

Testimony before the
Senate Education Committee

on
SB 333
by

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Kansas School Superintendents Association**

**Testimony provided on behalf of the United School Administrators of Kansas, Kansas School
Superintendents Association, and the Kansas Association of School Boards**

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Madam Chair: Baumgardner

Thank you for this opportunity to address the committee.

Our organizations stand in support of Senate Bill 333.

Looking back to the original bill in the 2016 session we stood neutral to the original bill. We were not opposed to the training, but believed the training and the training schedule should be at the school districts discretion. Additionally, in most, if not all schools, some type of prevention and awareness training was already occurring, but steps towards support for the children and teenagers was more important.

We support the changes in line 11 on page one that strikes the word "all." School districts have a number of staff members, often hourly employees who seldom, if ever, have contact with students. These positions might include, but are not limited to; district maintenance staff, night custodians, administrative assistants in non-student buildings, technology support, and the list could continue. Many of these staff members are hourly employees who would need to be pulled from their assigned duties to complete the training.

Whether at the beginning of the year or sometime during the year, school personnel go through a number of repetitive school related trainings. We believe by removing the wording in line 22 on page one, "At least one hour of," it would give school districts a greater opportunity to provide a variety of learning opportunities, especially for veteran teachers. In the past we have often asked staff to sit through a video or other content they had seen or heard multiple times, therefore, districts need the option of making this pertinent to their staff.

Although these changes are small, we believe they meet a few concerns we had with the original bill. Please understand with limited support and resources outside of school, students are often sent back to school when treatment facilities are full or don't deem them a threat to themselves. Schools often become their support centers without all the appropriate resources.