students would attend the remaining school. If a middle school or high school closes the attendance problem becomes complicated and potentially controversial. The solution may involve excessive travel by students and could result in attending high school in a neighboring school district.

Now that the facts have been

Continued on next page
collected under eight topic headings, assemble the material into a fact book; and after it is approved by the board, distribute it to a blue ribbon committee of the community for study. Ask the committee to study the facts and return in a few months with a recommendation for the Board to consider. The citizenry in general and particularly parents are reasonable people who find good solutions to hard problems when they have good information to study. Remember, public acceptance follows understanding.


G. Kent Stewart spent 32 years teaching school administration at Kansas State University, and during that tenure worked throughout Kansas with scores of school boards on issues involving school facilities.

School closure
Continued from page 17

This middle school was one of two schools closed by the Emporia Board of Education in 2012. This building in downtown Emporia was purchased by a group of Emporia citizens and has been transformed into the Emporia Humanitarian Center. It now houses classrooms for Flint Hills Technical College and office space for businesses and non-profit organizations.

Time to update policies & handbooks?
We can help!

Contact KASB 800.432.2471 or learn more at kasb.org/policy

KASB policy services ensure compliance with the most current case law, rules and regulations.
New Leadership for Tomorrow class named

By Carol Pitts cpitts@kasb.org

The Kansas Association of School Boards is pleased to announce its Leadership for Tomorrow Class of 2020.

Participants are nominated and then chosen through an application process that focuses on individual leadership in Kansas public education and participation in activities that promote effective governance and raise student achievement.

“Every member of this year’s class is already a leader in their local district,” said Dr. John Heim, KASB Executive Director. “Through Leadership for Tomorrow they connect with board members and district leaders in other districts, learning from each other and gathering ideas they can take back home. They will also visit classrooms all across our state to see how districts are improving instruction and advancing student achievement for every child.”

Leadership for Tomorrow gives board members, superintendents and administrators time to explore change theories and strategies, participate in leadership skill training and expand understanding of key education issues for effective governance and raising student achievement. Through five two-day sessions, the class will visit local schools, hear classroom presentations and participate in class discussions of issues and challenges facing Kansas education.

2020 Leadership for Tomorrow class

1. William Anderson, Canton-Galva USD 419 Superintendent
2. Donalyn Biehler, Herington USD 487 Superintendent
3. Ryan Bradbury, Wellsville USD 289 Superintendent
4. Samantha Brown, Riley County USD 378 Board of Education
5. Debbie Deere, Lansing USD 469 Board of Education
6. Dusty Deringer, Baxter Springs USD 508 Board of Education
7. Juanita Erickson, Neodesha USD 461 Superintendent
8. Karla Hagemeister, Manhattan Ogden USD 383 Board of Education
9. Jess Herbig, Goddard USD 265 Executive Director of Instructional Supports
10. Darin Holecek, Ellsworth USD 327 Board of Education
11. Jim Howard, Hoxie Community Schools USD 412 Superintendent
12. Jamie Kratzer, Ulysses USD 214 Board of Education
13. Stephen Linkous, Kansas City USD 500 Chief of Staff
14. Larry Lyder, Lakin USD 215 Superintendent
15. Karl McNorton, Seaman USD 345 Board of Education
17. Rosemary Neaderhiser, Twin Valley USD 240 Board of Education
18. Stephanie Niblock, Stockton USD 271 Board of Education
19. Judi Price, Leavenworth USD 453 Board of Education
20. Tina Prunier, Derby USD 260 Board of Education
21. Emily Riner, Perry-Lecompton USD 343 Board of Education
22. Casey Robinson, Pawnee Heights USD 496 Superintendent
23. Ashley Rohleder, KASB Attorney
24. Joe Sample, Marais des Cygnes Valley USD 456 Superintendent
25. Mary Sinclair, Shawnee Mission USD 512 Board of Education
26. Bryce Wachs, Fort Larned USD 495 Superintendent
27. Dannielle Wells, Leavenworth USD 453 Board of Education
28. Norm Wilks, El Dorado USD 490 Board of Education

LEAD OUR FUTURE
Trump’s education budget wrong for kids

By Thomas J. Gentzel
NSBA Executive Director & CEO

The National School Boards Association (NSBA) is greatly concerned with and strongly opposed to the Trump administration’s proposed budget for the Department of Education for Fiscal Year (FY) 2021.

Just a few months ago, federal lawmakers in both parties recognized the need to renew the investment in public schools. This proposed budget runs directly counter to the bipartisan budget deal that passed in December. There is absolutely no reason to suddenly reverse the positive gains for public education that members of Congress agreed were overdue.

The Trump administration proposal lays out the wrong priorities to educate all schoolchildren, and it would hinder the ability of more than 50 million students in public schools to compete for jobs against their peers around the world.

The public does not want the federal government to cut funds to public schools or divert them to non-public schools. Voters spoke clearly in a recent national poll commissioned by the National School Boards Action Center (NSBAC), which sampled 1,000 likely voters. The poll found overwhelming support for increased public school funding not steep cuts. Respondents also unequivocally want public funds to stay in public schools.

The administration’s proposed funding for the Individuals with Disabilities Education Act (IDEA) is essentially cutting support to students who require extra help to succeed in school. A $100 million increase is a good soundbite, but the reality is that the proposed funding fails to keep pace with the number of students served by IDEA, which has increased to 7.4 million students. In the 2021 budget, the amount allocated for IDEA would only cover approximately 13 percent of the costs associated with serving IDEA students, despite the federal government’s original promise to fund the act at 40 percent. So, the actual funding in 2021 would be a 1 percent cut from the current level.

Another significant concern with the administration’s proposed FY 2021 budget is the formation of block grants. Consolidating 29 federal elementary and secondary education programs and cutting total funding for those programs by $4.8 billion (20 percent) into a single block grant program, called the “Elementary and Secondary Education for the Disadvantaged Block Grant,” could have a damaging impact on millions of students, as it puts the support they receive at risk.

While spending flexibility is helpful, this block grant proposal is a way to
Poll: high support for public schools

Voters expressed strong commitment to increased funding for public schools and opposition to using tax dollars for private schools, according to a poll recently released by the National School Boards Action Center (NSBAC).

The findings were based on a national survey conducted by Republican and Democratic pollsters on behalf of NSBAC. NSBAC is dedicated to strengthening public schools and providing students with the support they need to get a high-quality education.

The poll found 64 percent of likely voters think funding for public schools should be increased, while 73 percent agree that funds for public schools should not be diverted to fund private, religious and home school education as being proposed in the Education Freedom Scholarships program.

We urge Congress to reject the administration’s proposed FY 2021 budget because it a significant step backwards. The federal government should focus on investing in public education by providing states and local agencies with the funds they need to ensure that every child has access to an excellent and equitable education.

Nearly three out of four voters agree that public funds shouldn’t be taken from public schools to fund private schools.

Visit nsba.org to read more.
Can employees serve as board members?

With a brand-new batch of newly elected board members taking their seats, there are always a couple questions that rise to the surface after the first meeting. Can board members still do this or that? When it comes to employment of board members, there are some hard and fast rules that board members need to follow.

Here are some of the frequently asked questions surrounding school board members also serving as employees.

Q. Is a teacher prohibited from serving on a school board?
A. Applying common law principles of incompatibility of office, in U.S.D. No. 501 v. Baker, 269 Kan. 239 (2000), the Kansas Supreme Court held a teacher was disqualified from serving on the school board in the school district that employed her.

Q. Is a teacher prohibited from serving on any school board?
A. No. A teacher is only prohibited from serving on the board in the district where he or she is employed. If the teacher works in one district but resides in a second district, the teacher can be a school board member in the second district.

Q. What about a retired teacher?
A. If the teacher is no longer an employee of the district, the teacher can be a board member in the district. It is serving in the dual capacity of employer/employee at the same time which creates the common law incompatibility of office.

Q. Does the holding apply to substitute teachers as well as full-time teachers?
A. Yes. The holding applies to any teacher in the district.

Q. Does the holding prohibit a teacher from running for the school board?
A. No. A teacher can run for school board, and, if elected could serve on the board if he or she resigned from before accepting the board position.

Q. Does the holding disqualify other employees from serving on the school board?
A. Not directly. Although common law principles of incompatibility of office apply equally in this situation, there is a question whether the Kansas legislature has authorized classified employees to serve on boards by not specifically excluding them from board service in K.S.A. 72-1137. Until this question is answered by the court or the legislature, a board who allows a classified employee to serve on the board runs a risk that a court may later find such employees were disqualified from board service.

Board action involving the disqualified member might be voidable if challenged. Further, it is unlikely the school district’s insurance policies would cover actions by a disqualified member. Because these employees are generally employees-at-will, the board can easily avoid these potential consequences by terminating existing employment or not offering further employment to board members. Alternatively, these individuals could resign from the board and retain their employment.

Q. Are any employees prohibited by statute from serving on the board of education?
A. Superintendents, assistant superintendents, principals, other supervisors, the clerk and the treasurer are statutorily prohibited from serving on the board. K.S.A. 72-1132 et seq.

Q. May a community college trustee be employed by the college?
A. No. K.S.A. 71-1403(d) provides: “No member of the board of trustees of a community college shall be an employee of the community college.” The Attorney General has interpreted the term employee to include those persons whose service to the community college is subject to the control and direction of the community college, provided such control and direction includes directing the manner in which the services are performed, regardless whether the person receives compensation from the community college. This interpretation was based on the premise the purpose of the statute is to prevent situations in which a person as a member of the board of trustees of a community college exercises authority over employment matters regarding the person as an employee of the community college.

Q. May a board member’s family be employed by the district?
A. Nepotism is not prohibited by law but may be regulated by board policy. 📝
Law enforcement access to students at school

The legal department has received several recent inquiries about law enforcement personnel seeking access to students during the school day. In some cases, officers have insinuated that school personnel who refuse to produce the students upon their demand may be guilty of obstructing justice. This assertion is meritless if the officer doesn’t come in hot pursuit, does not have a warrant, and is not investigating a child abuse complaint.

It is based on the false assertion that law enforcement officers are entitled to interrogate any person, at any time, as part of a lawful investigation. Because it is often more convenient for officers to locate students at school and question them without parental interference, it is common in some jurisdictions for officers to present themselves at the school office and demand private audiences with students.

KASB attorneys have long advised districts that they are not required to accede to a law enforcement officer’s demand to interview pupils on school property in connection with a criminal investigation, unless the officer presents a lawfully issued court order.

The attorney general, in a 2005 opinion, concurred with that advice, noting that in the absence of statutory or other legal direction, school boards and superintendents can determine whether, and under what circumstances, law enforcement officials can come onto school property. See Kan. Atty. Gen. Op. No. 05-10 (2005). An exception exists for investigations of child abuse or neglect or investigations of the pupil’s identity. But as a general rule, police and sheriff’s officers are not entitled to contact or interview students at school, unless they have a warrant, other court order, or have just witnessed them committing a crime and are in pursuit of them for immediate arrest.

KASB recommended board policy ICAC sets out two clear and distinct requirements concerning investigations by law enforcement officials at school. First, it states:

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

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

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

In cases not involving the investigation of known or suspected child abuse, law enforcement officers shall not be permitted to initiate and conduct investigations involving the questioning of students during school hours unless the student’s parent or guardian has given the school permission to allow the questioning, a valid warrant has been presented to the principal for such purpose, or in demonstrated emergency situations. If a demonstrated emergency is found, the principal shall require identification of law enforcement officials and reasons for the interrogation. If the principal is not satisfied with either the identification or the reason, the request shall not be granted.

School personnel should remember that they are responsible for safeguarding students’ rights while they are at school. Police and sheriff’s officers should be reminded that the students are at school not for the convenience of law enforcement, but to pursue an education. If an officer becomes aggressive or makes threats when access to students is refused, please contact a KASB attorney for advice in dealing with the situation.

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.
Women’s Leadership Summit  
03.24-25.20 | Manhattan, Hilton Garden Inn

Spring Regional Roundtables for Boards and District Leadership  
5 p.m. Registration  5:30-8:30 p.m. Roundtable  
03.30.20 | Stafford, High School Commons  
03.30.20 | Hiawatha, The Fisher Center  
04.01.20 | Sublette, Education Service Center  
04.01.20 | Topeka KASB  
04.02.20 | Colby, City Limits Conference Center  
04.07.20 | McPherson, The Cedars  
04.07.20 | Girard, Greenbush Education Service Center  
04.08.20 | Beloit, NCKTC  
04.08.20 | Haysville, The Learning Center  
04.09.20 | Olathe, Education Center

School Law Summer Workshop  
05.27-28.20 | Wichita, Hyatt Regency  
*Held in conjunction with USA Kansas Annual Conference*

New Clerks and Superintendents, too!  
06.17.20 | Hays, The Venue  
06.18.20 | Topeka, KASB

Addressing Social and Emotional Needs  
*Four Part Series*  
*Please note: Registration closed for this series.*  
Wichita, Alvin A. Morris Center  
01.08.20 Part I; 02.05.20 Part II;  
03.11.20 Part III; 04.08.20 Part IV

Human Resources Academy  
8:30 a.m. Registration  
9 a.m.-3:30 p.m. Workshop  
03.31.20 | Girard, Greenbush ESC  
04.02.20 | Hays, The Venue

School Finance for Board Clerks  
8:30 a.m. Registration  9-11:30 a.m. Workshop  
04.01.20 Topeka  
04.01.20 Garden City  
04.02.20 Colby

Spring Board Clerks Support Session  
11 a.m. Registration  11:30 a.m.-2 p.m. Meeting  
04.01.20 Topeka  
04.01.20 Garden City  
04.02.20 Colby

Join your fellow board members and district leaders  
**KASB Spring Regional Roundtable**

Meetings begin at 5:30 p.m. and will last no longer than three hours – plenty of time for good discussion, sharing ideas and networking! Last year the Gannon School Finance Lawsuit resulted in a new school finance plan for public schools.

How can you as a school board member and district leader make sure your schools are doing the right work to improve achievement?

**AGENDA TOPICS**

School Finance - How are you prioritizing your resources for the upcoming fiscal year?  
Aligning District Goals - How are you being accountable for your district’s/board’s priorities?  
Creating the Team - What actions are you taking as a board and district to acclimate new board members to the board?  
Legal Top Topics - KASB attorneys will be on hand to answer your questions.  
Local Issues - What are the opportunities and challenges unique in your district and area of the state?

Find resources to support these topics at kask.org/leadershiponline “Spring Regional Roundtable Discussions”