

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Representative Don Crumbaker at
Chairperson3:30 ~~am~~/p.m. on January 26, 1984 in room 313-S of the Capitol.All members were present ~~except~~

Committee staff present:

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

Conferees appearing before the committee:

Dr. Richard Funk, Kansas Association of School Boards
Hugh W. Pursel, Northwest Kansas Education Service Center
Lloyd Lockwood, Central Kansas Cooperative in Education
Dr. James Dyk, USD #259 in Wichita
Dr. Lowell Alexander, Wyandotte County Special Education Cooperative
Eldon Carver, Special Education Cooperative in Pratt
Katherine Koca, spokesperson for Topeka area paraprofessionals
John Frye, Starkee Development Center in Wichita
Gayla Taylor, Russell USD #407
Don Nigus, Doniphan County Special Education Cooperative
Barbara J. Kerr, Director Kansas River Valley Special Education Cooperative
Bonnie Kramer, Atchison-Jefferson Cooperative
Craig Grant, Kansas-National Education Association
Robert Wittman, Kansas Association of Special Education Administrators
Roy Rutherford, Coordinator of Institutional Research and Training, SRS

The Chairman called the meeting to order with the opening of hearings on HB 2633 which is from the interim Proposal No. 45 concerning the special education for exceptional children relating to annual surveys and reimbursements to school districts.

Dr. Richard Funk, KASB, testified as the only supporter of HB 2633. Dr. Funk stated they support this legislation because they would like to go on record as wanting to continue the funding for paraprofessionals as well as the professionals. They supported the FTE portion of the bill but opposed that portion that dropped the funding from one-half to one-fourth of a paraprofessional to that of a professional. (ATTACHMENT I)

The Chairman opened the opposing section of the hearings by noting the letter routed to the committee members offices from Parsons State Hospital and Training Center paraprofessionals, professionals and Director of Special Education. (ATTACHMENT II) Linda Sonntag, Dennis Hass, Teresa Brotherton and Dave Lindeman had asked to appear before the committee, but sent a letter instead, opposing HB 2633. (ATTACHMENT III)

A letter was distributed to the committee opposing HB 2633 from Mark Wilson, Director of Special Education, Holton Special Education Cooperative. (ATTACHMENT IV)

Hugh W. Pursel, Executive Director of Northwest Kansas Educational Service Center, testified in opposition of HB 2633. (ATTACHMENT V) The Chair recognized Superintendent Archie Vernon of USD #412, and Roy Keller, Superintendent of USD #208, who accompanied Mr. Pursel.

Lloyd Lockwood, Director of the Central Kansas Cooperative in Education, testified in opposition to HB 2633. (ATTACHMENT VI)

Dr. James Dyk, USD #259 of Wichita, testified in opposition to HB 2633. (ATTACHMENT VII)

Dr. Lowell Alexander, Wyandotte County Special Education Cooperative, represented Kansas City, Kansas, Turner and Bonner Springs in opposition to HB 2633 on two basic principals. Anytime negative legislation is considered, the full excess cost becomes a major consideration. Secondly, they oppose collection of data for full-time students with all the variables that are so difficult to compile accurately.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 313-S, Statehouse, at 3:30 ~~xxx~~ p.m. on January 26, 1984.

Eldon Carver, Special Education Cooperative of Pratt, testified in opposition to HB 2633. (ATTACHMENT VIII)

Katherine Koca, representing a group of Topeka paraprofessionals, spoke in opposition to HB 2633. (ATTACHMENT IX)

John Frye, Starkee Development Center in Wichita, testified in opposition of HB 2633. He stated when reading the bill, he got the feeling it was drafted because of abuse in the system throughout the state. He stated that if there is abuse it would be better to go to the monitoring system through the Department of Education, not through legislation.

The Chairman introduced the paraprofessionals Gayla Taylor, Tracy Hanzlick, and Jeanette Thornton from Russell USD #407. Ms Taylor presented the committee with a memo from the Director of Special Education for USD #407, Connie M. Evans, in opposition to HB 2633. (ATTACHMENT X)

Don Nigus, Doniphan County Special Education Cooperative, testified in opposition to HB 2633. He stated they feel it is efficient to hire paraprofessionals. Also, they oppose trying to form a rigid FTE, because of the problem of ways to measure with special education students.

Barbara J. Kerr, Director Kansas River Valley Special Education Cooperative, testified opposing HB 2633. (ATTACHMENT XI)

Bonnie Kramer, Atchison-Jefferson Education Cooperative, offered testimony in opposition of HB 2633. She stated at the grass roots level, professionals come and go at frequent intervals, whereas paraprofessionals remain, becoming a stable factor for special students. Ms. Kramer handed the committee letters from some of the Cooperative's paraprofessionals. (ATTACHMENTS XII through XVI)

Opposing HB 2633 with testimony was Craig Grant, K-NEA. He stated they felt this bill would result in fewer staff to meet the special needs of these special children. Mr. Grant said the professional teachers are advocates of paraprofessionals.

Robert Wittman, KASEA, offered his prepared statement in opposition to HB 2633. (ATTACHMENT XVII)

During questions from the committee, and following discussion, it was brought out HB 2633 was assigned to this committee to address the policy issue rather than the issue of funding.

Roy Rutherford, Coordinator of Institutional Research and Training, SRS, testified in opposition to HB 2633. He gave the figures of 219 teachers and 134 paraprofessionals employed in our state institutions. The high ratio of paraprofessionals reflects a greater need in the severely handicapped area. HB 2633 would not reduce funding requirements, they can't change ratios that easily, the same paraprofessionals would be necessary regardless of this bill.

There be no further conferees, the Chairman adjourned the meeting at 4:54 p.m.

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

DATE

Jan. 26, 1984
page 1 of 2

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Roy Keller	USD 208	W. Keeney
Archie Vernon	USD 412	Hoxie
Hugh Pursel	NR & SC	Colby
Bill Starks	U.S. d. 259	Wichita
Stan Meard	Interfund 605	Pratt
Eldon Barber	SCR SEC # 605	Pratt
Richard Funk	KAIB	Topeka
Angeline King	Kaw River Valley Special Education Cooperative	Wamego
Barbara J. Kerr	USD 320 Director's Coop	Osage
Wend. Nigms	USD # 616	Bendena, Ks
Leanne B. St.	USD 321	Rossville, KS
Dorothy Kacki Jelle	USD 321	St. Marys
Mark Johnson	Three Lakes Special Ed. Coop	New Stanton, Ks
Eraig Grant	Do K-NEA	Lawrence
John L. Fyfe	K-NEA	Topeka 9
Leslie Phelps	leg. aid for Sen. Kerr	Topeka
Carolyn Beutlinger	USD # 501	Topeka
Diana McMullen	USD # 501	Topeka
Liz Ortega	USD # 501	Topeka
John Kleuth	KAPE	Topeka
Marion E. Johnston	USD # 501	Topeka
David J. Kotha	U.S.D. # 501	Topeka
Claine Kellogg	USD # 501	Topeka
Marilyn Carr	USD 501	Topeka



Testimony on H.B. 2633

by

Richard Funk, Assistant Executive Director
Kansas Association of School Boards

before the
House Education Committee
January 26, 1984

Mr. Chairman and members of the committee, we appreciate the opportunity to express the views of Kansas Association of School Boards on this important and controversial piece of legislation. The organization I represent has 299 of the 306 unified school district boards of education as members.

I address H.B. 2633 as a proponent for the following reason:

- having the state department of education determine the FTE number of exceptional children within each category of exceptionality can be a definite advantage to all of us in making future decisions regarding special education. Our present data-base appears to be somewhat inadequate for accountability purposes.

We do feel, however, that H.B. 2633 does have one area that can be improved; that being the counting of special education paraprofessionals as $\frac{1}{4}$ rather than the present $\frac{1}{2}$.

Our main objection to this point centers around a lack of data necessary to make this decision. We need to determine why do certain district have a higher ratio of paraprofessionals to teachers than other districts? And if paraprofessionals are counted differently for reimbursement purposes, will existing special education programs in so called "loser" districts be altered in any way that would adversely affect the education of the children we are trying to help?

We would urge you to favorably consider H.B. 2633 with an amendment that would keep special education paraprofessionals at their present $\frac{1}{2}$ status.

ATT: CRUMBAKER, Don E. - Chairman

COPY

TO: Members of the Special Committee on Ways and Means

We, as concerned paraprofessionals at the Special Purpose School of the Southeast Kansas Regional Education Service Center are against House Bill 2633 concerning categorical aid and paraprofessional reimbursement.

We consider ourselves highly qualified paraprofessionals since the majority of us have taken college courses for our jobs. We have had at least 30 hours in paraprofessional course work and hold certified paraprofessional permits I, II and III, depending on our years of experience. Several of our paraprofessionals have gone beyond that and hold teaching degrees in Special Education and are able to substitute teach in the classroom, we might also add what new paraprofessionals we have, are currently taking classes at the junior college.

The paraprofessional turnover in our school is relatively low since we feel this is a career oriented field. If this bill were to be passed, the quality and quantity of paraprofessionals would have a great impact in educating our students and forcing some paraprofessionals to go elsewhere in search of other jobs, and less qualified people could take our place, thus lowering the quality of education. It would be the same as saying we were qualified to step in and do your jobs when we are not qualified to do so.

As qualified paraprofessionals we are asking you to not pass this bill #2633.

Linda Sonntag	Linda Rhodes
Thomas Schick	Marilyn Williams
Brian Taylor	Catherine Taylor
Cathy George	Rodney D. Page
Mike Steen	Kathy Piraw
Denise Heickell	Wanda Willey
Kristi Siltner	Charlotte Ludlum
Evelyn Jackson	Hilma Lee
Rozza Myers	John Hernandez
Lucretia Gillars	Robert Roberta Danz
Emma Thomas	
Leslie Jarrell	
Mike Butler	

TO: Members of the Special Committee on Ways and Means

We are writing to express our concern over House Bill 2633 concerning categorical aid and paraprofessional reimbursement. We are totally opposed to this bill. As special education teachers, we are acutely aware of the critical role the paraprofessional plays in the classroom. If we are to provide, and continue quality education for today's young people, we must utilize quality personnel. The paraprofessional in a special education classroom acts as a trainer, conducts specialized programs, takes data, implements and monitors behavior programs, monitors students' health, as well as many other traditional responsibilities. The paraprofessionals in our school are typically very skilled, highly trained and have made a career commitment to their jobs.

This bill would also, in effect, discriminate against severely handicapped students due to the mandates for higher staff ratios in these classrooms. The operations of these classrooms are completely dependent on the additional paraprofessional staff. The impact of this bill on rural programs for severely handicapped could result in the termination of these services. Many rural programs serve fewer students than meet the state guidelines for staff/student ratios. However, the maintenance of these programs allow many students to continue living at home. The loss of reimbursement for teachers and paraprofessionals in these classrooms could force many students out of their homes and into institutions in order to receive educational services. This is not only unacceptable from a humanistic point of view but also denies them their right to the least restrictive environment, and creates a greater financial responsibility for the state in terms of institutional care.

If House Bill 2633 were to pass the impact on paraprofessional salary scales would be significant enough to force many high quality paraprofessionals out of the field. This loss would not only increase the teacher's burden but would inevitably effect the quality of educational services we are able to provide our students. Although today's economy forces us all to cut back in many ways, we must not ask today's children to pay the price by sacrificing crucial education. The price of educational cutbacks today is a greater burden on society in the future. This alternative is simply unacceptable.

During the past year, we have all been urged to make a commitment to Excellence in Education. This goal can only be met through the utilization of quality personnel. As an educator and a citizen, we urge you to establish our state's commitment to excellence. A vital step to achieving this goal is the defeat of House Bill 2633. Thank you for your attention and consideration.

FROM:

Valerie J. Smith
Vicki L. Bradshaw
Jeannie Mills
Julia Ponce

Muriel D. Saunders

Marty Page

Jackie Jackson

Theresa Brotherton

J. Lee Pruitt

Patrick J. Shuman

Hester Tucker

Jane Wefch

Leonard W. Hartney

Shelly Dubois

Robert Rhodes

TO: Members of the Special Committee on Ways and Means

FROM: Dennis C. Hasson
Director of Special Education
Parsons State Hospital & Training Center
Parsons, Kansas

Thank you for this opportunity to share my concerns regarding the House Bill 2633. As you are aware, the institutional special purpose school budgets are submitted as a component of the institutions total budget for fiscal year 1985. The school budgets were developed on the assumption that the categorical aid rate for paraprofessionals would not change from the previous year. The passing of House Bill 2633 will result in a decrease of state funds to be used to provide special education programming in the institutions. The decrease of funds will have an adverse affect upon the quality of the program, since the total number of paraprofessionals assigned to classrooms will have to be reduced. This reduction in staff will only result in a decrease in training time for individual students and fewer opportunities for students to achieve Individual Education Program goals and objectives. If providing students with the opportunity to learn to function independently of care providers in an institutional setting is one of our major goals, then the passing of this bill is certainly a step backwards.

Each institutional special purpose school has a Chapter I Public Law 89-313 education project. The major thrust of the project is to provide supportive programs for those which have been mandated. Many of the Chapter I programs include paraprofessionals whose major responsibilities are to assist students with special needs. With a decrease in categorical aid for paraprofessionals many of the students special needs will not be met because a reduction in staff will be the only alternative.

House Bill 2633 proposes to eliminate the categorical aid for all special teachers in excess of the number of special teachers necessary to comply with the ratio of special teacher to exceptional children authorized by the state board. The passing of this bill would again have an adverse effect upon the achievement and growth of students with documented special needs. Students with multiple handicapping conditions require one to one or very small group instruction in order to meet their needs. In the majority of cases an extra special teacher assigned to the classroom is the difference between success and failure. If we fail to provide the maximum opportunity for students to succeed the long term effect will result in an increase cost to the state of Kansas for the continued twenty four hour care and maintenance of such individuals.

I ask you as members of this committee to vote no regarding this proposed bill.

24 January 1984

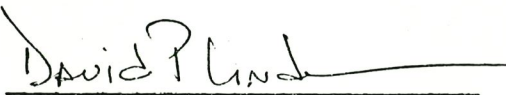
House Ways and Means Committee

HOUSE BILL #2633- CATEGORICAL AID & REIMBURSEMENT

I am writing in response to House Bill #2633 and its effect on early childhood handicapped programs. As you know, preschool programs for handicapped children are not mandated but are permissible and eligible for local funds and state special education categorical funds (Administrative Regulation 91-12-21). Under the guidelines of the state plan, it is permissible to provide the educational program in a Center Based/Group Model, a Home Based/Individual Model or a combination of the two models. In the rural setting, when providing services to a wide range of children with varying disabilities, it is often advantageous to use the combination model.

The bill as proposed would have a negative impact upon the preschool program here at Parsons. In our program, we have a number of infants in which we provide home/based services. In order to meet the needs of these students and meet state guidelines for programming, our paraprofessional staff travel to the house to provide training with student and parents. If there were a decrease in the categorical aid for our paraprofessional staff, our only alternative would be to reduce staff. This would result in a decrease in the quality of our program.

It is imperative that if we are to provide a quality program for these infants and preschool handicapped children, a sufficient support staff is needed for our professional teachers. It is with great concern that I ask you, as a member of this committee, to vote no in regard to House Bill #2633.



David P. Lindeman, Director
Parsons Regional
Early Intervention Program

HOLTON SPECIAL EDUCATION COOPERATIVE

—SPECIAL EDUCATION OFFICES—

PARTICIPATING DISTRICTS

Holton No. 336
Sabetha No. 441
Mayetta-Hoyt No. 337
Jackson Heights No. 335
Onaga No. 322

206 W. 4th
Holton, Kansas 66436
913-364-3463 or
364-2743

MARK WILSON
Director

House of Representatives
Committee on Education

TO: Committee Members

RE: HB 2633

FROM: Mark Wilson, Director Special Education

DATE: January 24, 1984

Thank you for allowing me to address the issue of HB 2633 in regard to certain reimbursements pertaining to categorical aid for paraprofessionals.

I strongly oppose HB 2633. This is based on the following reasons:

1. Importance of paraprofessionals in meeting P.L. 94-142 Special Education Mandate.

Paraprofessionals have become a vital link in special education. With the use of paraprofessionals, we are able to offer more services as well as serve more students. In the rural districts/cooperatives in the State, it is very difficult at times to find all the teachers you need. Thus we employ paraprofessionals in order to provide services. These paraprofessionals are always under the supervision of an itinerant staff member.

In cooperatives where the member districts are a great distance from each other, we employ paraprofessionals in order for schools and students to receive more services because of the number of itinerant staff that are traveling all over the cooperative. If we have to reduce the number of paraprofessionals because of the financial burden it will place on the districts by losing the reimbursement, the students will not be receiving the amount of services they need or are entitled to because the itinerant staff cannot get to all the buildings everyday. In short, paraprofessionals are as much a vital link in special education as the legislators are to the State of Kansas. Without the paraprofessionals needed, handicapped students will bear the blunt of a financial hassle between schools and legislation.

2. Reducing reimbursement from .50 to .25 will reduce paraprofessional positions in several districts/cooperatives drastically.

In several districts/cooperatives throughout the State you have an equal proportion of teachers and paraprofessionals. By reducing the reimbursement to .25, yet adding more to the teacher reimbursement, districts/cooperatives are still being hit hard. The money you add to teacher reimbursement will not be enough to hire additional teachers. In the rural areas of the State, you have large cooperatives that utilize a great number of paraprofessionals in order to meet the mandate and provide the students with the services they need. You have itinerant staff going from building to building and from district to district. When they are

ATTACHMENT IV
III

(1-26-84)
HOUSE EDUCATION

not in a particular building, then a paraprofessional takes over under the direction and planning of the teacher. There are also Occupational Therapists and Physical Therapists that are working with students, and the paraprofessional takes over when the OT and PT are in other buildings. You have some programs because of the academic and/or behavioral problems that require more than one paraprofessional in order to provide the proper education as well as work on the students' behavior.

In the districts/cooperatives that have several more teachers than paraprofessionals, these districts stand to gain more money in terms of teacher reimbursement. The reason for this can be anything from their location, population, availability of teachers, districts within the cooperative closer together, etc. Whatever the reason, why should some students in the State suffer just because their district/cooperatives have to utilize more paraprofessionals in order to maintain the same quality of education as other districts/cooperatives in the State who are lucky enough to have the resources to hire more teachers.

I can honestly say we do not hire paraprofessionals just to make money from the State. Paraprofessionals are hired in order to meet the needs of the students and to provide them with the best education possible. Please don't get me wrong. We do not employ paraprofessionals in place of teachers. In the rural districts/cooperatives there are usually so many attendance centers spread out a great distance from each other that we employ paraprofessionals to work with students when the itinerant teachers are providing services in another attendance center. It's impossible to be at all attendance centers everyday, and yet some students need services everyday.

The State of Kansas has always been the front runner in terms of providing quality education and services to handicapped children. The districts/cooperatives have done an excellent job of trying to maintain the financing for such programs. But because of the mandate and all the services that are required by law, the local districts/cooperatives need state help.

Yes, special education is expensive, but I guarantee you that every dime you put into it is rewarded back to you in great numbers.

As I see it, the quality of education in some districts/cooperatives will increase because they have the availability of teachers, but other districts/cooperatives will be forced to reduce their quality of education because we have to reduce paraprofessionals in order to meet the financial cuts yet try to maintain the same services. This is not the handicapped students' fault. Why should they be the ones to suffer?

With the Nation At Risk report saying that we are not providing a quality education, now is not the time to force us to reduce paraprofessionals. For if we do, we are also reducing the quality of education for all special education students in the State of Kansas.

Committee Members
January 24, 1984
Page 3

In summary, I ask that you decide in your own minds if reducing the reimbursement for paraprofessionals is in the best interest of the handicapped children in the State or just a financial consideration.

I can't see the fairness when some districts/cooperatives are going to make a great deal of money because they don't have the great need for paraprofessionals, where other districts/cooperatives will lose money as well as paraprofessional positions needed to provide the quality of educational services that are required by P.L. 94-142.

If all else fails, make it illegal for districts/cooperatives to make money from the State on reimbursement. This can easily be monitored by State Auditors. Let's not penalize a great number of districts/cooperatives--especially in the rural areas because a few are making money from the reimbursement.

Thank you for your time and consideration. I trust you will consider the education for handicapped children when you make your decision.



Mark Wilson
Director Special Education

MW:mm

EXAMPLE: An example of how it affects rural districts/cooperatives is that I have 23 certified staff of which 20 need paraprofessionals. We employ 27 paraprofessionals in order to meet the needs of the 365 students in five different school districts with at least 18 attendance centers. The reduced reimbursement will affect us hard because of the number of paraprofessionals we need to employ. The added reimbursement for the certified teachers will not offset the amount we lose for paraprofessionals. Thus we will be forced to reduce staff or the district will have to bear the financial burden.

Northwest **K**ansas **E**ducational **S**ervice **C**enter

210 S. Range Suite 126
Colby, Kansas 67701
913-462-8282

January 20, 1984

Representative Don Crumbaker
Chairman, Education Committee
Kansas Statehouse
Topeka, KS 66612

Dear Don:

Enclosed are the following:

- 1) A breakdown showing loss in revenue if special education reimbursement is reduced from 50% to 25%.
- 2) An excerpt from the official minutes of the NKEC Board meeting of January 19, 1984.

I plan to arrive in Topeka prior to the hearing on H.B. 2633 on Thursday evening. At the request of the NKEC Board I will testify in support of the 50% reimbursement presently in effect.

Please contact me if advisable. Thanks very much for your information.

Sincerely yours,

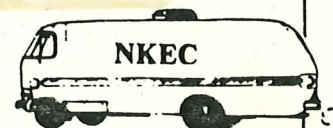
Hugh W. Purse
Executive Director

HWP/ttg
Enclosures

cc: Archie Vernon, Superintendent USD#412
Roy Keller, Superintendent USD#208

ATTACHMENT V

(1-26-84)
HOUSE EDUCATION



Northwest Kansas Educational Service Center

210 S. Range Suite 126
Colby, Kansas 67701
913-462-8282

NORTHWEST KANSAS PARAPROFESSIONALS

Seven School Districts with their own Special Education Programs:

Paraprofessionals Assigned to One Classroom:

Learning Disabilities	3
Educable Mentally Retarded	3
Interrelated	11.6
Trainable Mentally Retarded	7
Gifted	1
Physically Impaired	.5

Paraprofessionals Assigned to More than One Classroom within One District:

Speech	3
Personal/Social Adjustment	1
Gifted	1
Vision Impaired	1
Total:	<u>32.1</u>

USD#602 - Northwest Kansas Educational Service Center Programs:

Paraprofessionals Assigned to One Classroom:

Educable Mentally Retarded	1
Interrelated	9
Gifted	1
Developmental Kindergarten	1

Paraprofessionals Assigned to More than One Classroom withing One District:

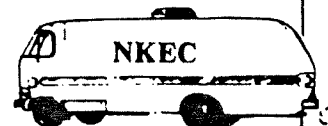
Gifted	1
Hearing Impaired	1

Paraprofessionals Assigned to Twenty (20) School Districts:

Hearing Impaired	1	Severely/Multiply Handicapped	1
Audiology	1	Vocational Special Needs	1
Interrelated	1	SEIMC/Computer Center	10
Vision Impaired	1	Personal/Social Adjustment	3
Preschool	9		

Speech Paraprofessionals: One professional with 4 districts 3
Two professionals with 6 districts 4

Total NKEC:	51.0
Total Other:	<u>32.1</u>
TOTAL:	83.1



Cherokee	Harmon	Thomas	Wallace
Decatur	Graham	Sheridan	Wallace
Logan	Rawlins	Trego	Wallace

Northwest **K**ansas **E**ducational **S**ervice **C**enter

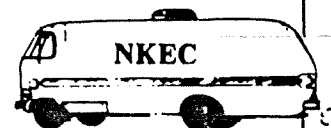
210 S. Range Suite 126
Colby, Kansas 67701
913-462-8282

Estimated 1983-34 Revenue:

$$83.10 \text{ Paraprofessionals} \times \$10,339 \times 50\% = \$429,585.45$$

Estimated Loss in Revenue if reimbursement is cut to 25%

$$= \$214,792.72$$



Cherokee	Rawlins	Decatur	
Sherman	Thomas	Sheridan	Logan
Wallace	Gove	Trego	

Northwest **K**ansas **E**ducational **S**ervice **C**enter

210 S. Range Suite 126
Colby, Kansas 67701
913-462-8282

January 20, 1984

Members - House Education Committee

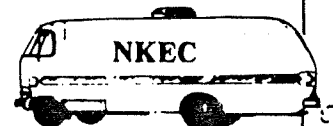
At the regularly scheduled meeting of the Board of Education of the Northwest Kansas Educational Service Center held on January 19, 1984, and with a quorum of 17 members present, the following action was taken:

Sheila Frahm moved the NKESC Board of Education send a letter in opposition of H.B. 2633. Ron Bell seconded the motion.

Voting in favor of the Motion 17
Voting in opposition of the Motion 0

Signed:

Beth Wycoff
Clerk





LLOYD LOCKWOOD, Director

THE CENTRAL KANSAS COOPERATIVE IN EDUCATION

SALINA CENTER

PHONE 913-827-0301

3023 CANTERBURY DRIVE

SALINA, KANSAS 67401

CENTERS

SALINA
3023 Canterbury Drive
Salina, Kansas 67401

SALINA
Education Center
219 South 3rd
Salina, Kansas 67401
Phone: 827-9327

ABILENE
603 South Buckeye
Abilene, Kansas 67410
Phone: 263-1773

Written Testimony Presented
To The House Education Committee
Regarding HB 2633

January 25, 1984

I am Lloyd Lockwood, Director of the Central Kansas Cooperative in Education, which serves 12 school districts in Dickinson, Ellsworth, Ottawa and Saline counties. These districts enroll approximately 14,000 students.

Thank you for the opportunity to present testimony related to House Bill 2633. I have been interested in the issues reflected in this bill since the Interum Committee on ways and means held hearings on Proposal No. 45 last summer.

I believe that HB 2633 was written in an attempt to control the rapid growth in cost of special education programs and services in Kansas and that attention to these issues is warranted. It is certain that there has been a marked increase in the dollars spent on special education over the past ten years. My concern with this bill is not that it expresses a need for control, but that the means provided to exercise such control appears to be inappropriate and may create more problems than it solves.

During the hearings related to Proposal No. 45 questions were raised regarding the use and misuse of paraprofessionals. The feeling appeared to be that some districts and cooperatives were hiring too many paraprofessionals and that some were paying these people less than the amount reimbursed. These charges may in fact be true but it ignores the fact that reimbursement is intended to cover 95% of the excess cost of providing special education services. The system used to provide funds is based on the number of approved programs in operation in districts.

If there are questions regarding the equity of fund distribution or the inappropriate use of paraprofessionals, or of staff overloading, consideration should be given to modifying the formula for distributing excess funds and reviewing the rules and regulations related to special education. It also seems appropriate to determine whether existing rules and regulations are being followed. These issues relate to district compliance with the laws and regulations.

I would suggest that most of the abuses could be corrected through compliance procedures and audits rather than through additional legislation.

(1-26-84)
ATTACHMENT VI HOUSE EDUCATION

PROVIDING EDUCATIONAL SERVICES FOR CENTRAL KANSAS

ABILENE—U.S.D. #435
LEO R. LAKE, SUPT.
TWIN VALLEY—U.S.D. #240
JAMES E. McCLAIN, SUPT.

CHAPMAN—U.S.D. #473
KENNETH ROOT, SUPT.
ELL-SALINE—U.S.D. #307
DR. E. WARREN PETERSON, SUPT.

ELLSWORTH—U.S.D. #327
BERT HITCHCOCK, SUPT.
HERINGTON—U.S.D. #487
L. S. WELLER, SUPT.

LORRAINE—U.S.D. #328
GENE LINTON, SUPT.
MINNEAPOLIS—U.S.D. #239
RON CLIFTON, SUPT.

RURAL VISTA—U.S.D. #481
B. L. McDANIEL, SUPT.
SALINA—U.S.D. #305
DR. TERRY TERRIL, SUPT.

SOLOMON—U.S.D. #393
JOE L. GRAY, SUPT.
SOUTHEAST OF SALINE—U.S.D. #306
DR. FRANK GEORGE, SUPT.

WICHITA PUBLIC SCHOOLS
EDUCATIONAL SERVICES BUILDING
640 North Emporia
WICHITA, KANSAS 67214

January 25, 1984

Division of Pupil Services

TO: The House Education Committee
Rep. Don Crumbaker, Chairman

FROM: James Dyk, Director
Department of Special Education
Wichita Public Schools

SUBJECT: HB 2633

The Board of Education, Wichita Public Schools, has approved three positions relevant to special education. These are:

1. Support of full funding of the "excess costs" of special education;
2. Support of continued programming for gifted pupils; and
3. Support of legislation and appropriate funding for preschool.

House Bill 2633 does not speak clearly to any one of these three priorities of the Board of Education.

There are three concerns with HB 2633. They are:

1. The concept of full excess cost is not included;
2. The support for the paraprofessional as an integral part of special education is diminished to twenty-five percent of a professional unit; and
3. The concept of "full-time equivalent" (FTE), which might be considered an administrative command, is legislated.

South Central Kansas
Special Education Cooperative
Interlocal #605
Pratt, Kansas 67124

Submitted By: Eldon Carver, Director (316-672-2101)

The South Central Kansas Special Education Cooperative serves eight Unified School Districts in Kingman, Harper, Barber, and Pratt Counties. There are approximately 5600 students in grades K-12 in this area. Six hundred twenty-six are being served in special programs.

Because of the geographical factor of sparse population, there are not generally enough students in each category to provide independent categorical programs in each attendance center. SCK-SEC operates Inter-related rooms where two or more categories of exceptionality are served. This type of delivery service makes it very desirable to employ paraprofessionals to assist in the individualism within the program. The paraprofessional, then, becomes a very important part of our provision of mandated, appropriate service to exceptional children.

The SCK-SEC opposes decreasing reimbursement for Paraprofessionals in Special Education. If the $\frac{1}{4}$ categorical unit per paraprofessional is utilized, and assuming there is no increase in categorical aid toward funding excess cost, the cost of this act to SCK-SEC will be approximately 4.4% of the total budget.

1983-84	30.7% FTE Paraprofessionals	x	\$5,169. (50%)	=	\$158,688.
1984-85	30.7% FTE Paraprofessionals	x	\$2,886. (25%)	=	<u>88,600.</u>

Loss in Reimbursement \$ 70,088.

See Chart I for placement of Certified Staff.

See Chart II for utilization of Paraprofessionals.

South Central Kansas
Special Education Cooperative

Chart I

Professional Support (FTE)

	IRC	LD	PSA	SP	PSY	GTD	HI	SMH	TMH	LD Res	IMC	VI	OT	PT	Adm
Pratt/Skyline	5	3	1	2	1	.2	.2	*	*	---	---	1	*	*	*
Cunningham	*	*	*	*	*	---	---	1	2	---	---	---	*	*	*
Kingman	6	2	1	1	1	---	---	*	*	---	---	---	*	*	*
Anthony/Harper	4	3	1	1	1	.5	---	*	*	---	---	*	*	*	*
Attica	*	*	*	*	*	*	---	---	1	---	---	*	*	*	*
Kiowa	3	1	*	*	*	*	---	---	*	---	---	---	*	*	*
Medicine Lodge	3	1	1	1	1	1	*	---	*	1	---	---	*	*	*
Co-op Wide	*	*	*	*	*	*	*	*	*	*	1	*	.8	.2	2.0
TOTAL	21	10	4	5	4	1.7	.2	1	3	1	1	1	.8	.2	2.0

55.9 FTE

59 Head Count (OT, PT included)

Average Certified
Salary -- \$18,046.

IRC--Interrelated Resource Center

TMH--Trainable Mentally Handicapped

LD--Learning Disabilities

LD Res.--Learning Disabilities Resource Room

PSA--Personal Social Adjustment

IMC--Instructional Materials Center

SP--Speech & Language

VI--Visually Impaired

PSY--Psychologist (School)

OT--Occupational Therapy

GTD--Gifted

PT--Physical Therapy

HI--Hearing Impaired

Adm.--Administration

SMH--Severely Multiply Handicapped

Paraprofessional Support (FTE)

	IRC	PSA	GTD	HI	LD Res	SMH	TMH	PI	VI	IMC	Voc. Assess
Pratt/Skyline	3.0	.7	.5	.5	---	.5	*	---	.5	*	*
Cunningham	*	---	---	---	*	3.0	2.0	---	---	*	*
Kingman	4.0	---	---	---	1.0	*	*	---	---	*	*
Anthony/Harper	4.0	---	---	---	---	*	*	.5	---	*	*
Attica	*	---	---	---	---	---	1.0	---	---	*	*
Kiowa	2.5	---	---	---	---	---	*	---	---	*	*
Medicine Lodge	2.0	---	---	.5	1.0	---	.5	---	---	*	*
SE-IMC	---	---	---	---	---	---	---	---	---	2.0	1.0
TOTAL	15.5	.7	.5	1.0	2.0	3.5	3.5	.5	.5	2.0	1.0

% of Total

51% IRC Paraprofessionals
23% TMH/SMH
10% IMC/Voc. Assess.
10% LD Resource
6% Other

Permit Lv. I 14 (12.3) FTE \$4.80
Permit Lv. II 8 (7.1) FTE \$5.15
Permit Lv. III 13 (11.3) FTE \$5.50

30.7 FTE
35 Head Count

IRC--Interrelated Resource Center

PSA--Personal Social Adjustment

GTD--Gifted

HI--Hearing Impaired

LD Res.--Learning Disabilities Resource Room

SMH--Severely Multiply Handicapped

TMH--Trainable Mentally Handicapped

PI--Physically Impaired

VI--Visually Impaired

IMC--Instructional Materials Center

Voc. Assess.--Vocational Assessment

(1-26-84)

PARAPROFESSIONAL INFORMATION

ATTACHMENT IX

HOUSE EDUCATION

The following information is submitted in support of our contention that the Kansas paraprofessional is an important component of the educational team working with the special education students of the state.

Definition - The Kansas State Plan for Special Education states: "The special education paraprofessional is a team member who works alongside the special education teacher. He/she not only frees the teacher from the more routine tasks of the classroom, but also serves as an effective part of the educational team. With differentiated responsibilities, he/she carries out the programs developed by the special education professionals."

Seldom do special education students pass their days in school without extended often highly personal contact with a para. To many children, teacher and para are simply two very important and fully interchangeable adults.

Paraprofessional Data

As of October 1982, there were 2,298 paras employed in the state of Kansas.

Classrooms serviced include those in the areas of: Adaptive PE, Audiology, Early Childhood, Educable Mentally Handicapped, Gifted, Hearing Impaired, Homebound, Inter-Related, Learning Disabilities, Occupational Therapy, Physically Impaired, Physical Therapy, PSA (Emotionally Disturbed), Psychology, Severely-Multiply Handicapped, Social Work, Speech-Language, Trainable Mentally Handicapped and Visually Impaired.

Kansas paras take pride in the fact that the state has been a leader in the nation in the training and utilization of paras. Other states have copied our programs.

Educational and In-Service Background

Many paras have bachelor degrees, associate degrees or extensive college credits. In addition, others have many years of on-the-job training. All special education paras in Kansas are required to obtain 20 hours of in-service training per year. These include training in first aid techniques, audio-visual operation, subject matter skills, material preparation and behavior management.

A three-level permit system based on education and experience has been established for all paras in the state.

Duties

PL 94-142 enacted in 1975 requires an Individual Education Plan (IEP) for each student. Included in these plans are many goals and objectives which require hours of teaching, supervision, monitoring and reporting. The special education teacher needs and deserves assistance in the performance of these duties, as well as with all the other activities she undertakes in her classroom.

In addition to those activities associated with academic learning, paras do: toileting, feeding, dressing, transporting, signing, supervising, and listening.

In Summation - Paras cost practically nothing, and they work hard. They help teachers to use their time better. They stay in the same job, usually uncomplainingly, for years, always grateful for small favors. Many don't get minimal fringe benefits and they do a million things around a school. If you're having budgetary problems, you can let them go without sympathy strikes because they're rarely organized. In fact, they're sort of like the comic strip character, the shmoo, which provided for all human wants and, having met them, joyously danced into the final kingdom.

Atch. IX

Handwritten: Russell, Kansas

Special Education
Unified School District No. 407

OFFICE: SIMPSON ELEMENTARY SCHOOL

Russell, Kansas 67665
913-483-3226

To: House of Representatives Committee on Education
From: Concerned Paraprofessionals, Director of Special Education and USD #407
Date: January 26, 1984
Re: HB 2633 - Proposal No. 45

We oppose reducing special education paraprofessional reimbursements to $\frac{1}{4}$ because of the harmful effect it will have in our rural area in providing direct services to special education students. Listed below are the reasons why this could adversely affect our district and rural Kansas.

1. USD #407 is over 800 square miles in size with a total special education population of 238 students who are mentally handicapped, learning disabled, emotionally disturbed, hearing impaired, visually impaired, physically impaired, gifted, or have speech and language difficulties. We serve ages 2 to 21 at the present time.

Our total enrollment is 1,408 in USD #407. We serve five towns including Russell, Dorrance, Gorham, Luray, and Lucas with many of our students living on farms. Logistically, we have a great distance to cover in providing direct services to pupils who are in need of special education.

In our outlying schools (Dorrance, Gorham, Luray, and Lucas) it is necessary to operate itinerant/resource special education programs because we do not have enough students to warrant full time teachers in each school. We utilize paraprofessionals to assist in providing direct services to pupils who might otherwise receive considerably less help. We strongly believe that it is best to serve students in their home school where possible and bus only the more seriously handicapped to Russell. We cannot maintain direct services to students in their home school or town to the extent that they are currently receiving and need if we cannot utilize paraprofessionals.

2. USD #407 will lose over \$30,000 based on this year's level of funding in para reimbursements if para reimbursement is cut. Obviously para positions would be reduced and we do not need additional special education teachers if we consider pupil-teacher ratios in special education programs.

3. The loss of funding would be significant and hurt our budget as we would not be gaining additional money in hiring additional certified teachers.

4. We feel that rural Kansas special education children are as important as urban children and should not risk losing direct services because we can not afford to hire paraprofessionals.

5. We currently have a strong Paraprofessional staff who are trained to work with special education students and teachers in our schools. Their rate of pay ranges from \$4.50 an hour (high school graduate/no experience) to \$7.30 an hour (college degree with six or more years of experience as a teacher or para). Please note that USD #407 has never made money through reimbursement on paraprofessionals.

6. Boards of Education may not be willing to pick up the additional expense of paras if the reimbursement for paras is cut.

7. Again because it is so important, para cuts resulting in lack of funding will cut direct services to special education students. Please do not let this happen.

Paras representing USD #407 are: Gayla Taylor, Tracy Hanzlick, & Jeanette Thornton.
Director of Special Education for USD #407:

Connie W. Evans

Monday

Kevin 8:20-9:20 Math

Amanda 8:30-9:30 Rdg

Alleda 8:50-9:40 Rdg

Julie 9:30-10:30 Math

Mike 9:35-10:15 Math

Chris 9:40-10:30 Rdg

Wilbur 9:40-10:15 Rdg

Recess 10:30-10:45

Julie 10:45-11:45 Rdg

Newton 10:45-11:40 Rdg

Brad 10:50-11:40 Rdg

Lunch 12:00-12:30

Kirk 12:35-1:00 Math

Alleda 1:15-1:45 Make-up work

Wilbur 1:30-2:00 Spelling

Jason B 1:25-2:05 Math

Nigel 1:30-2:00 Writing

Kevin 1:40-2:00 Spelling

Brad 1:45-2:15 Math

Jason 1:45-2:15 Math

Mike/Tammy/Chris/Jason 2:30-3:05 Spelling

Tuesday

Wednesday

Thursday

Friday

*weekly schedule
of a paraprofessional*

—●— KANSAS RIVER VALLEY SPECIAL EDUCATION COOPERATIVE —●—

Sponsoring District
USD 320 Wamego, Kansas

BARBARA J. KERR,
Director
DEBBIE LUNDGREN,
Secretary

815 Fifth
WAMEGO, KANSAS 66547
Phone (913) 456-9195

Member Districts
USD 320 — Wamego
USD 323 — Westmoreland
USD 329 — Alma

LADIES AND GENTLEMEN:

Our special needs students have gained significantly from the addition of a vital group of workers known as PARAPROFESSIONALS.

We have spent time and monies in training them to work with special needs students.

The proposal to fund them at 1/4 the teacher reimbursement will significantly impact the budget of our special education cooperative!

The projected salaries for paras 84-85:	\$109,931
at 1/4 reimbursement from state we'd receive:	50,543

Cost to fund paras out of local budget:	<u>\$ 59,388</u>
---	------------------

Where are 3 relatively small unified school districts to come up with an increase of \$60,000 for the coming term?

For us, it amounts to a cut of 2/3 personnel in the paraprofessional area for our cooperative next year! I will then have underserved-- and what is worse: unserved special needs students being put on waiting lists. Because several of our teachers, like many cooperatives, are itinerant personnel, we are dependent on the paraprofessionals for services to special needs students under the teachers direction and guidance.

Special needs students can not afford to be put off--they need help with their educational programs now! Due process cases will undoubtedly increase. We will not be able to meet the mandate which says: all students have the right to a free, appropriate, public education. Kansas has been held in high esteem throughout the United States because of it's advanced paraprofessional program and the effects of said paras have been significant. I implore you to reconsider the devastating effects this proposal for cuts would have on special education.

The post-Legislative audit of Wamego said we were spending money appropriately. Our paras line item cost our coop money last year. It will cost us at \$7,000 this year. With no cuts in funding we are looking at about \$10,000 next year. We do not make money on paras but we surely do have a significantly better cooperative because of them.

Please, please consider well this suggested bill. DON'T CUT REIMBURSEMENTS TO THE PARAPROFESSIONAL PORTION OF SPECIAL EDUCATION.

State Capitol Building
Topeka, Ks. 66612

January 26, 1984.

Dear Education Committee Members,
I am writing concerning the House Bill # 20633. The bill suggests the reimbursement for Paraprofessionals from $\frac{1}{2}$ of a certified teacher to $\frac{1}{4}$.

As a paraprofessional I feel this is an injustice being made. We are just as important as the teachers are. We assist in daily school tasks, feeding, toileting, getting from one room to another, etc. If we are cut there will be teachers without assistance.

Please reconsider this bill very carefully.

Thank you,
Peggy Thompson
Paraprofessional
Atchison-Jefferson Ed Corp
Osbalossa, Ks. 66606

Jan. 26, 1974

State Capitol Building
Topeka, Kansas 66612

Dear Education Committee Members

I am writing to you concerning House Bill #2633. In this bill, it is suggested that the reimbursement for Paraprofessionals be reduced from the current $\frac{1}{2}$ of a certified teacher to $\frac{1}{4}$.

This proposed cut in reimbursement would not only lead to a reduction in Paraprofessionals working with special ed students.

As a paraprofessional, working with S.M.H. students, I feel we are greatly needed to assist the classroom teacher with their daily school tasks.

If paraprofessionals are cut, some teachers will be without assistance, and I feel the special needs and education of these students will suffer greatly.

Please consider this bill carefully, as the children in special education have tremendous goals that need to be met.

Thank you.

Virginia Glent - Paraprofessional
Stehning-Jefferson Ed. Co-op.
Effington, Kansas 66023

January 26, 1984

State Capitol Building
Topeka, Kansas 66612

Dear Education Committee Members,

I am writing concerning House Bill # 2633. This bill concerns cutting paraprofessional reimbursement from $\frac{1}{2}$ of a certified teacher to $\frac{1}{4}$.

I am an occupational therapist working with handicapped children in a special education cooperative. The children, as well as teachers, depend heavily on the assistance of paraprofessionals to do their daily school tasks. These tasks include academic skills, feeding, toileting, getting from one room to another, as well as carrying out therapy programs. If paras are cut, some teachers will be without assistance. When this happens, the teacher will have to spend so much time with physical necessities, toileting especially, that the academic needs of these children will ~~be~~ not be properly met.

Please consider carefully our special children.

Thank you,

Martha Ostrander, OTR
Occupational Therapist
Atchison-Jefferson Spec. Ed. Co-Op
RR#1 Box 125
Winchester, Kansas

66097

January 26, 1984

State Capital Building
Topeka, KS 66612

Dear Members of the Education Committee,

I am writing to you concerning House Bill #2633. This bill suggests the state change the reimbursement for paraprofessionals from $\frac{1}{2}$ to $\frac{1}{4}$.

As a teacher for the Severely/Multiply Handicapped, I am appalled and very scared. Paraprofessionals are the back bone of our special services. I dare say that my present program would hardly be functional if it weren't for the paraprofessional. If she were to have her time cut or even, God forbid, canceled, my whole day would be spent changing clothes from toileting accidents and keeping children in their seats. I ask you, what kind of learning is going on there!?

Please, reconsider changing this bill. When you think about all the figures and statistics, please remember what my classroom and hundreds like it would be like without these helping hands.

Sincerely,

Debra Shaw
255 N. Michigan 6-32
Lawrence, KS 66044

(1-26-84)

HOUSE EDUCATION

ATTACHMENT XV

January 26, 1984

State Capital Building
Topeka, KS 66612

Dear Members of the Education Committee:

I am writing to you concerning House Bill #2633. This bill suggests the state change the reimbursement for paraprofessional from $\frac{1}{2}$ to $\frac{1}{4}$.

I am a teacher for the Trainable Handicapped. As a teacher I depend heavily upon my paraprofessional. Having physically and mentally Handicapped students in my class it increases the work load without my para the job would not be done as efficiently.

I'm sure my program will not be the only one affected by this bill. Other areas of special education will probably be more affected-- it is not fair to any program.

I hope and pray that you will think twice before passing this bill. All children deserve the right to an education but lets not just give them an education, lets give them the best education through the love and help they receive from a paraprofessional.

Thank you

Pam Spence
Box 514
Oskaloosa, KS 66066

January 25, 1984



The Honorable Don Crumbaker, Chairman
Committee on Education
House of Representatives
Capitol Building
Topeka, Kansas

Remarks pertaining to HB 2633

I would like to thank you on behalf of the members of the Kansas Association of Special Education Administrators for this opportunity to speak in opposition to HB 2633. There are two components of the bill which cause us concern.

First and foremost, we are cautious about any change in the special education reimbursement formula to school districts which is not coupled with legislation that will provide full state funding for the excess cost of special education through categorical aid. By counting a paraprofessional as one/fourth full-time equivalent special education teacher without a subsequent change in categorical aid would have a dramatic fiscal impact on local education agencies and, subsequently, affect services to special education children. Both the United School Administrators and the Kansas Association of Special Education Administrators have long standing legislative positions supporting the full funding for excess costs for special education. While not enacted in legislation, we have been appreciative of the strong support the legislature has given special education.

We also question the need for legislation which mandates an FTE count of exceptional children. We recognize the need for the legislature to account for and monitor the funds expended in special education. However, such information has always been provided through requests to the State Department of Education. Full-time equivalent numbers are currently used when considering state appropriations to special education. Our specific concern is that any data collected on special education programs reflect the broad scope of our mandate. Our responsibilities in the areas of mainstreaming students, support services and diagnosis and evaluation are not well reflected in FTE counts.

(1-26-84)

ATTACHMENT XVII HOUSE EDUCATION

Thank you for the opportunity to express our views. We continue to be appreciative of the leadership role that the legislature has taken in providing for the educational needs of special children.

Sincerely,



Robert D. Wittman, Ph.D.,
Chairman
KASEA Legislative Committee