

M I N U T E S

SPECIAL COMMITTEE ON EDUCATION

August 21-22, 1975

Representative Sellers presided. All members except Senator Tillotson (excused) were present.

Staff in attendance included Ben Barrett from the Legislative Research Department and Avis Badke from the Revisor of Statutes' Office.

August 21, 1975

Conferees

Virgil R. Poore, Superintendent, Newton (USD 373)  
Clark Whiting, Assistant Superintendent, Newton (USD 373)  
Robert H. Whitfield, Executive Director, United Methodist Youthville, Inc. (Newton)  
Charles R. Smith, Director, Pupil Personnel Services and Security, Shawnee Mission (USD 512)  
James Marshall, Director, Special Education, State Department of Education

Morning Session

Proposal No. 66 - Out District Tuition -  
At Certain Private Institutions

Staff reviewed a one-page information sheet pertaining to the impact of Methodist Youthville students on Newton USD 373 during the 1974-75 school year. (That item is included in the Committee notebooks.)

Mr. Whitfield. Mr. Whitfield explained that in 1975-76, the Newton school district would be providing three special education instructors on the campus of Methodist Youthville. He indicated that Methodist Youthville institutions operate statewide, but the two largest institutions are those located at Newton and Dodge City. He stated that in 1975-76, the enrollment of the institution at Newton will be approximately 50.

The primary purpose of Methodist Youthville is to provide services to emotionally disturbed youngsters. The Newton school district is utilized in the provision of educational services to these youths. In the past, Methodist Youthville has paid the Newton school district the difference between the cost of the salaries of the special education instructors assigned specifically to that institution and the special education categorical aid plus the general state aid the school district receives attributable to those teachers.

Mr. Whiting regards the Methodist Youthville contribution to the Newton USD as approximately equivalent to the amount that would have to be provided by the taxpayers of the district for the educational program of any student.

Mr. Whiting. In Mr. Whiting's judgment, it would be helpful if tuition could be paid by the "sending" school district or the state in an amount equivalent to the amount computed as the "local taxpayer's burden" for these students.

It was indicated that there was dissatisfaction with the previously existing law which pertained to tuition payments by the sending school district to a receiving district under certain circumstances. That law applied only when the student was attending school in a district other than the one of residence as a result of an order by the juvenile court. A great many of the Methodist Youthville residents have attended school in the Newton school district who were not placements by the juvenile court, therefore, there was no tuition payment by a "sending" school district for these students. Since the repeal of that law, there have been no tuition payments by "sending districts" for any of the students who attend school in Newton and reside at the Methodist Youthville.

Mr. Whitfield. Mr. Whitfield stated that in 1975-76 there would be approximately 14-15 students at Methodist Youthville who would require on-campus special education services: the remaining 30-35 students would attend the regular programs of the school district. Youth at Methodist Youthville average about 14- or 15-years of age.

Mr. Whiting. Mr. Whiting submitted to the Committee illustrations indicating the view of Newton USD 373 as to the impact of educating the Methodist Youthville students. (See Attachment No. I). These illustrations are based on the proposition that Methodist Youthville students must be taken into account on an ongoing basis just the same as all other students of the district. The computations indicated the amounts received as general state aid per pupil and categorical state aid for special education. The difference between the state aid amounts and expenditures per pupil was judged to be the amount of the cost of education of the Methodist Youthville students that had to be absorbed locally.

Other. The Committee reviewed the previous illustrations provided by staff concerning the impact of the Methodist Youthville students and discussed with Mr. Whiting and Mr. Poore the premises on which the various calculations were made.

Superintendent Poore reported that Newton (USD 373) has educated approximately 30-50 students from the Methodist Youthville each year for the past several years.

In response to a question, Mr. Whiting stated that some kind of a tuition should be paid by the sending school district or perhaps by the state to defray the cost of the "impact" students who reside at Methodist Youthville, but who attend the Newton public schools.

### Afternoon Session

#### Proposal No. 11 - Suspension and Expulsion of Students

Mr. Charles Smith reviewed the material that previously had been provided to the Committee concerning disciplinary actions in the Shawnee Mission school district. Mr. Smith is a permanent member of the disciplinary hearings committee in Shawnee Mission. The Committee is composed of two other members who serve on a temporary basis. Since the passage of the suspension and expulsion statutes, Mr. Smith stated Shawnee Mission had conducted approximately 650 hearings. Only six of these have been appealed to the school board; five appeals were upheld by the board. To date, none of the disciplinary proceedings has been appealed to the district court.

Concerning the proposed change in the suspension and expulsion statutes incompassed in H.B. 2177, Mr. Smith stated that the deletion of the provision would probably have no practical effect in the Shawnee Mission school district. During the several years the law has been in effect, no suspension or expulsion proceedings have been based on conviction of a felony away from the school setting. However, Mr. Smith stated that he would prefer that the provision be maintained because of the psychological value it offers and because he could conceive of situations where suspension or expulsion on the basis of such a provision would be appropriate.

According to Mr. Smith, the suspension and expulsion procedure is considered to be a last resort by the school district. Of the more than 100 disciplinary proceedings conducted during the 1974-75 school year, only about 10 resulted in expulsions for the balance of the school year.

In response to a question, Mr. Smith stated that there should be better communications between juvenile courts and the

school district relative to the disposition of cases involving juveniles who attend the public schools.

(Included as Attachment No. II is a copy of the procedure for hearings which is followed by the Shawnee Mission school district.)

### Proposal No. 10 - Special Education

Mr. Marshall reported that there are two bills pending at the federal level which would increase aid to the states for special education purposes. He indicated that the prospects for the passage of one or the other of these bills is considered favorable, but the possibility of an executive veto is considered likely.

Mr. Marshall discussed the status of special education services in the state at the present time. He said that an effort had been made to compile information as to the number of special education students to be served in the 1975-76 school year, the number of teaching personnel to be available, and the expected expenditures for special education services during the year. The teaching personnel data will be relatively complete within the next month or so. Data on the number of children to be served and projected costs are considered to be unreliable in their present form. This is the first year of collection of comprehensive data under the new special education law. This has contributed to the fact that there exists a considerable lack of uniformity in reporting by the school districts.

Mr. Marshall distributed an information sheet (Attachment No. III) which summarizes the distribution of the categorical aid for special education in FY 1976. Based on an estimate of approximately 2,600 teaching units and 129 pupils in attendance at special purpose schools, Mr. Marshall indicated a possible deficiency in the FY 1976 appropriation of approximately \$1.8 million. Of the total of \$12.1 million which was appropriated for special education in FY 1976, approximately \$8.6 million would be available for reimbursement on the basis of teaching units. The current estimate is that \$10.5 million would be required for this purpose. General discussion indicated that there may be approximately 300 teaching vacancies in FY 1976. If this occurs, the estimated deficiency in categorical aid would be reduced.

Mr. Marshall reported that a survey conducted during the 1975 Legislative Session indicated that the USD's believed that they had approximately 151 students who could not be educated through special education programs sponsored by school districts. It was estimated that the added cost of programs for these students would be approximately \$2,500 per pupil.

Two items were distributed to the Committee (Attachment No's. IV and V) which are attempts at developing a cost index for the education of special education students. The first index was

developed by the Director of Special Education of the Lawrence USD, based on financial reports in the four largest school districts in the state. An index was developed for the various classes of handicapped children in terms of the relationship of the costs of educating special students to students in the regular classroom. The latter item is an index prepared pursuant to a study by the University of Illinois in the Champaign school district. That particular school district is recognized as having an exemplary special education program.

Mr. Marshall indicated that before a firm position could be taken with respect to the financing of special education, more time is needed for operation under the present system so that accurate data can be obtained and analyzed.

Mr. Marshall did suggest some support for providing financial assistance on the basis of a weighting of the various categories of special education students. The following concerns were expressed to the Committee. (He stated that these would be submitted in writing at a later date.)

1. That the state consider some financial assumption of responsibility for certain programs which have been federally funded, but for which such funds will no longer be available in the 1976-77 school year. One program is a resource library located in Wichita which is funded annually by approximately \$20,000 to \$25,000 in federal Part B funds. This instructional materials center is directed toward materials for visually-handicapped students. The second project, which involves the expenditure of approximately \$100,000 in federal funds per year, is for supplies and equipment for hearing-handicapped programs.

(Mr. Marshall stated that no state monies for special education are available for supplies and equipment. He suggested that the state consider enacting legislation to establish these programs and to fund them.)

2. The second recommendation was that the legislature consider providing some funding for pre-school programs for handicapped and disadvantaged children. This proposal includes the concept that the school finance law be amended to authorize general state aid to be distributed to school districts for pre-school programs by including the pre-school students in the district's enrollment.

Mr. Marshall stated that preferable to changing the current special education financing program would be to concentrate on the above items and to allow more time for operation under the present formula. The current program should be continued, at least in the near future.

The minutes of the previous meeting were approved.

The staff presented a series of worksheets illustrating how the special education finance proposal outlined at the previous meeting by Representative Yonally might be applied. A copy of this material is included in the Committee notebooks. Upon completion of the review of the material the staff was instructed to do additional examples for school districts involved in special education coops -- specifically those coops centered at Kansas City, Clay Center and Dodge City. The distribution of students (and therefore, the required general fund transfers to special education purposes), will be allocated on the basis of the ratio of the enrollment of the cooperating district to the total enrollment of all districts in the coop. In making these computations, the employment of paraprofessionals will not be taken into consideration.

August 22, 1975

Morning Session

Conferees

L. D. Curran, Superintendent, Altamont (USD 506)  
D. E. Skipton, Superintendent, Belleville (USD 427)  
Dale Boyles, Superintendent, Cuba (USD 455)  
Kenneth R. Root, Superintendent, Chapman (USD 343)  
Herschel Glover, Special Education Instructor, Wichita  
(USD 259)  
Kathy Parks, Speech Clinician, Wichita (USD 259)

Proposal No. 13 - School Bus  
Regulations

L. D. Curran. Mr. Curran stated that the Altamont school district operates approximately 36 buses. These buses travel approximately 600,000 miles per year and transportation expenses constitute approximately 10% of the budget. Some 1,500 students are transported. Mr. Curran stated the concern that in the last four or five years the school bus regulations have changed several times. The result is that school districts have encountered problems, financially, in keeping their vehicles in compliance with applicable standards. Many of the rules and regulations which pertain to school buses flow from the Department of Transportation Standard No. XVII. School districts receive copies of the federal standards prior to the time they are notified by the state agency of proposed rule and regulation changes to conform with federal standards. In addition, some rule and regulation changes are proposed by the state agency. Other changes which school districts have been required to adopt relate to legislation which has been enacted by the legislature. Legislation pertaining to the lighting

system on school buses and to the markings on the rear of the school bus are examples of changes which have resulted from state legislation.

Mr. Curran stated that changing the lighting system on a number of his buses to conform with the eight light system requirement cost the district approximately \$4,500. Upon making these alterations, the district then learned that enforcement of this requirement had been delayed.

A major concern relates to changes in regulations applicable to station wagons, vans and automobiles which are used by school districts for transportation of students. These regulations have been changed several times over the last three or four years. It would be helpful to the school districts if there were more stability in these regulations. Because of the various changes, Mr. Curran said a number of the districts tend to be operating the smaller vehicles on the basis of common sense rather than, perhaps, strictly conforming to whatever applicable standards might exist at a given point in time.

In response to a question, Mr. Curran stated he believed there is no conflict between federal and state legislation. Changes in rules and regulations have anticipated changes in federal requirements, though some changes have been unilateral on the part of the state agency. It was Mr. Curran's opinion that before adopting changes in these rules and regulations, greater consideration should be given to the impact of such changes in the school districts.

Mr. Curran stated that school districts were permitted to use small vehicles for the transportation of students. The 16-passenger vans have had to be reduced to accommodate only 12 students in order to avoid strict compliance with rules and regulations pertaining to school buses. Now it is possible that the 12-passenger vehicles may have to be reduced to 9-passenger vehicles in the future or be substantially altered in order to comply with new regulations.

It was stated that the reason school districts must comply with the federal and state rules and regulations is that the school buses are required to be inspected each year. Buses that do not meet specifications and therefore are not approved in the annual inspection cannot be used for the transportation of students, until deficiencies have been corrected. At present, the smaller vans and station wagons are not required to meet the regulations for school buses. They may not be painted school bus yellow nor must they be equipped with other features required of vehicles identified as school buses.

V. E. Skipton. Mr. Skipton stated that at Belleville some 17 bus routes are operated and vehicles range in size from 9-passengers to an 84-passenger bus. The 9- and 12-passenger buses are used as feeders into the 84-passenger bus. The 12-passenger vans which have been used are now said to be illegal because they

do not meet the requirements for school buses, in terms of the flashing light requirements and the requirement of 10 to 12 inches of headroom for the students. In order to avoid meeting these requirements, the number of passengers which can be transported might have to be reduced to 9.

Mr. Skipton stated that he would be supportive of fewer changes in the school bus rules and regulations and also of allowing more time for the implementation of changes in rules and regulations.

Dale Boyles. Mr. Boyles stated that the Cuba district operates 11 buses, seven of which are small. The smaller buses are carryalls or station wagons. The carryalls are 12-passenger vehicles which have been used by the district for approximately 10 years. The smaller vehicles are used as feeder vehicles to larger buses. Also, some of the smaller vehicles bring students into the attendance centers. Mr. Boyles stated that a 16-passenger bus costs approximately \$16,000, but a 12-passenger vehicle can be purchased for about \$6,000. Mr. Boyles stated he had been instructed that the 12-passenger vehicles could be operated if they were not identified as school buses, if school bus markings were removed, and tags were purchased for the operation of the vehicles. This is now said to be in violation of the rules and regulations.

Mr. Boyles stated that his 12-passenger buses run approximately 540 miles per day, with more than 200 of those miles being on unpaved roads. The vehicles are four-wheel drive. Over the years these smaller vehicles have accumulated about 900,000 miles; to date none has been involved in an accident.

Now it is alleged that these vehicles do not meet the applicable safety standards, particularly with regard to the headroom that must be provided students.

Kenneth R. Root. Mr. Root stated that Chapman operates 60 to 70 vehicles, some 24 of these are large 45-to 60-passenger buses. The school district also operates six 16-passenger vehicles, twelve 12-passenger vehicles and a number of nine passenger or suburban type vehicles.

Other. It was agreed that the Director of Highway Safety should be invited to attend the next meeting of the Committee to respond to the concerns expressed by the school district personnel and to submit to the Committee any proposed changes in state laws that he believes necessary as they relate to school buses. The superintendents also will be invited to be present at that meeting to enter into a discussion of these issues.

#### Proposal No. 10 - Special Education

Mr. Glover. Mr. Glover reported on a survey that had been done of educable mentally retarded students who have passed through the program with which he is associated at MacArthur School in Wichita. Approximately 140 students were included in the survey.



In one group, consisting of persons 13- to 18-years of age, 52 students were surveyed and it was found that 48 are in school, two have dropped out of school and two have died. In the second group it was stated that 58 of 80 students were contacted. Forty-one had finished a high school or an educational program equivalent to their capability. One was still in school, seven had dropped out at the junior high level, eight had dropped out at the senior high level, and one had died.

Additionally, it was found that 31 persons were living at home with their parents or some other member of the family, five were living with other persons, and five had set up house-keeping on their own. Twenty-two of these students had married, two were divorced and 34 were unmarried (includes the two divorced).

Relative to employment, it was stated that 31 were employed full-time, earning wages from the minimum wage to approximately \$5.50 per hour. One student is employed part-time, two are receiving disability benefits, three are receiving unemployment benefits, 12 are housewives, and 7 are recipients of social welfare programs. Twenty-one of the individuals have one or more children. These students are employed in semi-skilled or unskilled occupations. A number are employed by aircraft companies in Wichita including Cessna, Beech and Lear Jet some are employed in nurseries, as janitors, one is employed in a mortuary, one in a chemical plant, and a few by the City of Wichita.

The educable mentally retarded program in the Wichita school district has been in existence since 1956. Mr. Glover has been working in the program since 1958. Mr. Glover stated that the program concentrates on providing skills which would make it possible for students to adapt to the real, working situations in the community.

In response to a question, Mr. Glover stated that the pupil/teacher ratio in an educable mentally retarded class is about one teacher per 15 students. A smaller ratio would be preferred, and if class size gets much larger than 1-15 the teacher tends to become a babysitter rather than an instructor. If there are too many children in the class, the teacher has to spend most of his time maintaining order and supervising and cannot spend much time in bona fide educational activities.

Mr. Glover stated it would be desirable for the teacher to have greater control of the classroom setting. Also, there should be a reasonable balance in the classroom between boys and girls. He indicated that teacher aides are helpful in such programs. Presently the program has one teacher aide, in 1975-76 a second aide will be added. Also, in response to a question, Mr. Glover indicated that early childhood services would be helpful insofar as the provision of assistance to mentally retarded children is concerned. Mr. Glover said the addition of an aide would serve possibly to increase class size somewhat. However, this would be limited to one or two additional students.

In an educable mentally retarded classroom, the equipment needs involve a listening center, cassette recorders, records, an over-head projector, and films.

Kathy Parks. Ms. Parks stated that she is a speech clinician with the Wichita school district and that she works with approximately 80 students per week. She is an itinerant teacher and she serves approximately five schools. A major portion of her working time is spent with hard-of-hearing students. She stated that the Allen School has a pre-school program for hearing-handicapped students involving children as young as 18-months of age..

In response to a question, it was stated that in a self-contained hearing room, the equipment required is quite expensive. In working as an itinerant teacher, the needs for equipment are less, and they are greater for a restricted caseload and some private room or office space.

Ms. Parks stated that once the students complete the elementary school work, they must be integrated into regular classrooms at the junior high and senior high school level. They do not have the benefit of special teachers at those levels.

#### Instructions to Staff

Upon reviewing the provision of K.S.A. 38-552 pertaining to tuition payments to certain school districts, the staff was directed to prepare appropriate legislation to eliminate this provision. This will be further reviewed at the September meeting.

The staff was instructed to report to the Committee at the September meeting concerning the application of the recently discussed special education financing proposal as it relates to selected coops.

A draft bill relative to Proposal No. 12 - Privacy of Records, was distributed to the Committee. This bill will be discussed at the next meeting of the Committee. (A copy is attached to these minutes as Attachment No. VI).

Also at the next meeting the Committee will conduct a hearing relative to Proposal No. 13 - School Bus Regulations.

The meeting was adjourned.

(Subsequent to adjournment, it was determined that the next meeting would be reduced from two days to one day and will be held at 10:00 a.m. on Tuesday, September 16).

Prepared by Ben F. Barrett

Approved by Committee on:

9/16/75  
(Date)

Submitted by Mr. Clark Whiting  
Asst. Superintendent  
Newton (USD 373)  
8/21/75

Newton USD 373 - Illustration of Impact of Students from Methodist Youthville

The following information was compiled primarily in an effort to determine that portion of the cost of educating students from Methodist Youthville which is absorbed by the local taxpayer in Newton Unified School District No. 373.

The assumption was made that the cost of educating a regularly enrolled student from Methodist Youthville was the same as for any other student in the District.

Two categories of students were used in the computations. Category I for students enrolled in the regular classrooms and Category II for Special Education students. Page 2 contains supporting data for enrollments as of 9-15-74. Page 3 is supporting data for average enrollment during 1974-75. Page 4 illustrates per pupil costs from funds other than the General Fund.

A summary of costs follows using 9-15-74 enrollment.

Category I - Regularly enrolled students

1974-75 expenditures per pupil	856.08
State Equalization Aid per pupil	398.30
Balance absorbed locally per pupil	457.78

Category II - Special Education Students

1974-75 Expenditures per pupil (salaries only)	2,380.18
State Equalization and Spec. Ed. Categorical Aid per pupil	1,479.21
Absorbed by local district and Methodist Youthville per pupil	900.97

## General Fund

## Financial and Enrollment Statistics - Methodist Youthville - 1974-75

Based on Enrollment as of 9-15-75

I. Enrollment Statistics		
Youthville Students enrolled in regular classes 9-15-74		24.7 FTE
Youthville Students enrolled in Special Education on campus 9-15-74		5.3 FTE
	TOTAL	30.0 FTE
II. State Equalization Aid Guaranteed by Youthville students		
Equalization aid per pupil		\$11,949.00
		398.30
III. Computation of costs absorbed locally for regularly enrolled students		
A. 1974-75 expenditures per pupil		856.08
B. Cost for Youthville students $24.7 \times 856.08$		21,145.17
C. Equalization Aid - Youthville students $24.7 \times 398.30$		9,838.01
D. Total absorbed locally		11,307.16
E. Per student cost absorbed locally		457.77
IV. Cost Computation for Special Education Students		
A. Equalization aid generated by Spec. Ed. Youthville Students		
5.4 X 398.30		2,150.82
B. Categorical Aid - teachers only		5,689.00
C. Total Aid		7,839.82
D. Total aid per pupil		1,451.82
V. Summary of net costs absorbed by USD 373 and Methodist Youthville		
A. Regularly enrolled students $24.7 \times 856.08$		21,145.17
B. Cost for Special Education students (Teacher's salaries only)		12,615.00
C. Total		33,760.17
D. Total equalization and Special Education categorical aid		17,638.30
E. Net cost absorbed by USD 373 and Youthville		16,122.17
F. Net cost per pupil (30.0 FTE) absorbed by USD 373 and Youthville		537.40

## General Fund

## Financial Statistics - Methodist Youthville - 1974-75

Based on average Special Education enrollment of 11.3 during school year

I. Enrollment Statistics		
Regular enrollment		18.7 FTE
Special Education		11.3 FTE
	Total	30.0 FTE
II. Computation of costs absorbed locally for regularly enrolled students		
A. Cost for Youthville students	18.7 X 856.08	\$16,008.70
B. Equalization Aid - Youthville Students	18.7 X 398.30	7,448.21
C. Total absorbed locally		8,560.49
III. Computation for 11.3 Special Education students		
A. Equalization aid generated	11.3 X 398.30	4,500.79
B. Special Ed. Categorical aid (teachers only)		5,689.00
C. Total		10,189.79
D. Aid per pupil		901.75
IV. Summary of net costs absorbed by USD 373 <u>and</u> Youthville - 1974-75		
A. Costs for regularly enrolled students	18.7 X 856.08	16,008.70
B. Cost of Special Ed. students (teachers salaries only)		12,615.00
C. Total cost		28,623.70
D. Total equalization aid and Special Ed. Categorical Aid		17,638.00
E. Net cost absorbed by USD 373 and Youthville		10,985.70
F. Net cost per pupil (30.0 FTE) absorbed by USD 373 and Youthville		366.19

## Financial and Enrollment Statistics

USD 373 and Methodist Youthville

Excluding General Fund 1974-75

	Expenditures Absorbed Locally
I. Selected Funds	
Social Security	178,220 (Dist. Share)
Capital Outlay	251,503
Workmens Comp.	1,968
Special Assessment	7,506
Bond & Interest	347,154
Vocational	82,207 (Advalorem Receipts)
Total	868,558
II. Per Pupil Costs	
868,558 ÷ 3441.9	\$252.30
III. Costs for Methodist Youthville students	
30 x 252.30	\$7,569

PROCEDURE FOR HEARING  
Under the Requirements of KSA 72-8901-8905

*Abstract - II*  
*Submitted by*  
*Charles R. Smith,*  
*Shawnee Mission*

Procedure to be used in both hearings:

- (A) District Committee
- (B) Appeal to Board of Education

1. Note all parties present at time set for the Hearing. (Record same)
2. Determine that "Notice" has been given properly in accordance with requirements of the law.
3. Specific written statement of improper pupil conduct.  
(date, time and circumstances)

NOTE: Oath administered to all parties who will make statements.

4. Affidavits or statements of school.
5. Affidavits or statements of pupil.
6. Questions by the Board or Committee of both parties.
7. Summaries and recommendations:
  - (A) School
  - (B) Pupil
8. Render findings (Committee will confer privately and a copy of the findings will be furnished in accordance with the law).

DO YOU SOLEMNLY SWEAR OR AFFIRM  
TO TELL THE TRUTH, AND THE WHOLE  
TRUTH IN THE MATTER NOW IN HEAR-  
ING BEFORE THIS COMMITTEE.

1973

*Attachment III*  
*Submitted by James Marshall*  
*8/12/75*

GENERAL CONSIDERATIONS

For FY 1976, the Special Education appropriations are \$12,108,282.

Considering the total transportation applied for by the local school districts of \$3,459,522 and the number of teacher units applied for (2,600 @ \$4,000) totalling \$10,400,000 and Special Purpose Schools requested funding of \$51,600, and if these positions are filled this year and are reimbursed at the rate of \$4,000 per unit -- then it will be necessary to appeal \$1,802,840.

FY 1976	Appropriation	\$12,108,282.00
	Pupil Transportation	\$2,851,291.00
	Teacher Transportation	<u>608,231.00</u>
		\$3,459,522.00
		<u>-3,459,522.00</u>
		BALANCE \$8,648,760.00
	FTE Teaching Units (2,600 @ \$4,000)	10,400,000.00
	Special Purpose Schools (129 pupils @ \$400)	<u>51,600.00</u>
		\$10,451,600.00
		<u>- 10,451,600.00</u>
		DIFFERENCE <u>\$1,802,840.00</u> FOR APPEAL ?

FY 1977 ESTIMATED FTE & TRANSPORTATION

Special Programs (3,106 @ \$4,000)		\$12,424,000.00
Pupil Transportation	3,143,920.00	
Teacher Transportation	<u>802,670.00</u>	
	3,946,590.00	3,946,590.00
Special Purpose Schools (27 FTE @ \$4,000)		<u>108,000.00</u>
		<u>\$16,478,590.00</u>



COST INDEX OF SPECIAL EDUCATION PROGRAMS COMPARED TO  
REGULAR CLASS (Four Largest School Districts of Kansas)

(Independent Research Study)

<u>Category</u>	<u>Model</u>	<u>Finance Index x Regular Class</u>
EDUCABLE MENTALLY RETARDED	Special Class	1.4
TRAINABLE MENTALLY RETARDED	Special Class	1.3
PHYSICALLY HANDICAPPED	Special Class	3.4
LEARNING DISABLED	Special Class	2.6
HEARING IMPAIRED	Special Class	2.9
GIFTED	Special Class	1.2
PSA (EMOTIONALLY DISTURBED)	Special Class	2.2
MULTIPLY HANDICAPPED	Special Class	4.4
HEARING IMPAIRED	Resource	2.3
VISUALLY IMPAIRED	Resource	4.0
LEARNING DISABLED	Itinerant	1.2
HEARING IMPAIRED	Itinerant	1.3
VISUALLY IMPAIRED	Itinerant	1.1

Table 18  
Cost Analysis of Programs

*Attachment V*  
*Submitted by Jan Marshall*  
*8/21/11*

Champaign  
1973-1974

Program	No. of Pupils (ADM)		Exp. per Pupil		Cost Differential*			No. Pupils per Teacher		
	El.	H.S.	El.	H.S.	El.	H.S.	K-12	El.	H.S.	K-12
I. Total No. Pupils (ADM)	7,885	2,390								
II. Basic (General)	5,760	1,616	\$ 981	\$1,224	1.00	1.25		21.0	17.9	
III. Pre-Kindergarten (FTE)	0	0								
IV. Kindergarten (FTE)	435		859		0.88			24.1		
V. Special Education	1,690	289								
1. Pre-School	12		1,728		1.76			12.0		
2. Mult. Hand.	8		3,154		3.22			8.0		
3. Phy. Hand.	59	39.0	2,411	1,540	2.46	1.57	2.10	8.9	14.4	10.5
4. Deaf	54	3.0	2,973	2,125	3.03	2.17	2.98	7.0	4.3	6.8
5. Blind	8	3.0	4,404	4,406	4.49	4.49	4.49	4.7	5.0	4.8
6. Partial Seeing	7		3,160		3.22			6.5		
7. EMH	195	47.0	2,075	2,350	2.11	2.40	2.16	10.0	9.2	9.8
8. TMH	38	14	2,210	1,562	2.25	1.59	2.07	9.4	14.0	10.3
9. Ed. Hand.	226	183.0	1,772	1,269	1.81	1.29	1.58	11.7	17.3	13.7
10. Learning Disab.	176		2,498		2.55			8.3		
11. Speech Corr.	483		1,585		1.62			13.1		
12. Comp. (Title I)	424		1,932		1.97			10.7		

\*All cost differentials are based on the unit value of 1.00 for Basic (General) Programs in grades 1-9.

Attachment VI

8/22/75

PROPOSED BILL NO. \_\_\_\_\_

By Special Committee on Education

Re: Proposal No. 12

AN ACT concerning official public records open to inspection; making certain exceptions thereto; amending K. S. A. 45-201 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

Section 1. K. S. A. 45-201 is hereby amended to read as follows: 45-201. (a) All official public records of the state, counties, municipalities, townships, school districts, commissions, agencies and legislative bodies, which records by law are required to be kept and maintained, except those of the juvenile court which shall be open unless specifically closed by the judge or by law, adoption records, records of the birth of illegitimate children, and records specifically closed by law or by directive authorized by law, shall at all times be open for a personal inspection by any citizen, and those in charge of such records shall not refuse this privilege to any citizen.

(b) For the purposes of this act and the act of which this act is amendatory, the term "official public records" shall not be deemed to apply to records, files, documents, or other materials which are kept and maintained by any educational agency or institution, or by any person acting for such agency or institution if such records, files, documents or other materials contain information compiled during the time any person is or was a student or pupil in attendance at any school of such agency or at any such institution which personally identifies such person.

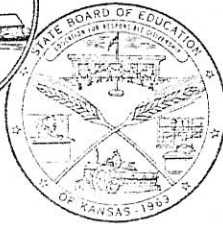
Sec. 2. K. S. A. 45-201 is hereby repealed.

Sec. 3. This act shall take effect and be in force from and after its publication in the statute book.

# Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612



## MEMORANDUM

TO: Ben Barrett, Legislative Research

FROM: Gerald M. Carder, Special Education *GMC*

RE: Interim Committee Material Presented by James E. Marshall at August 21 Meeting (Cost Index of Special Education Programs Compared to Regular Class)

DATE: August 27, 1975

I have completed further checking on the data presented in the above document and prepared an example to show how the index works. Following the meeting, I talked with Representatives Yonally and Bower regarding this example. It was suggested that I get the information to you so it could be included in the minutes of the meeting.

### Example:

Givens: A = Cost per Pupil in Regular Class	= \$ 1,000.00
B = Number of Pupils in Regular Class	= 24
C = Number of Pupils in Educable Mentally Retarded Class (EMR)	= 12
D = Number of Pupils in Personal and Social Adjustment Class (PSA)	= 8
Average Regular Class Cost = A (\$1,000.00) x B (24)	= \$24,000.00
Average EMR Class Cost = A (\$1,000.00) x Index (1.4) x C (12)	= \$16,800.00

To compare program cost it is necessary to compare also the number of children served. Therefore, it is necessary to take the average EMR Program cost of \$16,800.00 times 24/12 to determine the cost of serving an equal number of students.

$$\$16,800 \times 24/12 = \$33,600.00$$

The index applies therefore by taking the regular classroom cost times the index.

$\$24,000 \times 1.4 = \$33,600.00$  for EMR classes with an equal number of students served.

A second example with the same givens -

$$\text{Average PSA cost class} = A (\$1,000.00) \times \text{Index} (2.2) \times D (8) = \$17,600.00$$

To compare the educational cost of an equal number of students in a regular class and Personal and Social Adjustment Classes, it is necessary to take the average PSA program cost of \$17,600.00 times 24/8.

$$\$17,600.00 \times 24/8 = \$52,800.00$$

The index applies therefore by taking the regular classroom cost times the index.

$$\$24,000.00 \times 2.2 = \$52,800.00 \text{ for PSA classes with an equal number of students served}$$

One note regarding data presented on the average per pupil cost in a regular classroom is that this figure is probably inflated because of the addition of general administrative costs not actually charged to the classroom except in a superficial support capacity. This is not to imply that the costs are not necessary for the total district program operation.

If you have any questions, feel free to contact me.

GMC/B/WA/ak

cc: James E. Marshall

COST INDEX OF SPECIAL EDUCATION PROGRAMS COMPARED TO  
REGULAR CLASS (Four Largest School Districts of Kansas)

(Independent Research Study)

<u>Category</u>	<u>Model</u>	<u>Finance Index x Regular Class</u>
EDUCABLE MENTALLY RETARDED	Special Class	1.4
TRAINABLE MENTALLY RETARDED	Special Class	1.3
PHYSICALLY HANDICAPPED	Special Class	3.4
LEARNING DISABLED	Special Class	2.6
HEARING IMPAIRED	Special Class	2.9
GIFTED	Special Class	1.2
PSA (Emotionally Disturbed)	Special Class	2.2
MULTIPLY HANDICAPPED	Special Class	4.4
HEARING IMPAIRED	Resource	2.3
VISUALLY IMPAIRED	Resource	4.0
LEARNING DISABLED	Itinerant	1.2
HEARING IMPAIRED	Itinerant	1.3
VISUALLY IMPAIRED	Itinerant	1.1