

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 March 14, 1984 in room 313-S of the Capitol.

All members were present except: Representative Bussman, who was excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Dale Dennis, State Department of Education
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Senator Charlie Angell
Ken Rogg, Schools for Quality Education
Lyle Klamm, Superintendent at Montequma USD #371
Craig Grant, Kansas-National Education Association
John Koepke, Kansas Association of School Boards
Onan Burnett, USD #501
C. L. Riley, Superintendent at Holton USD #336
Dr. A. W. Dirks, Wichita USD #259
Dr. Jerry Schreiner, United School Administrators

The Chairman opened the hearing for SB 601 which affects the maintenance of educational programs in school districts.

Senator Charlie Angell presented SB 601 stating that this bill would allow two or more school districts the opportunity to enter into an agreement to share provisions for the attendance of pupils residing in one school district in any of grades kindergarten through 12 in such other district. The Senator stated that there could be a conflict with HB 2618 which amends a statute contained in SB 601. He suggested that the committee amend the body of HB 2618 into this bill, SB 601, and the SENate would do the same in reverse. The problem of this conflict could then be remedied in a conference committee.

Ken Rogg, Schools for Quality Education, testified in support of SB 601. He stated that this proposal was approved by various groups at about the same time, so he felt that this was definately good legislation. Mr. Rogg presented the committee with a copy of testimony in support of SB 601 from Michael O. Rooney, Superintendent at Copeland, USD# 476, who could not be at the hearing today. (ATTACHMENT I)

Lyle Klamm, Superintendent at Montequma USD #371, testified in support of SB 601. (ATTACHMENT II)

Craig Grant, Kansas-National Education Association, testified in support of SE 601. (ATTACHMENT III)

John Koepke, Executive Director, Kansas Association of School Boards, testified in support of SB 601. He stated that they originally had no formal policy position on this topic, but through an unusual process, the Board of KASB has chosen to endorse this legislation.

Onan Burnett, USD #501 Topeka, added his testimony in support of SB 601. He stated that his administration supports this legislation to help some of the other smaller districts.

This concluded the hearing for SB 601. The Chairman asked for committee action on this legislation if it so chose.

Representative Apt made a motion to amend SB 601 by incorporating HB 2618 into the bill. Representative Brady seconded the motion. The motion to amend carried.

Representative Miller moved that SB 601 be recommended for passage as amended. Representative Apt seconded the motion. The motion carried.

The Chairman asked Ben Barrett of Legislative Research to brief the committee on SB 474. Mr. Barrett stated that this bill was a product of an interim study Re Proposal No. 17 for summer programming, remedial schooling, enrichment programs, etc.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 313-S, Statehouse, at 3:30 ~~xxx~~/p.m. on March 14, 1984

Representative Apt stated that the committee had sent a bill dealing with summer schooling to the Committee of the Whole and did not see a need for an additional bill. Representative Brady stated that Representative Reardon had requested him to echo Representative Apt's remarks. The other members of the committee who were members of the interim committee also echoed the opinion of Representative Apt.

The CHairman asked the conferees present, listed to testify in regard to this bill, for their testimony.

C. L. Riley, Superintendent at Holton USD #336, yielded to the discussion of the committee.

John Koepke, KASB; Craig Grant, K-NEA; Dr. A.W. Dirks, Wichita USD #259 stated that at this time they had no comments.

Jerry Schreiner, USA, had been listed as an opponent.

The meeting was adjourned by the Chairman at 4:36 p.m.

The next meeting of the committee will be March 15, 1984 at 3:30 p.m.

Copeland Unified School District #476

Box 156
Copeland, Kansas 67837

Testimony before the
House Education Committee

3/14/84

Michael O. Rooney, Supt. of USD 476

Mr. Chairman and Committee members, I appreciate the opportunity to appear before you to testify concerning Senate Bill 601.

Earlier this legislative session, at a joint meeting of the House and Senate Education Committees, Mr. Ben Barrett itemized some 13 alternatives to allow the legislature to provide greater efficiency within and among our Kansas school districts without significantly increasing costs. The first four of these alternatives involve district organizational structure. At the risk of oversimplifying, I read the first alternative to be further consolidation, the second to be school closings, the third to be the dissolution of districts, and the fourth to be shared educational services. It is to this fourth alternative, shared services, that I wish to address my comments. The concept of shared services is embodied in Senate Bill 601, which has recently passed the Senate and is now before the House Education Committee.

What SB 601 effectively does is provide Kansas public school districts with the authority to explore and implement creative solutions to the problems

created by declining enrollments and the increasing costs of education. It mandates nothing. Rather, it is permissive legislation only.

At present, Kansas school districts experiencing declining enrollments and increasing costs have but two options:

- 1.) operating a separate K-12 program, no matter what the enrollments or costs become; or
- 2.) consolidating with one or more other districts in the immediate area.

Many small districts in Kansas are currently faced with these two options only and are not thoroughly convinced that either option is in the best interests of their students.

Senate Bill 601 provides such districts with a third option: sharing educational services with one or more neighboring districts, while remaining an independent school district. For instance, districts A and B would be able to contract with each other and agree that all junior high students from both districts (A and B) be educated by district A while all senior high students from both districts were educated by district B.

The result of such sharing would be:

- increased curriculum offerings for students.
- elimination of unnecessary duplications of effort.
- reduced educational costs.
- increased participation in specialized or advanced curriculum and co-curricular programs (e.g., physics, drama, art, languages, etc.).

- greater availability of support services for all students (e.g., counseling, library services, career guidance, etc.).
- each teacher teaching in his/her major area only.
- each teacher teaching at only one level (e.g., junior high only or senior high only).

Yet the integrity and independence of the participating districts would be retained. There would be separate Boards of Education, assessed valuations, mill levies, budget authorities, salary schedules, administrations, and faculties. There would be no new construction and no permanent changes in either district's essential structure.

The model upon which SB 601 is based is one developed in 1979 and 1980 by two school districts in Iowa - Corwith-Wesley (a district which had already experienced consolidation) and LuVerne. Faced with the common problems of declining enrollments and increasing costs, these two Iowa districts have for the past four years signed consecutive one-year agreements to share educational services at the junior and senior high school levels. Each district operates its own elementary school. LuVerne operates the junior high program for both districts in its facility in LuVerne; Corwith-Wesley operates the senior high program for both districts in its Corwith facility. The two schools are 14 miles apart. Each district retains its separate identity, its own Board, its own assessed valuation, its own mill levy, its own budget authority, its own salary schedule, its own administration, and its own faculty.

At the end of any year, either district is free to terminate this sharing agreement, but neither has chosen to do so in the past four years. The educational and financial advantages have been so great that the contract has been renewed each year. Nor have these two districts sought to consolidate into a single district.

The Board of Education and I have visited these two Iowa districts and seen the model first-hand. We were very impressed and feel that the model has applicability in Kansas.

The beauty of the proposed legislation, S.B. 601, is that it is entirely permissive in nature and allows for initiative at the local level rather than imposing a "solution" from Topeka.

While some may say that this is just another form of consolidation, it is in fact an alternative to consolidation. S.B. 601 allows local Boards of Education to pursue creative solutions to their districts' problems without surrendering local control and the districts' independence.

Interest in this bill is not limited to USD 476 in Copeland. Our Board has already had two joint meetings to pursue this concept with the Board of Education of USD 371 in Montezuma and two joint meetings with the Board of Education of USD 374 in Sublette. Both districts appear to be quite interested in the concept, as is ours. As a matter of fact, the Boards of Education in Copeland and Montezuma are planning a joint trip to visit the two Iowa districts as soon as such a trip is possible.

On behalf of the Board of Education of USD 476 in Copeland and on behalf of Schools for Quality Education, I ask that you regard S.B. 601 favorably and allow us greater local flexibility in seeking solutions to our problems.

Thank you.

Testimony before the House Education Committee
March 14, 1984 by Lyle D. Klamm, Superintendent
Unified School District No. 371, Montezuma, Kansas

Mr. Chairman and Committee Members, I appreciate the opportunity to appear before you to testify concerning shared education services. Senate Bill 601 effectively provides authority to explore and implement creative solutions to some problems. Declining enrollments and increasing costs of education have hit us all.

But these are not the only causes for concern in many of the small schools. School facilities are rapidly approaching antiquity. Further consolidation is frustrating. Distances become hard to accept. In many instances, because of terrain, it makes it all but impossible and terribly inefficient "to get there from here". There is usually a high degree of trauma involved.

I feel that Senate Bill 601 is a refreshing approach, and that it is unique in that it does not penalize anyone. It is permissive, not mandatory. It may never be used in Kansas, but it has worked in Iowa. Corwith-Wesley is a consolidated unified district that is now engaged in sharing services with LuVerne. It has worked well for the past four years.

Many schools formed under the unification law came up with strange bed fellows. Time and pressures of modern technology tend to demand further changes. It would be good if we can reach solutions before needs make it a mandatory compliance. Shared services would allow study, experimentation and actual practical applications without pushing a community beyond the point of no return. Each school district would retain its' local school board.

Montezuma lost high school students in 1972 when the Mennonite segment of our community chose not to send their children to the public high school. In 1979 the Monezuma Mennonite Elementary School was built and we lost another 30% of our enrollment. We hit rock bottom in enrollment, but since that time there has been a rapid growth in our elementary grades. Our general fund has gone from 38.2 mills to 57.88 mills. ^{4 years} During this time we have worked continuously with all districts in the county who would talk with us. Under the present law, it is up hill work.

In south Gray County we have three school systems operating grades Kindergarten through 12 within a radius of 23 miles. Montezuma is the largest, yet the enrollment of each of the three schools is among the lowest 15 schools listed for high school activities as published by the Kansas State High School Activities Association for 1983-1984. We have a common bank, the Friendship Parish of the

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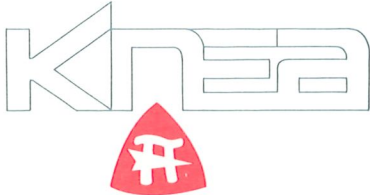
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Methodist Church encompasses the three towns, our combined areas are compact and geographically accessible and yet community identity in the schools tend to separate us. Senate Bill 601 would help us talk and plan together. It could be the difference. We are trying transfer of territory. We have shared teachers with neighboring schools. We have sent students to Voc Tech and allowed seniors to take subjects at Dodge City Junior College. We have combined junior high teams with Ensign so that athletes could have experience in football. Under Senate Bill 601 we could even go further and combine grades with neighboring schools at different levels to improve the equality of education and reduce needless duplications of educational services.

We are blessed. We have a community that continually supports us with an added tax levy. We have had no problems recruiting quality teachers. The time is rapidly approaching a need for a change.

On behalf of the board of education of U.S.D. No. 371 in Montezuma, I ask that you regard Senate Bill 601 favorably and allow us greater local flexibility in seeking solutions to our problems.

Atch. II



Craig Grant Testimony Before
House Education Committee
March 14, 1984

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate the opportunity to visit with you about SB 601.

Kansas-NEA is in support of SB 601. We feel that if two or more districts wish to enter into agreements proving the sharing of facilities and resources, those districts should have the right to do so. I believe that districts would enter into such contracts for two reasons: one, to economize and better utilize their resources; and two, to provide improved educational opportunities for students in the districts. Kansas-NEA applauds both reasons.

SB 601 does not deal with what would happen to the individual teachers involved in such an agreement. Kansas-NEA believes that this topic is one that can and should be dealt with at the local level--through the negotiations process or other processes which determine terms and conditions of employment. As an aside, Kansas-NEA believes that any displaced teachers, as a result of the agreement reached under SB 601, should be given first opportunity for open positions in the neighboring district or districts who are part of the agreement.

As the committee knows, school closings and school consolidations are often highly emotional topics. Kansas-NEA believes that SB 601 would provide a possible solution to this problem while still allowing districts to economize.

Thank you, Mr. Chairman and members of the committee, for listening to the concerns of teachers.

ATTACHMENT III 3-14-84
HOUSE EDUCATION