

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at
Chairperson

3:30 ~~am~~/p.m. on January 17, 1984 in room 313-S of the Capitol.

All members were present except: Representative Hensley who was excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Carolyn Ramsey, Legislative Research
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

The minutes of January 12 were approved as written.

Copies of Wichita Public Schools, USD 259, Board of Education Legislative Proposals were distributed to the Committee, (ATTACHMENT I) also distributed to the Committee were copies of Legislative Policies of the Kansas Association of School Boards. (ATTACHMENT II)

HB 2618 - An act concerning schools; affecting the duration of the school day and the school term; revising the definition of pupil for school district finance purposes.

Ben Barrett, Legislative Research Department, briefed the committee on the background to HB 2618, reiterating the existing requirements for the school day and school term. The Interim Committee proposal is designed to increase the school day fifteen minutes with a yearly increase of 45 hours. The net change for grades one through eleven would increase the minimum by 45 hours per term, kindergarten requirements would remain unchanged, and grade twelve would increase 225 hours per term over current requirements.

Ben Barrett referenced the national committee report, The Nation At Risk, as a major influence. That reports key recommendation being to consider extending the school term to a recommended seven hour, 210 day term for a total of 1470 hours. Another very important recommendation and observation was, more effective use made of time available for the rest of the school day, urging school districts to make better use of the time that is available to them. The first priority being, less loss of time for teachers and students in regular instructional patterns. Second priority in recommendation is a slight extension of school term.

The financial impact shown by a survey conducted with the seven hour, 210 day term figured with 1982-83 term factors, showed an increase of \$316.9 million. The breakdown for this amount was; salaries and wages totaled \$218.6 million, capital outlay total of \$63.4 million, transportation total of \$13.2 million, and other expense of \$21.8 million.

Meeting was adjourned by the Chairman at 4:03 p.m.

The next meeting of the Committee will be held at 3:30 p.m. on January 18, 1984.

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT No. 259
WICHITA, KANSAS

BOARD OF EDUCATION
LEGISLATIVE PROPOSALS
FOR
1984 LEGISLATIVE SESSION

DECEMBER, 1983

ATTACHMENT I

House Education
(1-17-84)

TABLE OF CONTENTS

	Page
GOALS	1
INTRODUCTION	3
SUPPORT KANSAS MINIMUM COMPETENCY ASSESSMENT PROGRAM	5
SUPPORT THE SPECIAL EDUCATION MANDATE FOR GIFTED CHILDREN	6
SUPPORT LEGISLATION FOR PREKINDERGARTEN PROGRAMS	7
AMEND PROFESSIONAL NEGOTIATIONS ACT TO PERMIT MORE BUILDING LEVEL PROGRAM FLEXIBILITY AND INSTRUCTIONAL OPPORTUNITIES FOR PUPILS	8
AMEND PROFESSIONAL NEGOTIATIONS ACT TO PERMIT BOARDS OF EDUCATION AUTHORITY IN AREAS NOT COVERED BY CURRENT CONTRACT	9
SUPPORT MERIT PAY FOR TEACHERS	10
IMPROVE RETIREMENT BENEFITS FOR PERSONNEL	11
PROVIDE FULL FUNDING FOR SPECIAL EDUCATION	12
PROVIDE STATE SUPPORT OF FIFTY PERCENT	15
MAINTAIN BUDGET AUTHORITY UNDER CURRENT LAW	17

Wichita Public Schools U.S.D. 259
Administration Building
428 South Broadway
WICHITA, KANSAS 67202

Office of the Superintendent

October, 1983

LONG-RANGE GOALS

The Wichita Board of Education has identified the following priorities for the district and its administrative leadership during the next five years:

- I. **Curriculum and Instruction.** The new administration shall develop a plan for continuing to keep curriculum and instruction responsive to the changing demands of the community and the school environment. The plan should also address such issues as pupil motivation, discipline, rules, and regulations.
- II. **Teacher Evaluation, Development, and Incentives.** The new administration shall, after a reasonable time period, present evidence to the Board that the administration is responsive to the issues of teacher competence, improvement of instruction through staff development, and recognition of career paths and incentives for superior performance.
- III. **Financial Considerations.** The new administration shall continue the work of the current administration in working with the community, government, and business leaders to secure added financial support for many school needs.
- IV. **Planning and Administration.** The new administration shall continue working to improve supervision of teachers and other employees and to recruit and train employees reflective of the community as a whole. Further, the administration shall exercise leadership in promoting improved building level administration and pupil performance.

DISTRICT GOALS FOR 1984-85

The following district goals were derived from fifty-one goal statements initiated at the building level and from department heads. Subsequently, the goals were discussed in the Cabinet Seminar and the selected goals appear in priority order.

- I. **Maximize individual achievement for all pupils in basic academics, citizenship, personal adjustment, and work skills.**

This includes public school pupils participating in a variety of programs such as regular, special, and vocational education.

- II. **Implement school improvement plans at each building on a continuing basis.**

Activities and evaluation will include the following categories identified in effective school research:

1. Enhancing school climate
2. Stimulating pupil academic achievement
3. Implementing curriculum content

4. Improving basic skills
5. Encouraging parent and community involvement
6. Developing administrative leadership
7. Promoting instructional excellence

III. Evaluate the curriculum with specific reference to added graduation requirements.

This will include expanded program options for learners with special needs and the ability to meet new State Department graduation requirements and new local requirements that meet or may exceed those of the state.

IV. Utilize appropriate technological advances to support the instructional programs, provide sufficient services, and enhance computer literacy.

These technological advances include microcomputers, main frame terminals, word processors, phototype setting equipment, cablevision, and other technological advances to improve instruction, accountability, and the K-12 computer literacy plan.

V. Increase involvement of the adult citizenry and business community in the educational process and expand various coalitions to support the Wichita Public Schools.

Parents and public school children and other adults along with community agencies will be involved in building an effective school coalition. Participation is solicited for group activities and for instructional help at each school.

VI. Reemphasize affirmative action and integration commitments and provide appropriate multicultural activities for pupils and employees.

Continuous recognition of a pluralistic society and the diversity of the Wichita community will be emphasized. Further, it means attention to employment practices and the selection of appropriate materials for instruction.

VII. Implement the districtwide plan for staff development.

The plan includes participation by the staff to meet individual and group needs. Emphasis will be placed on improving employee morale and performance. It further includes improving communications throughout all levels of the district and among various groups of employees.

VIII. Emphasize the importance of prekindergarten for all pupils including those in need of special programs.

Local, state, and federal resources will be sought to expand pre-kindergarten classes to support cost effective instruction.

IX. Continue to review and implement the long-range plan for building utilization, maintenance, facility improvement, and school consolidation.

A broad base of community support will be necessary and the plan must be educationally sound and economically efficient.

INTRODUCTION

The Board of Education is elected to promote and support the highest quality of education possible for the pupils and patrons of U.S.D. 259. In fulfilling this statutory function, the Board is mindful of the need to emphasize continued improvement in the areas of basic skills, compensatory education, special education, and vocational and technical education. The Board is committed to recruit, employ, and retain well qualified personnel at all levels and to demand high productivity. The Wichita School District employs more than 5,000 classified and certificated personnel and is cognizant of morale factors, of job satisfaction, and adequate pay. These employees are taxpayers, consumers of goods and services, and contribute to the economic base of the city of Wichita and the state of Kansas.

It is further important that the Board provide adequate services for pupils from transportation to school lunches and from clean classrooms to a warm building in winter. There is also a growing need to provide youth with technological skills, computer equipment, and required software. The foregoing conditions require prudent management and adequate financial support and the Board can do no less than seek adequate resources to serve the approximately 44,500 pupils who represent more than eleven percent of all the public school pupils in Kansas. The Board recognizes that "states spend more money for education than any other function" as reported by the 1981 Census Bureau Survey of State Spending. This is considered an INVESTMENT in youth for the state of Kansas.

The Board is well aware of the economic conditions of the district and the unemployment in Wichita. It has studied the effect of diminishing balances in the state general fund. In addition, there has been a severe

retrenchment of federal funds to the district over the past three years from 14.5 million to approximately 9 million dollars for the current year. With these economic factors the Board has carefully considered its legislative package with the best interest of pupils as its first concern. The Board represents the combined interest of pupils, parents, patrons of the district, employee groups, and controlling agencies such as the state Board of Education. Therefore, the Board will seek the following requests in its legislative package of 1983.

1. SUPPORT KANSAS MINIMUM COMPETENCY ASSESSMENT PROGRAM

Rationale: The Special Committee for Education studied the program thoroughly as interim study proposal number 14 and supported its continuation. U.S.D. 259 has administered minimum competency tests at the eighth grade since the 1975-76 school year and has a full complement of standardized normative tests. The normative tests are used for state and national comparisons and for college entrance requirements. Minimum competency tests administered on a state wide basis will allow all districts to examine pupil progress toward the achievement of a defined set of objectives. The Minimum Competency Assessment Program should benefit from the recommendations of Kansas State Board of Education Skills Assessment Committee. This proposed state mandated program should be fully financed by the state.

2. SUPPORT THE SPECIAL EDUCATION MANDATE FOR GIFTED CHILDREN

Rationale: It is important to support regular, handicapped, language different, and gifted pupils. Equality of opportunity requires different programs for various abilities and interests and to help children reach their fullest potential. Local districts should be fully funded to implement the mandate for gifted pupils and their own professional instructional approaches to serve these talented children.

3. SUPPORT LEGISLATION FOR PREKINDERGARTEN PROGRAMS

Rationale: Many districts recognize the need for prekindergarten programs as a cost effective means of reducing the demand for special education, lessening costly remedial programs, and reducing pupil failures. Early Childhood Education is one of the most highly researched topics and the values are clearly evident. Research studies show long term benefits. One of the most recent studies indicated: "*Preschool: It Still Makes a Difference*". Evidence continues to mount supporting the positive effects of preschool programs on economically deprived children. The latest comes from the longitudinal 'Ypsilanti study,' which began almost twenty years ago and was the inspiration for the federally funded Head Start programs begun in 1964. The study was conducted and published by High/Scope Press and focused on the economic benefits of the program versus the costs. According to a report prepared by David P. Weikart for a recent conference for southern legislators, there was at least a \$4,130 payoff after inflation for every \$1,000 invested in the preschool program in Ypsilanti." American Educator, Winter 1983.

It is proposed that prekindergarten programs be financially supported by the state equivalent to the support for kindergarten and that these local programs be voluntary for districts and pupils. Prekindergarten finance should be in addition and not diminish other funds.

4. AMEND PROFESSIONAL NEGOTIATIONS ACT TO PERMIT MORE BUILDING LEVEL PROGRAM FLEXIBILITY AND INSTRUCTIONAL OPPORTUNITIES FOR PUPILS

Rationale: Amend IV. Professional Negotiations, by adding a new subsection II of Section A, page 5, to read as follows:

"11. So that it specifically excludes, the number of teaching periods, the starting and ending times of the school day, the starting and ending dates for the school year, and professional employee appraisal procedures from the list of mandatorily negotiable items."

It is important to consider extensions of the school day, the school year, and new patterns of organizing schools such as Individually Guided Instruction and Middle Schools. With added graduation requirements mandated by the state, it is necessary to expand opportunities for exploratory courses and to meet added requirements in basic skills. These changes and reforms should not be thwarted by labor disputes.

5. AMEND PROFESSIONAL NEGOTIATIONS ACT TO PERMIT BOARDS OF EDUCATION AUTHORITY IN AREAS NOT COVERED BY CURRENT CONTRACT.

Rationale: Amend IV. Professional Negotiations, by adding a new subsection 12 of Section A, page 5, to read as follows:

12. So that K.S.A. 72-5423 specifically states that all terms and conditions not covered by an existing negotiated agreement shall be subject to the control of the board of education until the commencement of negotiations for a successor to the existing contract.

This amendment would allow boards of education to make necessary decisions in areas not specifically covered by an agreement. Presently, the board's hands are tied even if neither side has ever requested to negotiate on some issues.

6. SUPPORT MERIT PAY FOR TEACHERS

Rationale: The Board has had a merit pay plan for several years for classified personnel and for administrators. The merit pay plan involves a written recommendation by the employee's supervisor to the Personnel Division and to the Merit Pay Committee and Peer Review Panel. The Merit Pay Committee then makes a recommendation on each request. It is proposed that similar procedures would recognize superior teachers and would be an incentive for other teachers to improve their performance. It is suggested that local boards establish specific performance criteria with teachers outside the negotiations process on a mutually agreeable basis. The Special Committee for Education has proposed two bills to reward "extraordinary performance" and "master teachers" under Legislative Proposal 17. The latter concept involves extended summer employment. Any merit pay plan to be effective would have to be supplemental and have the confidence of participating employees. As the two proposed bills indicate funds would need to be in addition to other revenues.

This U.S.D. 259 proposal does not eliminate the need for general salary improvement for all teachers. Nor does the merit pay proposal meet the specific needs of adequate starting salaries to recruit teachers and adequate professional salaries to retain career teachers.

7. IMPROVE RETIREMENT BENEFITS FOR PERSONNEL

Rationale: Improvement in KPERS benefits should include increasing contributions from individuals from the current four percent contribution to about six percent to insure a higher retirement benefit. The state has decreased its percentage of contribution during the previous 5 years from 7.5%, 6.5%, 5.3%, 4.7%, to 4.5%. Since the median contribution during the above period was 5.7%, it would not be unreasonable to request at least a 5.5% level funding by the state regardless of the amount of investment income received.

KPERS has made some excellent improvements in the last couple of years, both for those retired and for those yet to retire including the lessening of the penalty for early retirement. Professional organizations and Wichita district employees are in strong support of retirement being permissible at an earlier age with a reduced penalty. Any plan or procedure should be actuarially sound to preserve the fiscal integrity of KPERS. Stress factors in education suggest that in some instances voluntary retirement at an earlier age would be beneficial to both children and professionals. Therefore, it is proposed that voluntary retirement be permissible with reduced penalty.

Current Law (expires 6-30-87)

Age 65 - 100%
64 - 96.4%
63 - 92.8%
62 - 89.2%
61 - 85.6%
60 - 82.0%

Proposed Change

Age 65 - 100%
60 - 85%
55 - 70%

8. PROVIDE FULL FUNDING FOR SPECIAL EDUCATION

Rationale: Legislative Proposal 45 was intended to examine the "excess costs" of special education. The proposed formula changes in regard to units as defined by certified and paraprofessional employees would not affect U.S.D. 259 adversely. It is important to recognize that any downward proration of funding would require greater general fund transfers. With fewer children being diagnosed and assigned under the state and federal mandate, increases should not be as great. However, all costs related to transportation, utilities, medical services, and educational services will increase similar to the wider community. State funding must be in accord with these economic factors.

SPECIAL EDUCATION FUND

Year	Special Ed. Beginning Enrollment*	Special Ed. Enrollment % of Total	Special Ed. Budget	General Fund Transfer to Special Ed. Budget	General Fund Transfer to Special Ed. Per Pupil	Categorical Aid per Unit	Appeal to State Board of Tax Appeal	Levy for Special Ed.
1973-74	1,566	3.1%	\$ 2,718,000	\$1,324,000	\$ 845.47	----	----	1.296
1974-75	1,629	3.4%	3,505,500	1,376,000	844.69	\$3,793.00	----	1.482
1975-76	1,528	3.2%	4,949,800	2,095,000	1,371.07	4,000.00	----	1.500
1976-77	2,270	4.9%	6,990,300	3,255,200	1,434.01	4,000.00	\$1,013,500	1.490
1977-78	2,815	6.3%	9,012,700	4,194,200	1,489.95	4,500.00	581,100	1.483
1978-79	3,288	7.1%	10,499,500	5,593,200	1,701.09	4,815.00	----	**
1979-80	3,479	7.6%	11,361,600	5,593,200	1,607.70	6,500.00	----	**
1980-81	3,645	8.1%	13,640,000	6,260,400	1,717.53	7,060.00	----	**
1981-82	4,040	8.9%	14,555,900	6,573,500	1,627.10	8,060.00	----	**
1982-83	3,971	8.8%	15,696,900	6,573,500	1,655.38	9,979.00	----	**
1983-84	3,803	8.5%	16,389,700	6,573,500	1,728.50	10,339.00	----	**

*These figures represent September 15 enrollment data. They do not include over 1,500 regular pupils who each year receive speech and language services.

**The one and one-half mill levy was eliminated by the legislature and included in General Fund.

COMPARISON OF SPECIAL EDUCATION
TUITION AMOUNTS 1980-81 to 1983-84

<u>Program</u>	<u>1980-81 Amount</u>	<u>1981-82 Amount</u>	<u>1982-83 Amount</u>	<u>1983-84 Amount</u>
Autistic	\$9,863	\$11,400	\$12,412	\$10,650
Developmentally Disabled (DDK)	8,446	8,457	10,491	6,406
Educable Mentally Handicapped (EMH)	4,377	4,875	5,182	5,482
Gifted	3,021	2,966	3,085	2,991
Hearing Impaired (HI)	6,277	6,498	6,493	6,725
Learning Disabilities	3,777	3,896	4,110	4,094
Physically Impaired and Multiply Handicapped (PI & MH)	5,515	5,659	6,125	6,086
Personal, Social Adjustment (PSA)	5,517	5,590	5,799	6,176
Severely Multiply Handicapped (SMH)	9,663	12,469	13,780	19,107
Trainable Mentally Handicapped (TMH)	6,087	6,471	7,056	7,741
Visually Impaired (VI)	8,040	6,138	7,080	6,767

9. PROVIDE STATE SUPPORT OF FIFTY PERCENT

Rationale: Kansas legislators are requested to continue their commitment to move from forty-six percent statewide financial support toward the previously agreed goal of fifty percent. The role of the state should be a shared one in the financing of public education. That share must reflect the declining participation of the federal government and the limited ability of the local district to meet state mandates and regulations. Therefore the state participation should move toward a statewide average of fifty percent. This percentage will permit continued local control and require the state to increase its allocation due to mandates, inflation, and other factors that increase budget per pupil costs. Another equally important role is to equalize educational opportunity in order to guarantee adequate educational opportunity for pupils regardless of the wealth of the school district in which they reside.

UNIFIED SCHOOL DISTRICT NO. 259
WICHITA PUBLIC SCHOOLS
GENERAL FUND COMPARISON OF REVENUE SOURCES
1973-74 - 1982-83

	Budget	Total Receipts	State Equalization	State Income Tax	Local Miscellaneous Reimbursements	Ad Valorem	Federal (874)	Sedgwick Country Foundation
1973-74	\$47,274,200.00	\$46,956,145.39	\$21,319,674.00	\$ 298,094.20	\$ 320,874.17	\$ 21,536,034.65	\$668,384.00	\$2,813,084.37
	Percent of Total Receipts	100.00%	45.40%	.64%	.68%	45.87%	1.42%	5.99%
1974-75	49,593,600.00	49,448,156.85	22,823,619.00	1,945,573.37	394,538.59	22,193,602.34	782,421.00	1,308,402.55
	Percent of Total Receipts	100.00%	46.16%	3.93%	.80%	44.88%	1.58%	2.65%
1975-76	55,503,100.00	54,825,855.22	25,380,590.00	3,733,079.20	515,379.31	23,153,775.03	742,779.87	1,300,251.81
	Percent of Total Receipts	100.00%	46.29%	6.81%	.94%	42.23%	1.36%	2.37%
1976-77	60,442,200.00	59,231,791.08	26,542,584.00	6,229,705.16	440,084.49	24,100,736.02	648,478.65	1,270,202.76
	Percent of Total Receipts	100.00%	44.81%	10.52%	.75%	40.69%	1.09%	2.14%
1977-78	64,045,000.00	61,441,406.01	25,739,367.00	5,997,186.11	465,143.99	27,415,815.17	583,841.99	1,240,051.75
	Percent of Total Receipts	100.00%	41.89%	9.76%	.76%	44.62%	.95%	2.02%
1978-79	73,850,300.00	72,245,469.60	24,985,282.00	6,655,093.36	672,551.80	38,963,878.18	486,251.93	482,412.33
	Percent of Total Receipts	100.00%	34.58%	9.21%	.93%	53.94%	.67%	.67%
1979-80	78,558,300.00	76,807,163.94	28,638,807.00	8,731,091.63	645,016.30	38,244,960.31	547,288.70	---
	Percent of Total Receipts	100.00%	37.29%	11.37%	.84%	49.79%	.71%	0%
1980-81	86,375,000.00	79,238,257.11	29,988,579.00	10,178,472.45	784,080.47	37,833,795.33	453,329.86	---
	Percent of Total Receipts	100.00%	37.85%	12.85%	.98%	47.75%	.57%	0%
1981-82	91,261,500.00	93,448,183.75	28,656,942.00	13,513,451.86	708,201.49	50,333,987.58	235,600.82	---
	Percent of Total Receipts	100.00%	30.67%	14.46%	.76%	53.86%	.25%	0%
1982-83	97,992,300.00	95,224,237.61	30,167,573.00	12,575,917.13	666,876.45	51,727,262.02	86,609.01	---
	Percent of Total Receipts	100.00%	31.68%	13.21%	.70%	54.32%	.09%	0%

(1) The 1978-79 General Fund Budget includes the levies for Social Security, Special Education (1 ½ Mill), and Vocational (2 Mill), which were previously not included in the General Fund.

(2) Includes Revenue for Motor Vehicle Property Tax.

10. MAINTAIN BUDGET AUTHORITY UNDER CURRENT LAW

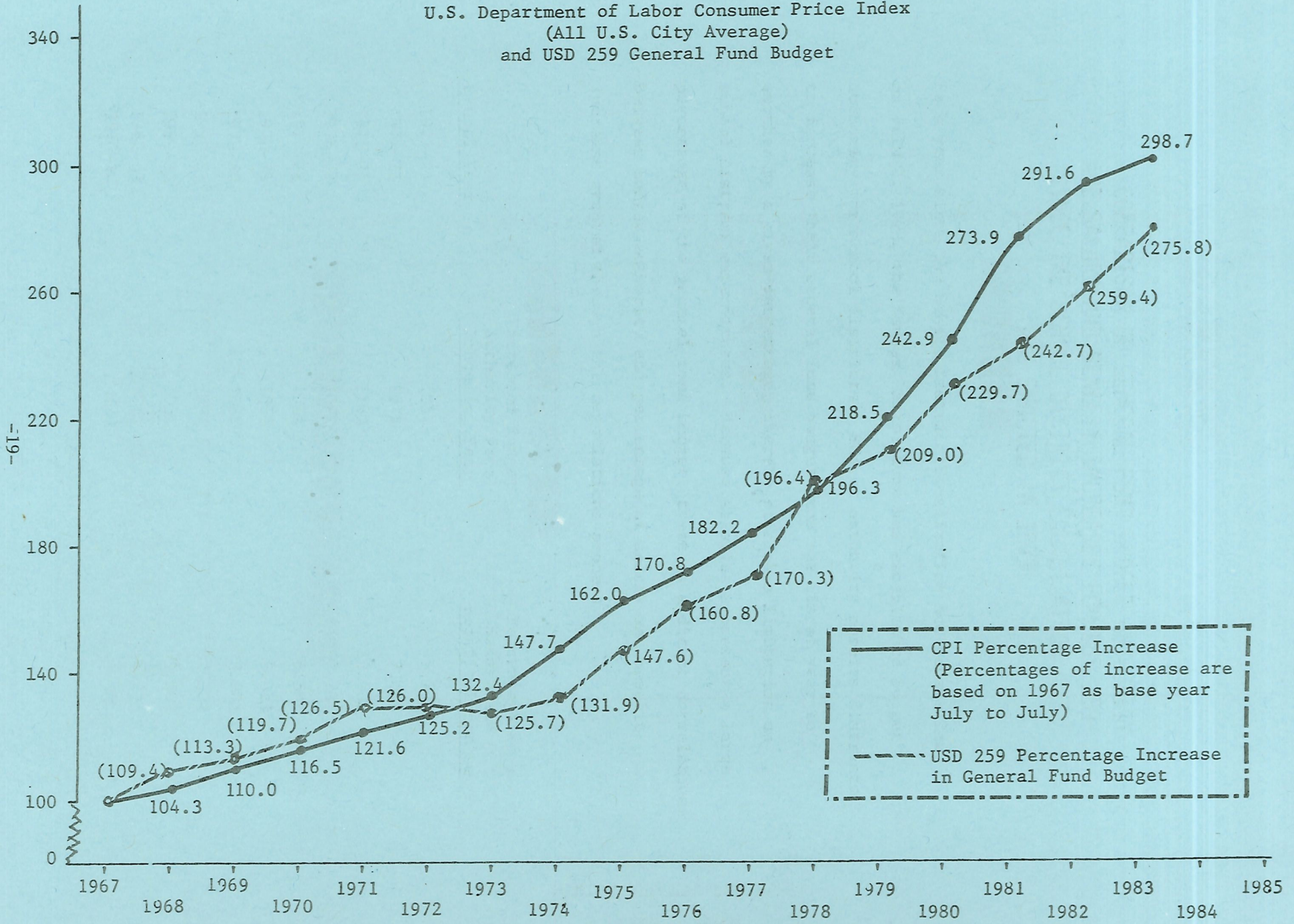
Rationale: Employee salaries and benefits represent the major part of the school district budget, and because increases in employee salary and benefit packages are tied closely to increases in budget authority, it is imperative that the limitations placed on increased budget authority by the legislature realistically reflect existing and projected inflationary rates. Medical costs, utilities, and many required maintenance services are continuing to increase at an accelerated rate. Budget authority should be provided that is consistent with inflationary and cost of living factors. Budget controls should be continued to prevent educational opportunity from being disequalized with the wealthier school districts having an advantage because of their ability to tax themselves a greater amount with less effort. The poorer districts would be at a distinct disadvantage because increased tax rates would raise fewer dollars than in wealthy districts.

A COMPARISON OF GENERAL FUND BUDGET AUTHORITY
AND SALARY AND BENEFIT INCREASES FOR USD 259
SINCE THE SCHOOL DISTRICT EQUALIZATION ACT
WAS ENACTED IN 1973

Each year since the School District Equalization Act became law on July 1, 1973, the Kansas legislature has established budget authority for school districts. Budget authority permits districts to increase their general fund budget from one fiscal year to another by a given percentage, thereby placing a limitation on school district expenditures. Because salaries represent a large percentage of the general fund budget, there is a direct correlation between budget authority and percentage of salary and benefit increase granted through the negotiations process.

<u>School Year</u>	<u>Increased Budget Authority from Preceding Year</u>	<u>Percentage of Salary and Benefit Increase</u>
1973-74	105%	5.50%
1974-75	107%	7.00%
1975-76	110%	12.20%
1976-77	107%	7.20%
1977-78	105%	5.50%
1978-79	106%	6.01%
1979-80	106%	8.80%
1980-81	109%	12.00%
1981-82	105%	9.00%
1982-83	106.25%	8.25%
1983-84	105%	5.0%

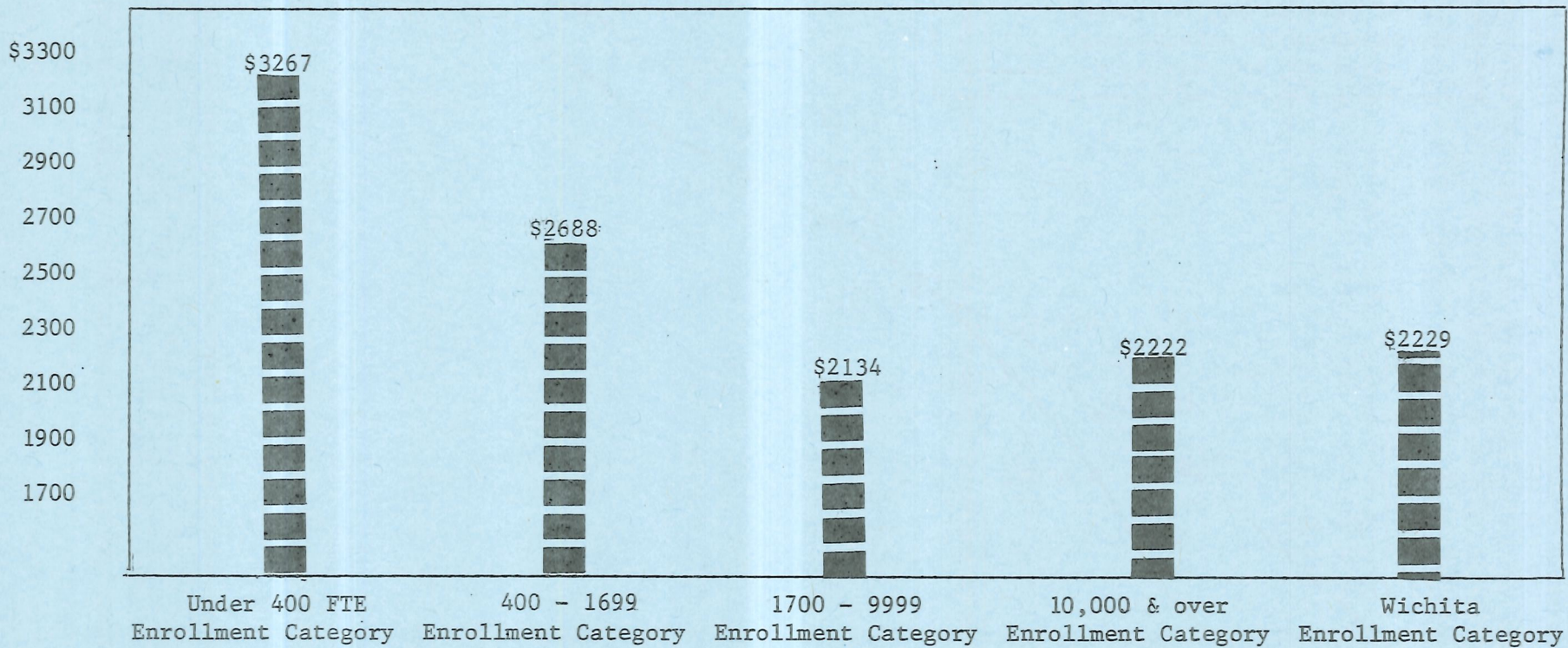
A COMPARISON OF YEARLY PERCENTAGE INCREASES
 U.S. Department of Labor Consumer Price Index
 (All U.S. City Average)
 and USD 259 General Fund Budget



1982 - 1983

MEDIAN BUDGETS PER PUPIL
DISTRICT ENROLLMENT CATEGORIES

Dollars
Budgeted
Per Pupil



Legislative Policies of the Kansas Association of School Boards

As Amended by the KASB Delegate Assembly

November 27, 1983

PREAMBLE

Every Kansas school district has a board of education elected by the district's resident electors and composed of citizens of all walks of life who render their services on a voluntary basis and without remuneration except expenses. The constitution of the Kansas Association of School Boards provides the cooperative working relationships of Kansas school boards for the improvement of public education.

The members of KASB believe that the American system for local and state control of public education by non-partisan, nonsalaried lay boards of education is superior to a centralized, national, and/or professional control as does exist in all other countries of the world. KASB feels that the American system keeps the schools close to the people and

makes possible those variations of educational program which best fit the needs of each local school district.

KASB supports the principles of separation of church and state set forth in the First Amendment to the United States Constitution as interpreted by the courts and opposes any changes therein.

KASB believes that a universal system of public education does help to provide for each child, youth, and adult the opportunity to attain the fullest development of their individual potentiality, no matter where they live or whoever they may be. It is only in this manner that the local community can guarantee the benefits of American citizenship with all its privileges and opportunities.

Federal Legislation

I. Federal Aid to Education

A. KASB believes that federally mandated federal programs in education should be fully funded by the federal government, and KASB is opposed to any further reductions in federal categorical aid programs.

B. KASB supports the effort of the federal government to combine many separate aid programs into block grants as the program is presently drawn, provided that true deregulation occurs giving greater discretion to local school districts in the use of these funds with minimal reporting requirements.

C. KASB believes that all federal funds should be channeled to local districts through the State Department of Education. This should not affect the distribution of money from PL 815, PL 874, or PL 366. KASB further believes

that any advisory committee appointed to determine distribution formulas for federal funds should have school board representation.

II. Federal Collective Bargaining Law

KASB will oppose any federal legislation in the area of public employee collective bargaining.

III. Federal Tuition Tax Credits and Voucher Systems

KASB is opposed to legislation which would use tuition tax credits or voucher systems as a method of providing aid to private schools at the elementary and secondary school level.

State Legislation

I. State Board of Education

State Structure for Supervising Education.

KASB believes the following constitutional provisions to be of critical importance:

A. The State Board of Education shall be elected by the people.

B. The State Commissioner of Education should be appointed by the State Board of Education.

C. The supervision of all schools—kindergarten, elemen-

tary and secondary, area vocational-technical schools, and community colleges—should be vested in the State Board of Education which shall have such authority as the legislature may provide.

II. Finance

A. State School Finance.

KASB believes that the educational opportunity of every individual should be a function of the taxable wealth of the state and should not be limited to the taxing ability of a local school district. KASB believes that a new plan should be developed which would incorporate the following elements:

1. State Aid Distribution Formula

Any formula for the allocation of state funds to local school districts involves two major elements (1) a method of establishing the state-shared guarantee and (2) a plan for determining the local contribution rate—that portion which is to be borne by local sources and deducted from the guarantee.

a. State-Shared Guarantee. The guarantee should be based upon the individual pupil enrolled through the use of pupil units rather than upon classroom units or teacher units. Because of the widely varying needs of pupils in Kansas and the varying nature of school districts in the state, KASB endorses the concept of weighting wherever it can be shown that local variations necessarily result in higher expenditures of pupil units. Some of the types of weighting which should be considered are:

(1) Special types of students (vocational education, developmentally disabled) which can be demonstrated to produce higher unit costs.

(2) Grade level of students (kindergarten, elementary, junior high, and senior high).

(3) Density/sparsity of pupil population.

(4) Size of district (total pupil enrollment).

b. Local Contribution Rate. In establishing the local contribution rate, the following factors should be considered:

(1) The measure of ability to finance the local district's share of the state guarantee should be determined by considering only those tax resources that are available to local boards of education.

(2) The local contribution rate should consist of the sum of an ad valorem tax on real and personal tangible property and a net personal income tax on Kansas residents. The net income tax should be state-collected and distributed back to the school district in which the individual income taxpayer resides. The level of both the property tax and the net income tax used for arriving at the local contribution rate should be fixed by the state legislature. In the event that the local contribution rate exceeds the state-shared guarantee, the school district will not receive state aid.

c. Enrollment Categories. Enrollment categories should be provided, both for the calculation of state equalization aid and for the establishment of the budget control, wherever justifiable differences may be established on the basis of objective criteria.

d. Multiyear Funding. The legislature should be encouraged to give serious consideration to the establishment of the basic rules relative to the distribution of equalization

aid on a multiyear basis, with annual review and establishment of state appropriations.

e. PTR Penalty. KASB is opposed to the establishment of a penalty under the equalization aid law for districts with very low pupil-teacher ratios.

f. State Share of School Funding. KASB supports the concept of raising the share of state funding of school district general fund budgets to the 50% level.

2. Tax Revenue Sources

a. Local. Tax sources at the local level should include the ad valorem property tax, the intangibles tax, and a personal income tax. This personal income tax should be state-collected and distributed back to the school district in which the individual income taxpayer resides.

b. State. It is recognized that the implementation of the finance plan meeting the above concepts will necessitate substantial additional state revenue. Local ad valorem property taxes should not be sent to the state for redistribution.

As a practical matter, therefore, this will require that these sources be either the personal and corporate income tax, statewide sales tax, the various "sin" taxes, or a combination thereof.

The legislature, in considering sources of state revenue, should also take into consideration the flexibility and expansibility of the state tax sources selected, as well as the sources of financing the local district's share of the state guarantee.

3. Other State School Finance Recommendations

a. Local Control. The state school finance plan should provide for the greatest possible degree of local autonomy in the educational decision-making process.

b. Local Leeway. Boards of education should be authorized to enrich their educational programs beyond the level of the state-shared guarantee, so long as all districts can exercise the same degree of leeway by making the same amount of effort.

c. Budget Limitation. It is recognized that, for practical reasons, there must be some limitation on school budgets. However, any such limitation must be reasonable and should include at least the following features:

(1) The limitation should be based upon pupil enrollment in order to provide flexibility for districts faced with either increasing or decreasing enrollment.

(2) Because of the relative inequality in educational offerings among the various school districts of the state at the present time, provisions should be made to permit those school districts which have been restrained in the past to accelerate their budgets at a faster rate than other school districts.

(3) The effects of inflation should be recognized.

(4) An emergency appeal should be provided to the State Board of Education for exigencies that cannot be anticipated at the time the budget is prepared.

d. Financial Incentives. Financial incentives should be used to encourage the attainment of objectives and the development of programs which are of sufficient importance to be made a matter of state policy.

WHEREAS substitutes actively engage in substitute work knowing they cannot depend on a specific number of working days; and

WHEREAS the school districts are being forced to pay unemployment compensation to substitute teachers who have filed claims with the district job insurance office;

THEREFORE BE IT RESOLVED that the Kansas Association of School Boards propose to the Kansas Legislature that the Kansas employment security law be revised or amended to "exempt local boards of education from payment of such unemployment compensation claims for substitute teachers, janitors, cooks, security guards, clerical help or any other temporarily employed individual;" and

BE IT FURTHER RESOLVED that the implementation of this proposed change be considered for enactment to begin in the 1984-85 school year.

4. Official Kansas Day Declaration.

WHEREAS on January 29, 1861, Kansas was declared by Congressional act to be one of the states of the United States and Kansans commemorate that momentous event each year on Kansas Day; and

WHEREAS research in the archives of the Kansas State Historical Society suggest that the first celebration of Kansas Day occurred in a school in Paola on January 29, 1877, when a teacher set aside part of the day for the study of Kansas which was conducted by involving pupils and the entire community in activities and contests pertaining to the history, geography and resources of Kansas; and

WHEREAS conducting the lesson about Kansas on the anniversary of the date on which the state was admitted to the Union proved so successful that not only did those first celebrants become intensely interested in the facts and statistics they learned, but they were also aroused to great pride in their state; and

WHEREAS despite the fact that the observance of Kansas Day has continued to be promoted in Kansas schools throughout the years and is a day which should be celebrated by all Kansans, a search of Kansas Day documents at the historical society fails to disclose that any Governor or Legislature has ever acted to declare Kansas Day an official state observance;

THEREFORE BE IT RESOLVED that the Legislature adopt Concurrent Resolutions No. 5051 and No. 1639 in recognition of the fact that Kansas Day has never officially been declared to be an official day of celebration but that Kansas Day should be an occasion for remembering that Kansas became a state only through long hard years of struggle, bloodshed, privation, starvation and aspiration of pioneer Kansans and that Kansans of today should be proud of their heritage and their state and in further recognition that the celebration of Kansas Day was originated by a Kansas school teacher, hereby encourage and urge the perpetuation of that celebration in every Kansas school with appropriate ceremony and activity.

Resolutions adopted by the Delegate Assembly of the Kansas Association of School Boards, November 27, 1983.

(All KASB Resolutions expire in one year after adoption by the Delegate Assembly.)

1. Budget Limits.

WHEREAS the improvement in the Kansas economy has not resulted in a sufficient increase in state general fund revenues to eliminate concerns about the state general fund balance;

WHEREAS no proposals for new state revenues appear likely at this time; and

WHEREAS significant increases in school district budget limits beyond those authorized by existing statutes without additional state revenues would cause intolerable property tax increases;

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that the Association support 105-115% budget controls in 1984-85, and

BE IT FURTHER RESOLVED that the Association go on record in support of higher budget limits if the economy improves more rapidly than projected or if significant new state revenues are forthcoming.

2. Statewide Health Care Insurance Program.

WHEREAS there is considerable evidence that health insurance rates are more stable when the base for establishing those rates is spread over a large population;

WHEREAS there is at present a great amount of uncertainty in the health care insurance area as related to benefits and cost;

THEREFORE BE IT RESOLVED that the Kansas Association of School Boards seek legislative action to establish a statewide health care insurance program to be administered and organized through the Kansas Public Employees Retirement System or some other appropriate agency, with authority for said agency to contract with one or more insurance carriers to offer said insurance, on a voluntary basis, to Kansas school districts for their employees; and

BE IT FURTHER RESOLVED that legislative action be taken to establish a statewide program for catastrophic health insurance coverage to be available, on a voluntary basis, to Kansas school districts for their employees with said program to be administered through the Kansas Public Employees Retirement System or some other appropriate agency.

3. Exemption From Unemployment Compensation.

WHEREAS the Kansas Association of School Boards recognizes the necessity of hiring substitute teachers, janitors, cooks, security guards, and clerical help for the continuity of student education;

WHEREAS substitute teachers and other substitute workers are hired with the full understanding they are accepting the position only as temporary and part time work;

e. Summer School. The state aid plan should provide financial support for summer school and extended school year programs which meet standards adopted by the State Board of Education.

f. Guaranteed Minimum. The state plan should provide that any reduction in state aid which occurs because of a revision in the state aid formula should take effect over a period of years rather than being effective in the first year after the enactment of the new formula.

g. Driver Training. The state distribution for driver education should be raised to a more nearly compensable level. The legislature should also take advantage of the federal funds available under the driver improvement program.

h. Classification of Property for Taxation. KASB supports a constitutional amendment which would classify property for assessment purposes and which would provide for assessment percentages for each class of property in the constitutional amendment. KASB also believes that any such constitutional amendment should provide for the reinstatement on the tax rolls of farm machinery and business aircraft on a suitable depreciation schedule.

i. Reassessment of Property. KASB believes that any reassessment or reappraisal of property in Kansas should be phased in over a period of years.

j. Property Tax Limitation. KASB opposes legislation which would assign an arbitrary limit on the amount of property tax which could be levied by all units of government upon real or tangible personal property. Such legislation cannot provide an equitable means of distributing the tax limitation among local units of government and could seriously hamper the effectiveness of school districts.

k. Gasoline Tax Exemption. KASB supports legislation providing that no state gasoline tax be paid by school districts. KASB also supports legislation that requests for state gas tax refunds be allowed those districts with contracted bus service.

l. Budget Appeal for Loss of Federal Funds. A budget appeal should be enacted into law which would permit the continuation of programs initially funded outside of the general fund from federal sources, in the event that federal funding is terminated.

m. Earmarking Funds. KASB will oppose legislation which would have the effect of earmarking any portion of school district general fund receipts or expenditures for any particular purpose or cause.

n. Auxiliary Services for Private Schools. KASB will oppose any legislation which would mandate any increase in the scope of auxiliary services to private schools by public school districts.

o. Excess Cost for Special Education. KASB will support legislation which would provide for the funding of mandated special education programs at the excess cost level using the formula found in 1980 House Bill 2982.

p. State General Fund Transfers. KASB is opposed to legislation which would result in the transfer of state general fund dollars to other state funds which have traditionally been funded by user fees.

q. Reimbursement for Transportation of Parochial Students. KASB supports legislation which would provide for reimbursement to school districts for transportation of

resident parochial school students who are transported more than 2.5 miles on the same basis as reimbursement is made for public school students.

B. Local School Finance.

1. Investment of School Funds

In making such investments, preference should be given to time deposits, certificates of deposits, or other authorized investment instruments, in Kansas banks or savings and loan institutions, at such rates as the board shall negotiate. However, if a local bank is unable or unwilling to pay interest on such deposits equal to that available through direct obligations of the United States Government, such as treasury bills, school boards should be authorized to utilize such sources to maximize the savings to the local taxpayers.

School boards should not be engaged in speculative investments of any type. Any investment, either in banks or savings and loan institutions should be adequately secured, and the security provisions should be substantially the same for both types of institutions.

2. Miscellaneous Revenue

School boards should be authorized by law to deposit funds derived from such sources as donations and bequests, the sale of oil leases, sale of school property, and other similar transactions in which revenue is derived from sources other than taxation or aid funds in the general fund, capital outlay fund, bond fund, or a special fund for a designated purpose.

3. Sales Tax Exemptions

School districts should be exempt from paying sales tax on any purchase paid from tax funds.

4. Intra-State Tuition

KASB is opposed to requiring the board of education to pay tuition for students to attend regular public schools outside of the district. This does not apply to AVTS or special education tuition.

5. Investment of School Funds

KASB supports legislation which would restore to Kansas school boards the option to invest district funds in branch offices of Kansas savings and loan institutions and detached facilities of Kansas banks.

6. Deposit of Investment Income

KASB believes that legislation should be enacted which would allow school districts to deposit investment income in the school district general fund in any year in which the use of an allotment system causes state aid to school districts to fall short of the amount anticipated.

7. Capital Outlay Funds

KASB supports legislation which would allow school districts to transfer funds from their capital outlay fund to cooperatives or interlocals to which they belong for capital outlay purposes.

III. School Administration

A. School District Unification.

KASB endorses the following:

1. KSA 72-8213 should be amended to authorize boards of education to close any school attendance center.

2. KASB will oppose special legislation which will establish special types or systems of district structure within the unified school district law.

3. KASB believes that the established policy of the State of Kansas should be to stabilize school district boundaries in order that boards of education will have reasonable security in planning attendance centers and educational programs. Changes of district boundaries should be authorized only for the purpose of simplifying tax administration by causing school district boundaries to conform to section lines, natural boundaries, or for eliminating irregular boundary lines.

B. Admission to First Grade.

The entrance age for admission to first grade should be established as age six on or before September 1.

C. Use of Attendance Facilities.

KASB believes that state law concerning the changing use of attendance facilities (KSA 72-8213(e)) should be amended so as not to limit the use of such facilities so long as the facilities are being used for public educational purposes as determined by the local board of education.

D. Administrator Tenure.

KASB believes that school administrators should not be granted tenure by statute. KASB believes that school administrator employment contracts should remain subject to the Kansas continuing contract law. However, in the event an administrator employment contract is breached during the term of said contract, KASB believes that the school administrator should be granted due process.

E. Election Law.

KSA 25-2019 should be amended to allow boards of education to hold more than one special bond election per year if permission is granted by the State Board of Education.

F. Emergency Authority to Operate Schools Less Than 180 Days or 1080 Hours.

KASB supports legislation to provide that the State Board of Education may authorize a school district to operate school less than 180 days or 1080 hours without loss of state aid or accreditation for any emergency which closes school.

G. Executive Session.

School board business is public business, and all official actions of the board of education should be taken in open, public sessions. Executive sessions may be needed, however, on certain occasions, to discuss matters prior to

action by the board of education. The following subject matter areas are appropriate for discussion in executive session:

1. Personnel matters which, if discussed in public, would constitute an invasion of privacy.

2. Consultations between the board of education and its legal counsel, with regard to pending or proposed litigation.

3. Consultations between the board of education and its negotiations team.

4. Discussions pertaining to the acquisition and disposition of real property.

H. Curriculum and Certification.

1. KASB believes that the curriculum of the schools should be established by local boards of education and not by state statute.

2. KASB supports the right of unified school districts to set the local curriculum of the schools so long as the present requirements of 30 units for high schools (9-12) and present unit requirements are met. Furthermore, specialized teachers in areas of physical education, music, counseling, foreign language, and library should be certified for grades K-12.

I. Traffic Control.

The control of vehicular and pedestrian traffic in the vicinity of school buildings is the responsibility of the appropriate civil authorities and should not be imposed upon boards of education.

J. Corporal Punishment.

KASB opposes any legislation which either prohibits or requires corporal punishment.

K. Financing Social Welfare Cost.

KASB will support legislation which would require the state to fully finance social welfare costs relating to school services such as free textbooks for indigent children and student fees.

L. School District Boundaries.

KSA 72-7108 should be amended by adding a subsection (c) as follows: (c) When boards of education of unified school districts which include a city of the first class request a transfer of territory from any adjoining unified school district(s) to their district, said request shall have the written approval of the involved unified school district board(s) of education. If said agreement for approval is not reached, the issue shall be brought before the qualified voting residents of the unified school district from which the area has been requested for transfer. The voting is to be accomplished within 90 days of the date of board of education disapproval.

If the majority of those voting are in favor of the transfer, said area(s) proposed for transfer shall be transferred. If the majority of those voting are not in favor of the transfer, said area(s) shall remain as in the original unified school district.

Any election expense shall be borne by the unified school district which requested the transfer.

Whenever a request for transfer of territory has been denied by the voters of said district, no request for transfer of substantially the same territory shall be submitted to the voters for a period of two years.

M. Uniform Publications Act.

KASB will support legislation to standardize publication procedures when notice is required by a public body and will also support legislation to repeal superfluous and redundant public notices. KASB will oppose legislation requiring school districts to pay for publications of monthly or quarterly school district expenditures.

N. School Board Elections.

KASB supports the present time schedule of electing school board members in April and inducting such school board members on July 1.

O. Employees Serving on School Boards.

KASB will support legislation which would prohibit school district employees from serving on the school board of the district in which they are employed.

P. Open Records.

KASB endorses the concept that board deliberations and actions should be taken in public session, and that all records of such decisions shall be open to public inspection.

The association does believe that certain documents which are not official in nature, such as those that have been compiled for the consideration of the board, should not be subject to public disclosure prior to board action.

The association further believes that language should be included in any open records statute to ensure the privacy of information relative to students, particularly with respect to those matters protected by the Family Educational Rights and Privacy Act.

Q. Leasing and Tax-Exempt Status.

Legislation should be enacted to permit local school districts to lease all or part of a school building without losing the tax-exempt status of a building.

IV. Professional Negotiations.

A. Performance Criteria for Teacher Compensation

KASB supports legislation which would free the hands of local boards of education to deal with such issues as merit pay and differentiated staffing outside the professional negotiations process.

B. The professional negotiations act, KSA 72-5413 *et seq.*, should be amended as follows:

1. So that it makes clear that the intent of the law is that boards of education and professional employees are required only to meet and confer and are not compelled to reach agreement.

2. So that it provides for a ballot to be used in the ratification of the proposed negotiations agreement by the members of the appropriate negotiations unit.

3. So that it provides that it shall be a prohibited practice for a teacher organization, as well as a public employee

organization, to endorse candidates, spend any of its income, directly or indirectly, for partisan or political purposes or engage in any kind of activity advocating or opposing the election of candidates for any public office.

4. So that it makes it more definite and certain as to exactly what evidence the board must consider or may require to determine if a legally sufficient application for recognition has been filed by a professional employee association; provides that any professional employee organization which is recognized pursuant to the meet and confer law may be decertified as a representative of the negotiating unit. The board of education shall have the right to challenge the recognized negotiating unit to prove majority membership in an election held according to law.

5. So that those parts of KSA 72-5413 *et seq.* relating to the period of time concerning prior recognition of a professional employee association be clarified and made uniform.

6. So that it provides in more detail when, where, and how elections to determine recognition should be held.

7. So that it provides clearly that all negotiations requests submitted by both sides must be in clear and understandable detail.

8. So that it provides that all negotiations shall cease by May 1 of the school year in which negotiations are commenced and that any item not agreed upon by that time shall be disposed of in any manner that the board deems advisable.

9. So that it adds a new section to the law which would assure that board of education policies affecting negotiation topics which were approved prior to the effective date of the negotiations law will not be binding after a unit is recognized unless the board of education ratifies such policies.

10. So that, in the event a negotiations bill covering other school district employees which is satisfactory to KASB's Board of Directors is introduced into the Kansas Legislature, professional employees should be added to the coverage of such bill and KSA 72-5413 *et seq.* be repealed in order that all school district employees would be covered by the same act.

11. So that it specifically excludes the number of teaching periods, the starting and ending times of the school day, the starting and ending dates for the school year, and professional employee appraisal procedures from the list of mandatorily negotiable items.

12. So that KSA 72-5423 specifically states that all terms and conditions not covered by an existing negotiated agreement shall be subject to the control of the board of education until the commencement of negotiations for a successor to the existing contract.

C. Arbitration.

KASB is opposed to legislation which would establish compulsory and binding arbitration of contract terms between public employers and employees.

V. Teachers and Employment Practices

A. Employment Practices.

1. Regulation by State Board

KASB is opposed to any grant of authority to the State Board of Education to adopt rules and regulations having

the force and effect of law in the area of employment policies and practices.

2. Teacher Notification Date

KASB believes that the date for teachers to notify boards of education of their intent not to return to the district should be changed from May 15 to May 1.

B. Leaves of Absence.

1. Boards of education should be authorized to enter into contractual arrangements to extend leaves of absence to school employees for professional growth. Such agreements may provide that the employee will be entitled to compensation in full or in part during the period of the leave of absence and that the employee shall agree to return to the school district for a specified number of years as a condition precedent to the granting of the leave. In the event that the employee leaves the district prior to the expiration of the specified term provided in the contract, the employee shall be required to reimburse the school district for all payments made to the employee during the period of the leave. Such agreements may further provide that the tenure status of such employee shall not be terminated by the granting of said leave.

2. No teacher employment or other employment contract shall make reference to or incorporate provisions relative to leaves of absence for professional improvement, nor should boards of education be authorized to adopt policies providing for automatic leaves of absence after the passage of a specified period of employment. Each such leave shall be granted by the board upon the specific application of the individual employee and after due consideration by the board of education.

3. KASB opposes legislation which would require local boards of education to contract for sabbatical leave and payment of unused sick leave time.

C. Discrimination in Employment.

KASB endorses the principle of equal opportunity in employment, regardless of race, religion, color, national origin, ancestry, or sex except where sex is a bona fide requirement for the position being considered.

D. Temporary Suspension of Professional Personnel.

KASB supports legislation to provide that teachers could be suspended with loss of pay for just cause with provision for due process review.

E. Suspension and Revocation of Teacher Certificates.

KSA 72-5421 should be amended to (1) authorize the State Board of Education to determine the period of time for which a teacher's certificate shall be suspended, which period shall begin as of the date of the hearing; (2) require the State Board of Education to hold a hearing before reinstating the certificate of any teacher whose certificate has been revoked; and (3) make the suspension and revocation of teacher's certificates effective as to teachers leaving the State of Kansas, through our reciprocal agreements with other states.

F. Teacher Evaluation.

KASB recognizes the need for improvement in the procedures used for the evaluation of administrators, teachers, and other school district employees. However, if school boards are to be held responsible for the development of school district goals and objectives, then it necessarily follows that boards of education must determine the criteria to be used in the evaluation of the performance of school district employees.

G. Teacher Tenure.

Legislation should be enacted which would incorporate the following:

1. KSA 72-5436, the Teacher Tenure Law, should provide that the costs for services of hearing panels be paid in the following way. Each party shall be responsible for the compensation and expenses of the person it selects, and the compensation and expenses of the third member shall be borne equally by the board of education and the aggrieved person requesting the hearing.

2. Support legislation either to repeal the present tenure law or to extend the probationary period to at least five years.

3. Oppose any legislation which would remove the final decision on teacher termination or nonrenewal from the hands of the local board of education.

4. Support legislation to make it clear that only full-time teachers would be eligible for the due process procedures outlined in KSA 72-5436 *et seq.*, following the appropriate probationary period.

5. Support legislation which would make it clear that two hearings are required when a non-tenured teacher alleges that nonrenewal is due to constitutionally protected reasons. The first hearing would be to determine whether substantial evidence on the part of the teacher supports the claim. A second hearing on the merits of the issue would be held at a later date.

H. Standards Boards and Practices Commission.

The Professional Teacher and Administrator Standards Boards and the Professional Practices Commission should remain as advisory bodies to the State Board of Education and should not be granted autonomy.

I. "Fair Share" Fees.

KASB will oppose legislation which would require any employee to pay a fee to a bargaining unit representative as a condition of employment.

J. Kansas Public Employees Retirement System.

KASB will oppose legislation which would make KPERS a noncontributory system.

K. Teacher Examinations.

KASB will support legislation which would require all teachers to pass subject matter and communicative skills examinations for the purpose of initial certification. The State Board of Education will be responsible for developing and administering the examination.

L. Inservice Training.

KASB opposes the establishment of state mandates relative to inservice training of teachers, administrators, or other employees until such time as the state legislature funds a plan which would be uniform for all Kansas teachers. KASB supports the use of voluntary in-service programs for certificate renewal for teachers and administrators.

M. Reduction in Force.

KASB supports legislation which would allow school districts to determine which teachers to retain in cases of reduction in force, regardless of seniority or tenure.

N. Supplemental Contract Law.

KASB supports legislation which would clarify the supplemental contract law, to make it clear that boards of education have the authority to condition regular teaching contracts on the acceptance of supplemental contracts.

VI. Miscellaneous

A. Educational Television.

KASB recommends that legislation be enacted to develop a state-wide educational television network in Kansas.

B. Controlled Substances.

1. Drug Abuse

Legislation should be enacted to provide that a student who seeks assistance, advice, or counseling from school personnel regarding drug abuse, venereal disease, or other personal health problems will not be prosecuted by school authorities nor will such student's parents be informed without the student's permission.

2. Immunity for Drug and Alcohol Referral

KASB supports legislation which would provide for immunity from any civil or criminal liability for school board members, administrators, and all other school district employees for any statement made or action taken in assisting, or referring for assistance to any medical or social service agency or facility, any pupil reasonably believed to be harmfully using alcohol or other controlled substances.

C. Supervision of Nonpublic Schools.

Legislation should be enacted to require nonpublic schools to meet the same standards with respect to school accreditation which presently apply to public schools.

D. Education of Children in State Institutions.

The State of Kansas should assume the full responsibility for the education of children who are residents of institutions under the control and supervision of the State Department of Social and Rehabilitation Services.

E. Initiative and Referendum.

KASB believes that the adoption of a constitutional amendment providing for Initiative and Referendum procedures for amending the state constitution and statutes is not in the best interest of the people of Kansas.

F. Child Health Assessments.

KASB will oppose legislation which would mandate child health assessments as a condition of entering school in Kansas for the first time.

G. Kansas State High School Activities Association.

KASB will oppose legislation which would provide for review of the rules of the Kansas State High School Activities Association by the State Board of Education. KASB will support legislation which would provide for greater school board representation on the KSHSAA Board of Directors.

H. Fiscal Audits.

KASB believes that present legislative requirements for school district fiscal audits should not be changed. The state law should be amended to authorize the State Board of Education to prescribe the budget form for unified school districts, rather than the Department of Administration.

I. Early Childhood Special Education.

KASB is opposed to the extension of the present mandates on special education to include pre-school children.

J. Bidding on Professional Services.

KASB is opposed to legislation which would either mandate or prohibit bidding on professional services.

K. Minimum Competency Assessment Program.

KASB believes that the Kansas Minimum Competency Assessment Program should be continued, with substantial revisions to meet objections which have been made to past practices in the program. KASB supports the concepts recommended by the State Board of Education Skills Assessment Committee for the continuance of the program.

L. Strobe Lights on School Buses.

KASB supports legislation which would authorize the use of strobe lights on school buses for safety purposes.

M. Support for the Gifted Mandate.

KASB supports the continued inclusion in the special education mandate of education for the gifted child.