

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 28, 1985 in room 519-S of the Capitol.

All members were present except: Representatives Brady, Hensley and Kline who were excused.

Committee staff present:

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

Conferees appearing before the committee:

Bill Curtis, Kansas Association of School Boards
Craig Grant, Kansas-National Education Association
Dr. Merle Hill, Kansas Association of Community Colleges
John Peterson, Kansas Association of Private Career Schools
Dr. Bill Dirks, Wichita USD 259
Onan Burnett, Topeka USD 501

The Chairman opened the meeting by announcing that the scheduled meeting for Wednesday would be postponed to a later date.

The Chairman reminded the Committee of the Joint Hearing with the Senate Education Committee on Thursday in regard to the Ad Hoc Committee on School Finance.

The Chairman then turned the Committee's attention to requests for legislation.

Bill Curtis, KASB, presented the Committee with a copy of their Legislative Policies (ATTACHMENT 1) and Resolutions (ATTACHMENT 2). They have four requests for legislation during this session (ATTACHMENT 3): (1) concerns compensation for the due process hearing committee; (2) a change in the continuing contract notification date; (3) authorizing the deposit of miscellaneous revenues in the general fund, similar to SB 78 of the 1983 session (ATTACHMENT 4); (4) disqualifying employees of a school district from serving on the board of education, similar to SB 79 of 1983 session (ATTACHMENT 5).

Representative Max Moomaw made a motion to introduce the four bill requests of KASB "by request". Representative Vernon Williams seconded the motion. The motion was adopted.

Craig Grant, K-NEA, addressed the Committee with their one request. (ATTACHMENT 6).

Representative Elaine Hassler moved that a bill be introduced, Representative Jesse Harder seconded the motion. The motion was adopted.

Dr. Merle Hill, KACC, presented the Committee with their Legislative Program brochure. (ATTACHMENT 7)

Representative Bill Reardon moved that the Committee introduce the bills "by request", Representative Jessie Branson seconded the motion. The motion was adopted.

John Peterson, KAPCS, addressed the Committee with their request to change the Kansas Tuition Grant Act to allow the student to select any Kansas accredited institution. (ATTACHMENT 8)

Representative Robin Leach moved to introduce the legislation "by request", Representative Denise Apt seconded the motion. The motion was adopted.

Dr. Bill Dirks, Wichita USD 259, presented the committee with copies of their legislation proposals (ATTACHMENT 9). He stated that they had no specific requests of the Committee.

Onan Burnett, Topeka USD 501, presented the committee with their 1983-84 Educational Program Audit Report (ATTACHMENT 10), and their 1985 legislative proposals. (ATTACHMENT 11)

The Chairman directed the attention of the Committee to the proposals from the State Board of Education. Representative Vernon Williams moved that the legislation be introduced by the Committee, Representative R. D. Miller seconded the motion. The motion was adopted.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~am~~/p.m. on January 28, 1985

The meeting was adjourned at 4:14 p.m. by the Chairman.

The next meeting of the Committee will be January 29, 1985 at 3:30 p.m. in Room 519-S.

Legislative Policies of the Kansas Association of School Boards

As Amended by the KASB Delegate Assembly

November 25, 1984

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.

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 a reappraisal of all real property in Kansas should be completed before classification is implemented.

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.

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.

R. Open Meetings.

KASB supports legislation which would provide for annual renewal of the meeting notice request for notification of meetings of public bodies found in K.S.A. 75-4318.

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 10 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 third member shall be borne equally by the board of education and the aggrieved person requesting the hearing. All other costs in conjunction with termination or nonrenewal shall be borne equally.

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 to teachers, administrators, or other employees.

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.

N. Compulsory Attendance Age.

KASB is opposed to any changes in the present statutes, rules and regulations governing the compulsory attendance age of Kansas school children.

Resolutions adopted by the Delegate Assembly of the Kansas Association of School Boards, November 25, 1984.

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

1. Asbestos.

WHEREAS the issue of asbestos in public schools has become one of increasing national concern; and

WHEREAS conflicting and confusing regulations and information have been provided to Kansas school districts by the Environmental Protection Agency, the Kansas Department of Human Resources, and the Kansas Department of Health and Environment; and

WHEREAS Kansas school boards have a vital interest in removing any health hazard which may affect Kansas public school students and employees;

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that the Association support efforts to centralize all concerns dealing with asbestos in Kansas public schools in one state agency; and

BE IT FURTHER RESOLVED that all authority regarding asbestos matters concerning the public schools in Kansas be vested in the above-mentioned existing agency.

2. Income Tax Deductions.

WHEREAS the passage of 1983 SB 436 provided additional needed revenue to the state of Kansas by limiting the deduction from Kansas income taxes for federal income taxes paid; and

WHEREAS the income derived from this measure will cease unless such action is taken by the 1985 session of the Kansas Legislature; and

WHEREAS the need for a continuation of the revenue from this source to fund the state general fund budget is evident;

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that the Association support continuation of SB 436 without the sunset clause.

3. Home Schools.

WHEREAS considerable controversy has arisen during the past year regarding the issue of home schools and their legality; and

WHEREAS the Kansas Association of School Boards does not oppose the general concept of approved home school study programs in Kansas; and

WHEREAS KASB believes that within certain guidelines and a definite framework, home study programs as alternatives to private or public schools are a viable concept for educating students, and

WHEREAS KASB believes that local boards of education and the State of Kansas have an obligation to ensure that all students in the State of Kansas have the opportunity to receive full benefits of educational experiences;

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that any legislation or rules and regulations enacted relating to home schooling should contain the following provisions:

1. A definition of private school and home study programs. Such definition shall specifically state that home study programs may only include the teaching of children, in their own homes, by the lawful guardians of the children.

2. In any situation other than one coming under the above definition of "home study programs", the classes must be conducted by a certificated teacher. Home study programs may be conducted only by an individual who is competent and who has successfully taken and passed the minimum teacher competency test in the subject areas to be taught.

3. That the State Board of Education and the Kansas State Department of Education shall be responsible for oversight, program evaluation, testing and inspection of home study programs.

4. That the local school district shall not be responsible for the education of students enrolled in home study programs with the exception of special education students who are in a home study program in compliance with applicable state and federal laws and regulations.

5. No financial burden shall be borne by local school districts as the result of voluntary withdrawal of students from the public schools for participation in a home study program.

6. The State Board of Education shall establish rules and regulations governing the criteria for approval, subjects to be taught, the review to be conducted, and the minimum length of a home study school day and school year.

7. That special education students be required to participate in educational programs of the district within the facilities of the district if the district is to be responsible for all special education services.

4. Valuation Change Following Mill Levy Certification.

WHEREAS over half the cost of funding public elementary and secondary education in Kansas comes from property taxes levied by local boards of education; and

WHEREAS local boards of education are dependent on valuation certification from county officials to determine the mill levy necessary to fund the local portion of their budgets; and

WHEREAS changes in property valuation following certification of a school district mill levy leave school boards with no recourse to funding a resultant shortfall in income:

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that the Association support legislation which would prohibit county officials from reducing valuation figures on property in the county following the certification of a school district budget and mill levy.

5. 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; and

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

NOW, 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.

6. School District 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 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 1985-86, 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 and/or significant new state revenues are forthcoming.

7. Teacher Training Programs

WHEREAS the preparation of teachers is of vital concern to all segments of education; and

WHEREAS local initiative should be encouraged and rewarded whenever possible; and

WHEREAS the Central Kansas Cooperative in Education together with Salina Unified School District 305, its sponsoring district, has devised and implemented a New Teacher Training Program; and

WHEREAS the program has been enthusiastically received by participants, principals, superintendents, and school board members alike; and

WHEREAS the proposed "5th Year Internship" proposal for teacher education institutions will be costlier to local districts and more difficult to administer;

NOW, THEREFORE BE IT RESOLVED by the Delegate Assembly of the Kansas Association of School Boards that the Association support a one-year pilot study of alternative programs prior to any legislative mandate.



Mr. Chairman, members of the committee, each year the legislative committee of the Kansas Association of School Boards reviews all of the existing policies of the association and recommends amendments, additions, and deletions to those policies. The recommendations are then voted upon by the Delegate Assembly. As a result of that process, I appear today to ask your consideration for the introduction of four bills as committee bills.

The first concerns compensation for the due process hearing committee. Current law states that the expenses for the three members of the hearing committee shall be borne equally by both parties with the expense of the hearing transcript to be paid by the board of education. KASB requests that K.S.A. 72-5440 be amended to specify that the expenses of the hearing committee member chosen by the teacher be paid by the teacher, the expenses of the hearing committee member chosen by the board of education be paid by the board of education, and that all other expenses of the hearing be borne equally by both parties.

Second, KASB requests a change in the continuing contract notification date. As a result of H.B. 2768 from last session, the dates for notification of teachers are April 10 and May 10. However, the notification date for administrators is April 15 and May 1. We would ask that you amend K.S.A 72-5452, the administrator notification dates, to April 10 and May 1. We would ask that you amend K.S.A. 72-5411 and K.S.A. 72-5437 to April 10 and May 1. The last two citations are the notification dates for teachers.

Third, KASB requests introduction of a bill to authorize boards of education to deposit investment income into the general fund when the state imposes an allocation system. That bill would be similar to S.B. 78 from the 1983 session with the deletion of lines 36 and 37.

Finally, KASB requests introduction of a bill which would prohibit employees of a school district from serving as a member of that board of education. That proposal would be similar to S.B. 79 from the 1983 session. That bill, incidentally, passed the Senate last year but was voted down by the House of Representatives.

SENATE BILL No. 78

By Committee on Education

1-24

0015 AN ACT relating to school district finance; authorizing the de-
0016 posit of miscellaneous revenues in the general fund; amending
0017 K.S.A. 72-7062 and repealing the existing section.

0018 *Be it enacted by the Legislature of the State of Kansas:*

0019 Section 1. K.S.A. 72-7062 is hereby amended to read as fol-
0020 lows: 72-7062. (a) *Subject to the provisions of subsections (b) and*
0021 *(c), any revenues of a district, not required by law to be deposited*
0022 *in or credited to a specific fund, shall be deposited in or credited*
0023 *to any fund of the district specified in K.S.A. 72-7057 to through*
0024 *72-7061, inclusive, and amendments thereto, or to the capital*
0025 *outlay fund, the adult education fund, the adult supplementary*
0026 *education fund, or the bilingual education fund; except that.*

0027 (b) *At the discretion of the board of any district, revenues*
0028 *earned from the investment of an activity fund of a the district,*
0029 *authorized under the provisions of K.S.A. 1979 Supp. 12-1675,*
0030 *and amendments thereto, may, at the discretion of the board of*
0031 *any district, be deposited in or credited to such activity fund of*
0032 *such district.*

0033 (c) (1) *At the discretion of the board of any district, any reve-*
0034 *nuces specified in subsections (a) and (b) may be deposited in or*
0035 *credited to the general fund of the district.*

0036 (2) *The provisions of this subsection shall expire on June 30,*
0037 *1984.*

0038 (d) *To the extent that K.S.A. 72-1623 and 79-2958 conflict*
0039 *with this section, this section shall control.*

0040 Sec. 2. K.S.A. 72-7062 is hereby repealed.

0041 Sec. 3. This act shall take effect and be in force from and after
0042 its publication in the Kansas register.

SUPPLEMENTAL NOTE ON SENATE BILL NO. 78

As Recommended by Senate Committee on EducationBrief of Bill*

S.B. 78 permits school districts to deposit miscellaneous revenues, including interest earned on activity fund deposits, in the school district general fund. This authority expires on June 30, 1984.

Background

Under present law, miscellaneous revenues of the type referenced in K.S.A. 72-7062 cannot be deposited in the school district's general fund. They must be deposited in any of the following funds: special education, vocational education, driver training, food service, transportation, capital outlay, adult education, adult supplementary education, or bilingual education. Interest earnings on activity funds can be credited to such activity funds.

S.B. 78 was recommended by the Kansas Association of School Boards (KASB). According to KASB, the principal purpose for the bill is to allow school districts the discretion to deposit interest earnings in the school district general fund for the 1982-83 and 1983-84 school years. KASB believes this will give school districts greater flexibility to deal with shortfalls in school district general fund budgets resulting from the 4 percent reduction in general state aid for the 1982-83 school year.

Schools for Quality Education (SQE), Shawnee Mission (USD 512) and Topeka (USD 501) expressed support for the bill.

* Bill briefs are prepared by the Legislative Research Department and do not express legislative intent.

SENATE BILL No. 79

By Committee on Education

1-24

0016 AN ACT concerning boards of education of unified school dis-
0017 tricts; concerning persons disqualified from holding office as
0018 members thereof; amending K.S.A. 72-7901, 72-8202e and
0019 72-8207, and repealing the existing sections.

0020 *Be it enacted by the Legislature of the State of Kansas:*

0021 Section 1. K.S.A. 72-7901 is hereby amended to read as fol-
0022 lows: 72-7901. The governing body of a unified school district is
0023 and shall be a board of education composed of seven ~~(7)~~ mem-
0024 bers, except as is specifically otherwise provided in K.S.A. 72-
0025 5333b. The members may be elected by any combination of
0026 method of election and voting plan authorized by law, and shall
0027 serve for a term of four ~~(4)~~ years. *No person who is employed in*
0028 *any capacity by a unified school district may hold the position of*
0029 *member of the board of education of the unified school district by*
0030 *which the person is employed, except that any such person who,*
0031 *prior to the effective date of this act, was elected or appointed to*
0032 *the position of member of the board of education of the unified*
0033 *school district by which the person is employed may hold the*
0034 *position for the term for which the person was elected or ap-*
0035 *pointed and may be continued in employment by the unified*
0036 *school district.*

0037 Sec. 2. K.S.A. 72-8202e is hereby amended to read as follows:
0038 72-8202e. In addition to the officers provided for in this act, the
0039 board of education of any school district may appoint other
0040 officers and employees to serve at the pleasure of the board. Such
0041 officers and employees shall receive compensation fixed by the
0042 board. ~~No member of a board of education shall receive compen-~~
0043 ~~sation from the school district for any work or duties performed~~
0044 ~~by him person appointed under authority of this section shall be a~~

0045 *member of the board of education, except that any such person*
0046 *who, prior to the effective date of this act, was elected or*
0047 *appointed to the position of member of the board of education*
0048 *may hold the position for the term for which the person was*
0049 *elected or appointed and may be retained in the office or*
0050 *employment for which the person was appointed under author-*
0051 *ity of this section.*

0052 Sec. 3. K.S.A. 72-8207 is hereby amended to read as follows:
0053 72-8207. Board members *shall not receive compensation from the*
0054 *school district for their services as board members, but shall be*
0055 *paid their necessary expenses incurred in the performance of*
0056 *their official duties.*

0057 Sec. 4. K.S.A. 72-7901, 72-8202e and 72-8207 are hereby re-
0058 pealed.

0059 Sec. 5. This act shall take effect and be in force from and after
0060 its publication in the statute book.

SUPPLEMENTAL NOTE ON SENATE BILL NO. 79

As Amended by Senate Committee on Education

Brief of Bill*

The bill prohibits any person from being at the same time a member of the school board and an employee of the same board.

This prohibition does not apply to any school board member elected or appointed to office prior to the passage of the law during the duration of such term of office.

Background

S.B. 79 was introduced at the request of the Kansas Association of School Boards (KASB).

The Attorney General has ruled (Opinion No. 79-108) that a person legally could serve in the dual capacity as board member and employee of the district.

KASB proposed the amendments contained in S.B. 79 (as introduced) based on the view that it is not good public policy to permit a person who is employed by a school district to also serve on the district's governing body — the board of education.

The Kansas-National Education Association (K-NEA) opposed the bill because it limits local board autonomy, reduces the talent pool available for school board service and restricts the range of choice of citizens in local communities.

* Bill briefs are prepared by the Legislative Research Department and do not express legislative intent.

The Committee amendment is designed to ensure that any person otherwise affected by the law who is elected or appointed to the school board prior to enactment of this measure would be entitled to serve on the board for the duration of such term.

REQUEST FOR COMMITTEE BILL
HOUSE EDUCATION COMMITTEE

Change 72-5438 so that in the event that the two hearing committee members are unable to agree upon a third hearing committee member, the members would request the Commissioner of Education to appoint the third hearing committee member from a list maintained by the Commissioner of qualified and impartial individuals who are representative of the public.

Rationale: There has been a problem with judges finding third committee members. This change would accomplish the following:

1. Provide a ready list of committee members which should speed up the process; and
2. Allow the Commissioner to train potential hearing members on how to run a good hearing.

1/28/85

ATTACHMENT 6
House Education Committee

1-28-85

Legislative Program

The Community Colleges would appreciate your support in helping us to better serve the citizens of Kansas.



Dedicated to Serve
the Educational Needs
of the Community



Kansas Association of Community Colleges
Executive Office
Columbian Title Bldg.
820 Quincy
Topeka, Kansas 66612

71st Kansas
Legislature
1985

ATTACHMENT 7
House Education Committee
1-28-85

INCREASE IN CREDIT HOUR STATE AID

Since 1978-79, credit hour state aid as a percentage of operational revenues for the nineteen Kansas community colleges has decreased from 31.66 to 25.78 percent. To offset this percentage decrease in credit hour state aid, the community colleges have been forced to raise local mill levies an average of 77 percent in six years. In fact, seven of the colleges have had to increase their mill levies between 102 and 153 percent in this period.

In this period of decreasing operational support for community colleges, full-time-equivalency enrollment has increased by more than 20 percent. In the same period, there has been increased operational support for the unified school districts and the state universities in spite of their declining enrollments.

The Kansas Association of Community Colleges believes the local taxpayers have shouldered a disproportionate share of operational expenses at the state's public community colleges. The colleges are requesting for 1985-86 the same proportion of operational revenues received in 1978-79. The cost to the state to provide this requested percentage of operational support is approximately \$4 million.

ELIMINATION OF THE OVER-64/72-HOUR RESTRICTION ON OUT-DISTRICT TUITION

Kansas community colleges receive neither out-district tuition from the counties nor state out-district aid for students who have earned more than 64/72 credit hours. Kansas is the only state with such a limiting provision applying to its community college system. The restriction does not apply to credit hour state aid.

The characteristics of students enrolling in community colleges have changed significantly since this limiting provision was introduced in 1965. Many of today's students are adults returning to college to retrain or retool for new jobs and careers. Without

county out-district support for these students, a local community college district must make up the differences in instructional costs. Fairness dictates that a student's county of residence should bear the same cost it does for fewer than 64/72 hours. The estimated fiscal note to the state is \$456,000.

PERMISSIVE LEGISLATION TO ALLOW A CAPITAL-OUTLAY LEVY OF TWO MILLS

Current statutes authorize a community college board of trustees to levy a capital-outlay tax of one mill for a period not exceeding five years. The levy is subject to protest petition. Most community college facilities are now aging to the point where more maintenance is required. In addition, capital equipment is rapidly increasing in cost. A one-mill levy in many cases is not sufficient to keep up with deteriorating facilities and increasing prices for equipment. The requested permissive legislation would be subject to the same protest petition requirements now in force. There is no fiscal note to the state attached to this legislation.

ECONOMIC DEVELOPMENT FUNDING

The Kansas community colleges are a multimillion dollar business, and their economic impact can be even greater than it is. States like North Carolina and South Carolina are utilizing their community colleges to serve industries and contribute to economic growth. The Kansas community colleges are eager to accept the challenge to do the same thing here and are requesting \$150,000 for the State Department of Education to be used to assist the colleges initiate economic development efforts.

The majority of workers of the year 2000 are already in the workforce. Retraining of the existing workforce is a national priority and should become a top priority for Kansas. Better than any other educational unit, community colleges can provide the education and retraining needs of today's and tomorrow's workforce.

It has been suggested by the Secretary of Commerce that our failing competitive advantages in foreign markets may derive in large measure from our underinvestment in human resources. The Kansas community colleges are requesting a modest investment of \$150,000 in human resources in Kansas to enable them to begin turning good workers into better workers for industry in Kansas.

KANSAS COMMUNITY COLLEGES ACADEMIC ADVANCEMENT FUND

As state resources to support higher education become less readily available, the private sector becomes an important source to which the community colleges can turn for assistance. The Kansas Community College Academic Advancement Fund, to be administered by the State Department of Education, would be continuously appropriated and used to provide academic advancement awards in the form of a 60-40 match of funds received by community colleges or their auxiliary foundations from private sources.

To be eligible for the matching funds a college would have to raise a minimum of \$10,000 in private contributions which are in excess of the average annual unrestricted cash contributions received by the college in the three previous fiscal years. No funds could be pledged for matching more than once.

The purpose for which the matching funds from the state may be used are for advancing education at the college by the purchase or rental of scientific, instructional or technical equipment, professional development and training for faculty or other appropriate activities which the college's board determines would advance the quality of education at the college.

The fiscal note to initiate the academic advancement fund would be \$1 million.

AMENDMENT TO K.S.A. 72-6107 - KANSAS TUITION GRANT ACT
Proposed by Advisory Commission on Proprietary Schools

K.S.A. 72-6107(e) "Accredited independent institution" means an institution of higher learning the main campus of which is located in Kansas which (1) is operated independently and not controlled or administered by any state agency or any subdivision of the state, (2) maintains open enrollment and (3) is accredited by a regional or national agency designated by the U. S. Office of Education under the Higher Education Act of 1965 as amended ~~the North Central Association of Colleges and Secondary Schools Accrediting Agency based upon their requirements as of April 1, 1972.~~

Rationale:

1. Current Kansas Tuition Grant Act discriminates against Kansas high school graduates who want to attend accredited career or proprietary institutions.
2. The constitutionality of the Act was upheld based on it being aid directly to Kansas students and not to institutions. The student should be given the free choice to select the Kansas accredited institution which will best meet their educational needs.
3. Numerous Kansas commissions are studying ways to meet technology training needed in Kansas, to provide the training needed for Kansas current and future jobs. Yet the discrimination in the current tuition grant act gives aid only to an individual who chooses a two or four-year liberal arts program and prohibits assistance for the kind of technical and job training most needed in today's society.

1

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

BOARD OF EDUCATION
LEGISLATIVE PROPOSALS
FOR
1985 LEGISLATIVE SESSION

DECEMBER 4, 1984

ATTACHMENT 9
House Education Committee
1-28-85

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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 Continuing 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 warm buildings 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 44,584 pupils who represent more than eleven percent of all the public school pupils in Kansas. The Board recognizes that local and state educational expenditures represent an INVESTMENT in youth for the state of Kansas. The Board has approved the following proposals with best interest of pupils as its highest concern.

The Board's Legislative Proposals are not in priority order, but are grouped into broad areas of pupil services, personnel issues, and budgetary concerns.

FUND EXCESS COSTS FOR SPECIAL EDUCATION

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 special services to help children reach their fullest potential. Local districts should be fully funded for excess costs to implement the mandate for special education. 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 similarly to the wider community. State funding for special education 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	-----	**
1984-85	3,825	8.6%	17,943,400	6,690,600	1,749.18	11,434.00	-----	**

*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 1984-85

<u>Program</u>	<u>1980-81 Amount</u>	<u>1981-82 Amount</u>	<u>1982-83 Amount</u>	<u>1983-84 Amount</u>	<u>1984-85 Amount</u>
Autistic	\$ 9,863	\$11,400	\$12,412	\$10,650	\$10,577
DDK	8,466	8,457	10,491	6,406	7,734
EMH	4,377	4,875	5,182	5,482	5,723
Gifted	3,021	2,966	3,085	2,991	3,158
HI	6,277	6,498	6,493	6,725	8,577
LD	3,777	3,896	4,110	4,094	4,441
MH & PI	5,515	5,659	6,125	6,086	5,052
PSA	5,517	5,590	5,799	6,176	6,728
SMH	9,663	12,469	13,780	19,107	19,371
TMH	6,087	6,471	7,056	7,741	7,697
VI	8,040	6,138	7,080	6,767	6,799

SUPPORT LEGISLATIVE FUNDING 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 "*Preschools: It Still Makes a Difference*" indicated long term benefits. 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 that began 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. Financing pre-kindergarten programs should be from new sources and not diminish other funds.

PROVIDE FOR FULL FUNDING FOR PUPILS WHO ARE WARDS OF
THE STATE

Rationale: Acting through one or more of its agencies, the state of Kansas is the lawful custodian for a large number of minors. Some of the agencies involved are:

- juvenile (regional) youth centers
- group youth homes
- SRS
- drug and alcohol treatment centers
- youth residential facilities

As youth move, out of, or between these agencies, the public schools are impacted. A large proportion of these youth are special education pupils with guaranteed educational rights. Nearly all of them are high risk youth who require "special handling" and additional support services in order to make educational progress.

In districts where substantial numbers of these youth are served, the impact to provide services is substantial. Further, the mobility of this group frequently makes the September 15 official enrollment date of little import.

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

Amend IV. Professional Negotiations, by adding a new subsection
11 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, and the
starting and ending dates for the school year from the list of
mandatorily negotiable items."

Rationale: 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.

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

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

12. II. "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."

Rationale: 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.

PROVIDE ADDITIONAL FUNDING FOR STATEWIDE VOLUNTARY INSERVICE PROGRAM

Rationale: It is appropriate for the state to initiate and encourage a statewide voluntary plan for inservice. The state should also recognize the obligation to appropriate adequate funds. U.S.D. -259 having recognized the importance and value of inservice has increased its budget markedly for the staff development office. The inservice plan is intended to help good teachers to become even better and also to provide additional skills for those desiring and requiring improvement. New technology, improved instructional techniques, and new knowledge should be available to teachers similar to other professions. Districts that have already made progress and expanded their inservice should not be penalized from receiving additional funds.

CHANGE OFFICIAL ENROLLMENT DATE

Rationale: The starting of school later in the fall causes severe problems in large districts. It takes more time to complete the official enrollments and to verify enrollments in a large district. Surveys indicate that enrollment is not complete until at least twelve days after labor day. Therefore, it is proposed that the official enrollment date be changed from September 15 to the third Wednesday after labor day beginning in September 1985.

REQUEST IMMUNITY FROM LIABILITY FOR PROVIDING SPECIAL HEALTH SERVICES

Rationale: Protection is needed for all B.O.E. employees involved in providing prescribed special health care services to pupils served in regular and special education programs. Therefore, it is requested that school employees have immunity from liability or if immunity is not possible, request B.O.E. employees be included under the protection of the Kansas Tort Claims Act.

IMPROVE RETIREMENT BENEFITS FOR PERSONNEL

Rationale: Improvement in KPERS benefits should include increasing contributions from individuals from the current four percent contribution to 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 few years, both for those retired and for those yet to retire including 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.

<u>Current Law</u>	<u>Proposed Change</u>
Age 65 - 100%	Age 65 - 100%
64 - 96.4%	
63 - 92.8%	60 - 85%
62 - 89.2%	
61 - 85.6%	
60 - 82.0%	55 - 70%

PROVIDE STATE SUPPORT OF FIFTY PERCENT

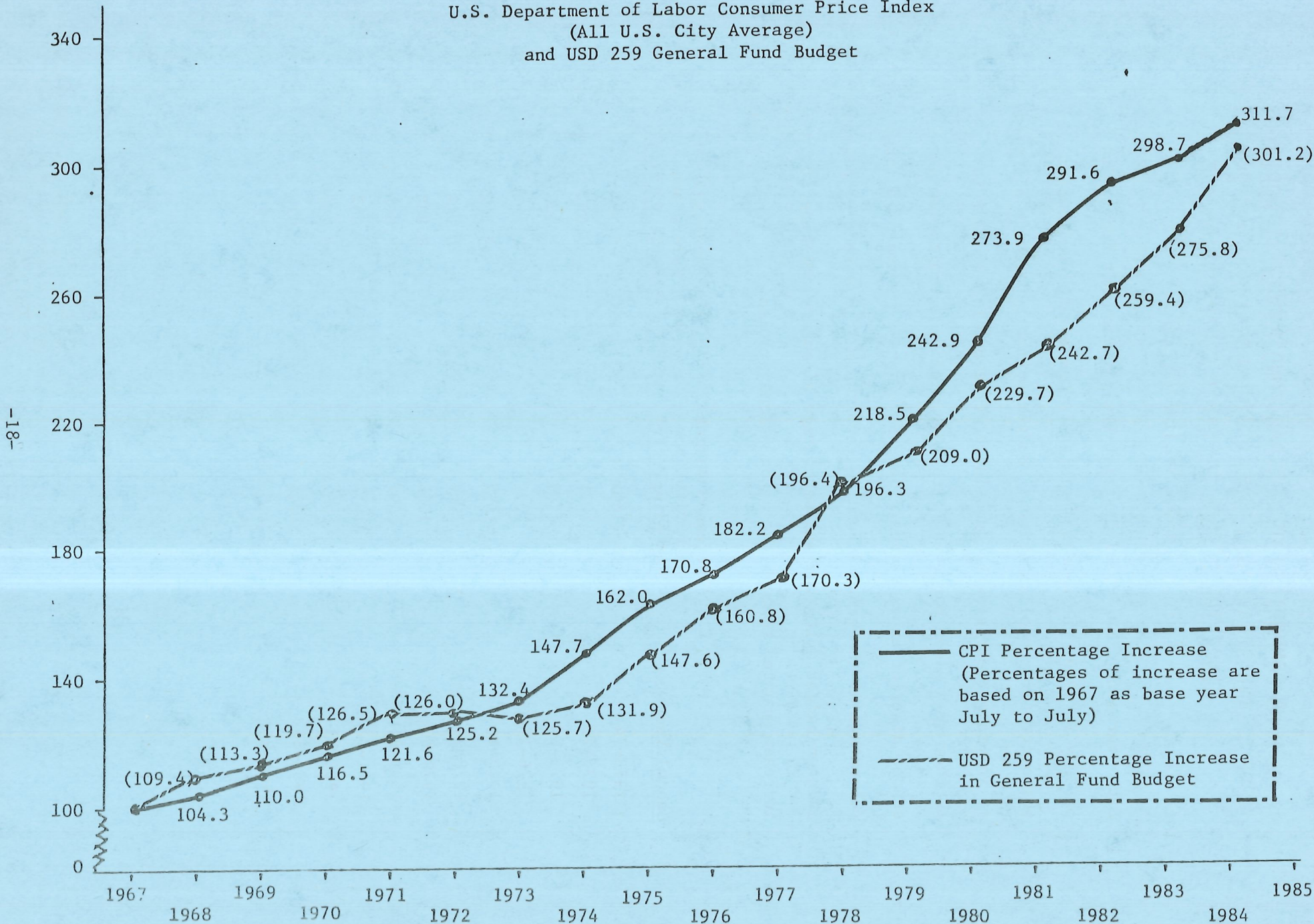
Rationale: Kansas legislators are requested to continue their commitment to move from 45.9 percent statewide financial support toward the previously agreed goal of fifty percent. The role of the state should be a shared one in the financing of public education. That share must reflect the declining participation 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 48% in 1985-1986 and 50% in 1986-1987. 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.

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, 1983, 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%
1984-85	109.27%	11.2%

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



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MAINTAIN BUDGET AUTHORITY UNDER CURRENT LAW

Rationale: Employee salaries and benefits represent the major part of the school district budget, and 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. It is believed that 105%-110% would be the appropriate budget authority.

UNIFIED SCHOOL DISTRICT NO. 259
 WICHITA PUBLIC SCHOOLS
 GENERAL FUND COMPARISON OF REVENUE SOURCES
 1973-74 - 1984-85

	<u>Budget</u>	<u>Total Receipts</u>	<u>State Equalization</u>	<u>State Income Tax</u>	<u>Local Miscellaneous Reimbursements</u>	<u>Ad Valorem</u>	<u>Federal (874)</u>	<u>Sedgwick Country Foundation</u>
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	27,415,815.47	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%	37.20%	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	50,333,98.58	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%
1983-84	103,687,100.00	99,290,955.65	26,188,774.00	14,880,667.53	637,775.96	57,501,091.14	2,647.02	----
Percent of Total Receipts		100.00%	26.38%	14.99%	.64%	57.91%	.08%	0%
1984-85	113,222,400.00	105,816,473.37	24,658,789.76	17,464,207.32	811,346.00	62,815,130.29	67,000.00	----
Percent of Total Receipts		100.00%	23.30%	16.50%	.77%	59.37%	.06%	0%
(estimated)								

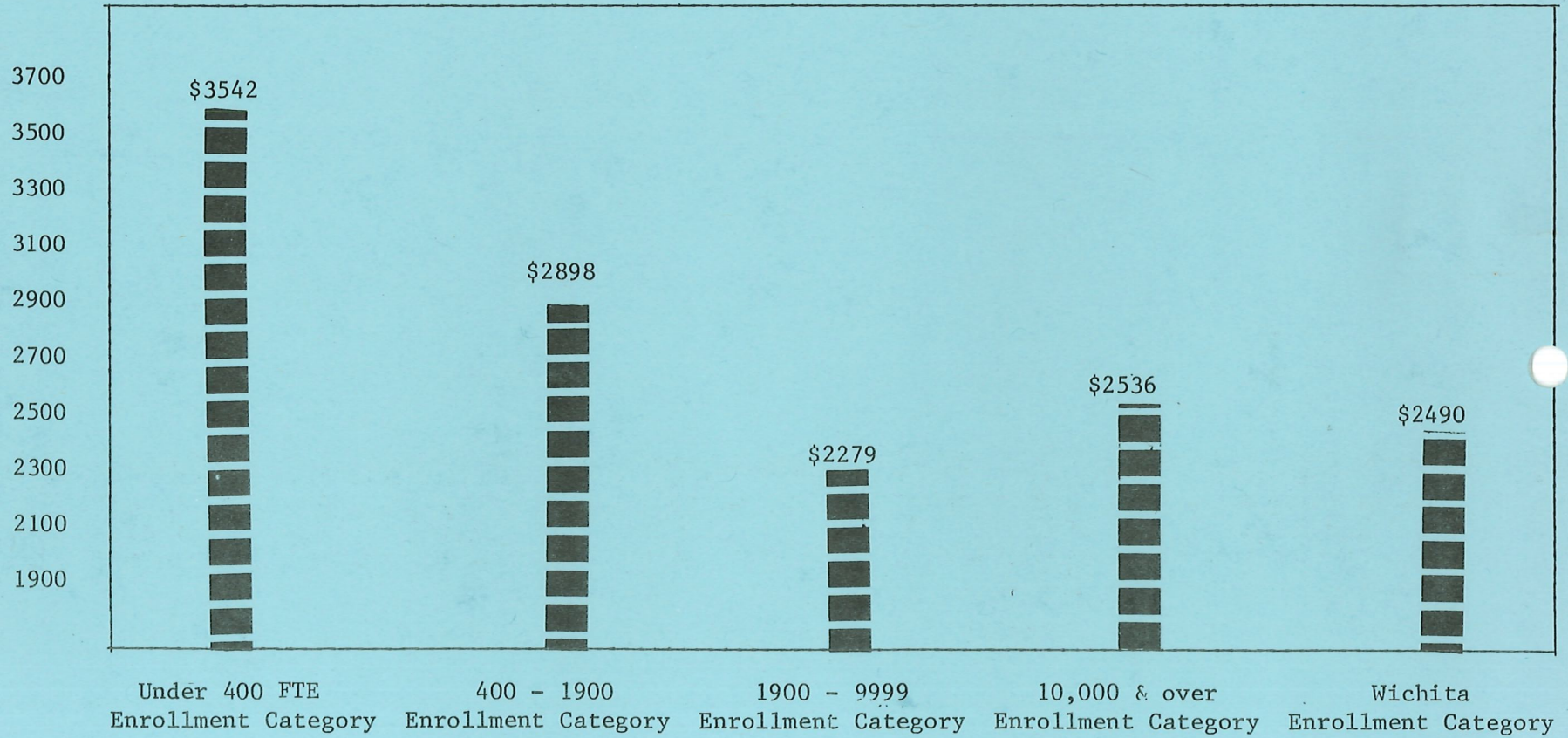
- (1) Beginning in 1978-1979, the General Fund Budget includes the levies for Social Security, Special Education (1 1/2 Mill), and Vocation (2 Mill), which were not previously included in the General Fund.
- (2) Includes revenue for Motor Vehicle Property Tax and Dealers Vehicle Stamp Tax
- (3) Includes \$400,000.00 of interest income from Capital Outlay investments.

1983 - 1984

MEDIAN BUDGETS PER PUPIL

DISTRICT ENROLLMENT CATEGORIES

Dollars
Budgeted
Per Pupul



1983-84
EDUCATIONAL PROGRAM AUDIT
REPORT



Program Audit and Planning

TOPEKA PUBLIC SCHOOLS • 624 WEST 24TH STREET • TOPEKA, KANSAS 66611 • 913/233-0313

ATTACHMENT 10

1-28-85
House Education Committee

1983-84

EDUCATIONAL PROGRAM AUDIT

REPORT

Prepared By

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Assistant Superintendent
Program Audit and Planning

October 1984

Topeka Public Schools
Unified School District No. 501
624 West 24th Street
Topeka, Kansas 66611

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1983-84 EDUCATIONAL PROGRAM AUDIT REPORT

Introduction

The internal educational program audit function of the Topeka Public Schools includes an ongoing assessment of district-wide student achievement using both nationally normed, standardized achievement tests as well as criterion-referenced achievement tests. It also includes in-depth assessments (evaluations) of district educational programs on an ongoing and cyclical basis, with the intent that all major educational programs receive such an evaluation at least once every five years. The overall achievement assessments provide a global perspective of cognitive student achievement while the program evaluations provide a more detailed analysis of specific educational programs, which may include not only cognitive student achievement but also other factors, such as satisfaction and perceptions of the program or changes in affective behavior of students as a result of the program.

The 1983-84 educational program audit included district-wide student achievement results from administrations of the following tests.

1. Iowa Tests of Basic Skills (ITBS)
2. Tests of Achievement and Proficiency (TAP)
3. American College Testing (ACT) Program
4. Scholastic Aptitude Tests (SAT)

No criterion-referenced tests were administered to district students during the 1983-84 school year because of a one-year lapse in the Kansas Minimum Competency Testing program.

The following educational program evaluations were conducted during the 1983-84 school year.

1. Middle School Science Program Evaluation
2. Elementary and Middle School Language Arts Program Evaluation
3. Middle School Physical Education Program Evaluation

The results of the district-wide annual student achievement testing for 1983-84 will be reviewed first. That review will then be followed by a summary and discussion of the results of the educational program evaluations which were conducted during the 1983-84 school year. These discussions will then be followed by a summary of the 1983-84 educational program audit.

Review of 1983-84 Student Achievement Assessments

Iowa Tests of Basic Skills

The Iowa Tests of Basic Skills (ITBS) were administered to kindergarten through seventh grade students during the period of January 23-February 10, 1984. The basic composite battery of tests for each grade was administered. Both nationally-normed and big-city-normed percentile rank scores were received for district students. Table I reports the ITBS percentile rank scores by grade and sub-test based upon national norms for the past three school years. Table II reports 1983-84 results based upon big-city norms for grades two through seven.

Composite percentile rank scores based upon national norms ranged from 78 for grade one to 88 for grades kindergarten and three. Sub-test scores ranged from 70 for vocabulary (grade seven) to 95 for mathematical computation (grades two, six and seven) and capitalization (grade three). The overall percentile rank score for district students was approximately 85, well above the national norm of 50.

When big-city norms were used, percentile rank scores for district students were consistently in the 90's.

Some observable trends were also apparent. For example, seventh grade scores for all sub-tests have increased with the exception of vocabulary, which has remained constant. The basic composite percentile rank score for the seventh grade has increased from 73 to 82 during the three-year period.

Scores for other grades have remained relatively constant over the three-year period. Any significant changes have been toward higher scores.

Tests of Achievement and Proficiency

The Tests of Achievement and Proficiency (TAP) were administered to tenth grade students during the period of January 23-February 10, 1984. The basic composite battery of tests, which includes reading comprehension, mathematics, written expression, and using sources of information was administered. Percentile rank scores based upon national norms resulting from that testing for the 1981-82, 1982-83, and 1983-84 school years are reported in Table III.

The basic composite score for the 1983-84 school year was 68; and sub-test scores ranged from 67 for reading comprehension to 73 for mathematics. Scores have increased markedly during the past three years for both the total test and for each sub-test. The basic composite score increased from 54 to 68, an increase of 14 points. The largest sub-test score increases were for using sources of information, which increased 21 points (from 49 to 70) and for mathematics, which increased 11 points (from 62 to 73). Thus, significant improvement in tenth grade student achievement as measured by the TAP has occurred during the past three years.

TABLE I

1981-82, 1982-83, AND 1983-84 ITBS RESULTS
 BY GRADE AND TEST/SUB-TEST
 (Percentile Rank Scores Based Upon National Norms:
 1981-82/1982-83/1983-84)

<u>Test/Subtest</u>	<u>K</u>	<u>1</u>	<u>2*</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Listening	94/69/94	89/84/89	75/67/93					
Word Analysis	90/86/90	72/72/72	62/54/85					
Vocabulary	90/90/90	83/76/76	81/68/75	82/77/82	77/73/85	82/75/79	78/75/78	73/66/70
Reading		87/82/87	87/77/77	84/84/87	81/74/84	82/79/82	84/81/81	65/65/73
Language								
Spelling			93/91/67	85/85/85	81/74/81	83/79/76	80/76/76	63/70/77
Capitalization			91/84/91	91/95/95	86/86/91	83/83/86	84/84/86	74/79/84
Punctuation			94/91/93	92/94/97	76/76/80	87/85/85	86/84/86	82/84/88
Usage			74/69/87	82/82/85	80/77/83	81/81/81	78/78/78	73/75/77
Total	82/75/82	73/66/73	92/87/87	89/89/94	83/80/86	84/81/84	83/80/83	75/78/83
Work Study								
Visual Materials			85/80/88	83/83/86	77/81/84	85/82/82	80/86/83	75/79/87
References			75/75/86	86/89/89	86/83/86	87/84/87	78/78/78	67/70/77
Total			80/74/85	85/85/88	83/83/86	86/83/86	82/82/82	69/76/82
Mathematics								
Concepts			54/54/86	79/79/79	84/80/84	82/78/82	85/85/85	83/83/87
Problems			52/52/87	85/85/89	78/74/78	84/76/76	78/82/82	79/79/85
Computations			47/31/95	87/87/92	86/80/80	92/92/92	96/95/95	86/89/95
Total	88/92/92	77/68/77	52/37/89	86/86/86	84/79/84	88/84/84	88/88/88	83/83/89
Composite	88/88/88	78/78/78	82/76/87	88/84/88	82/78/85	86/83/83	85/82/85	73/76/82

*The form of test used was changed for the 1983-84 school year.

TABLE II

1983-84 ITBS RESULTS
 (Percentile Rank Scores Based on Big City Norms)

<u>Test/Sub-Test</u>	<u>Grade</u>					
	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Listening	99					
Word Analysis	99					
Vocabulary	96	96	98	96	95	92
Reading	96	99	98	96	96	92
Language						
Spelling	90	97	95	93	93	94
Capitalization	96	99	97	95	96	96
Punctuation	97	99	90	94	95	97
Usage	99	98	98	97	95	96
Total	98	99	98	98	98	98
Work Study						
Visual Materials	95	95	95	95	96	98
References	95	96	95	96	94	94
Total	97	97	96	98	96	98
Mathematics						
Concepts	97	93	97	96	98	99
Problems	95	97	94	95	97	99
Computation	97	97	92	98	99	99
Total	97	97	95	98	99	99
Composite	98	99	98	98	98	98

TABLE III

1981-82, 1982-83, AND 1983-84 TAP RESULTS
 BY TEST/SUBTEST
 (Percentile Rank Scores Based Upon National Norms)

<u>Test/Sub-test</u>	<u>School Year</u>		
	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Reading Comprehension	59	67	67
Mathematics	62	58	73
Written Expression	62	64	70
Using Sources of Information	49	49	70
Basic Composite	54	58	68

American College Testing Program

The American College Testing Program (ACT) tests were administered throughout the 1983-84 school year to twelfth grade students. The tests covered English usage, mathematics usage, social studies reading, and natural sciences reading.

Table IV contains local, state, and national results of the ACT testing by sub-test for the past three school years.

Scores for the 475 district twelfth grade students who took the test during the 1983-84 school year ranged from 17.3 for mathematics to 20.5 for natural science. The composite 1983-84 score for district students was 18.7. Scores for district students have remained constant during the past three years after having risen slightly during the 1982-83 school year.

Overall, Kansas students who take the ACT have performed slightly better than students nationally who have taken the ACT; and district students have performed at levels roughly comparable to Kansas students.

Scholastic Aptitude Tests

The tests of the Scholastic Aptitude Testing Program (SAT) were administered throughout the 1983-84 school year to twelfth grade students. The tests covered verbal and mathematical reasoning abilities and familiarity with standard written English.

National, midwestern, and local SAT results for the past three years by sub-test are reported in Table V.

Scores for the 79 district twelfth grade students tested during the 1983-84 school year were 496 for the verbal sub-test and 542 for the mathematics sub-test. These scores were higher than both midwestern and national scores for the two sub-tests.

Verbal scores for district students have remained constant during the past three school years after having risen during the 1982-83 school year. Mathematics scores have increased during the past three school years; however, the 1983-84 score was lower than the 1982-83 score.

Summary of Student Achievement Assessments

District students continued to demonstrate high levels of achievement in grades kindergarten through seven on nationally normed achievement tests. Achievement at the tenth grade level has increased during the past three years, but still is not at a level comparable to the lower grades. District twelfth grade students demonstrated improved performance on the SAT in the area of mathematics and continued to perform overall at higher levels than their midwestern or national counterparts. Performance on the ACT has been consistent during the past three years.

TABLE IV

LOCAL, STATE, AND NATIONAL ACT RESULTS
 BY SUB-TEST
 FOR THE 1981-82, 1982-83, AND 1983-84 SCHOOL YEARS
 (Mean Raw Scores: 1981-82/1982-83/1983-84)

<u>Sub-test</u>	<u>National</u>	<u>State</u>	<u>Local</u>
English	17.9/18.2/18.1	18.3/18.2/18.5	17.8/18.0/18.1
Mathematics	17.2/17.4/17.3	17.6/17.3/17.9	17.4/18.1/17.3
Social Studies	17.3/17.8/17.3	18.2/18.4/18.3	18.4/18.8/18.3
Natural Science	20.8/21.2/21.0	21.1/21.3/21.4	20.6/21.1/20.5
Composite	18.4/18.8/18.5	18.9/18.9/19.2	18.7/19.2/18.7
(No. of Students)	(18,314/19,317/19,139)		
	(80,452/42,563/84,956)		(452/475/475)

TABLE V

NATIONAL, MIDWESTERN AND LOCAL SAT RESULTS
 BY SUB-TEST
 FOR THE 1981-82, 1983-83, AND 1983-84 SCHOOL YEARS
 (Mean Raw Scores)

<u>Sub-test</u>	<u>School Year</u>		
	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
<u>National</u>			
Verbal	---	425	426
Mathematics	---	468	471
(No. of Students)	(---)	(962,877)	(964,684)
<u>Mid-western</u>			
Verbal	---	449	452
Mathematics	---	499	501
(No. of Students)	(---)	(121,614)	(124,763)
<u>Local</u>			
Verbal	496	516	496
Mathematics	514	572	542
(No. of Students)	(60)	(68)	(79)

Review of 1983-84 Educational Program Evaluations

The Middle School Physical Education Program Evaluation

The 1983-84 evaluation of the district's middle school physical education program was based upon the following two objectives:

1. To assess the effectiveness of the middle school physical education program in assisting students to acquire the skills defined by the program's objectives, and
2. To ascertain the content of the program and its influence upon students to be lifetime sports enthusiasts.

Based upon those objectives, the following evaluation questions were established:

1. For a minimum of fifty percent of the skills tested on the American Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test, do middle school students enrolled in physical education demonstrate significant gains in their level of physical fitness as a result of participation in the program?
2. What content areas are taught and what portion of time is devoted to each?
3. What proportion of middle school students enrolled in physical education achieve mastery of the program's minimal instructional objectives?
4. Are parents, physical education teachers, and students satisfied with the program's emphasis on lifetime sports and physical activity?

The 1983-84 evaluation of the district's middle school physical education program found that the level of physical fitness demonstrated by middle school students was significantly higher than would be expected, based on the 1975 age group norms for the American Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Tests. In fact, 99.5 percent of the students met or exceeded the criterion for skill performance mastery of the program's objectives; and 88.5 percent met or exceeded the criterion for mastery on content quizzes referenced to program objectives.

It was also found that the middle school physical education teachers included within the course instruction the eight sports (team and individual) outlined by the program syllabus. These sports were offered to more of the students than might be expected, given the guidelines of the program syllabus. For example, sports which had been designated by the program syllabus as being either for boys or for girls were being included

in the instruction for several coeducational classes, so both girls and boys were participating in the sports. The total amount of instructional time devoted to each sport included in the syllabus ranged from 2.3 to 4.3 weeks. While it would be difficult to determine at this time the program's influence on students to be lifetime sports enthusiasts, it was evident from the middle school student and parent survey that the students were physically active outside of school, participated in individual and team sports, would have liked to become more involved in sports activities, seemed to be interested in keeping physically fit, and understood the importance of physical activity for a healthy body.

Thus, it was found that: (1) the middle school physical education program effectively assisted students in acquiring the skills defined by the program's objectives, (2) physical education teachers adhered to the program syllabus objectives in determining the content of the program, and (3) the students were physically fit, active outside of school, and understood the importance of physical activity to a healthy body. Furthermore, middle school parents and middle school physical education teachers were satisfied with the middle school physical education program and its emphasis upon lifetime sports activities rather than competitive sports.

The Middle School Science Program Evaluation

The 1983-84 evaluation of the district's middle school science program was based upon the following two objectives:

1. To assess the effectiveness of the middle school science program in teaching the skills defined by the program objectives, and
2. To gather descriptive information from parents, administrators, and teachers regarding their perceptions of the content, structure, and importance of the science courses offered at the middle school level.

The following evaluation questions were established, based upon the two preceding objectives:

1. Do program participants demonstrate competency on objective-referenced tests?
2. Are program objectives being addressed in the middle school science program?
3. How do parents, teachers, and administrators perceive the importance of the science program in meeting the educational needs of students?
4. Do middle school science teachers express feelings of satisfaction and self-confidence with teaching the prescribed course content for the middle school program?

5. Are middle school science teachers qualified science teachers with demonstrated expertise in teaching?

The 1983-84 evaluation of the district's middle school science program found that more than half (57.7 percent) the program participants tested demonstrated competency on tests referenced to the program's objectives. Further, the program's objectives (life, physical, and earth science) were being addressed in the middle school science courses, although there was variety among the schools in how the content was scheduled. Parents, teachers, and building administrators equally perceived the science program as being important in meeting the educational needs of the middle school student; and middle school science teachers expressed feelings of personal and professional satisfaction and self-confidence with teaching the prescribed course content for the middle school program. Though their experience and training varied, most (88 percent) of the middle school science teachers were qualified (with science certification) to teach science, and all seventeen science teachers had demonstrated expertise in teaching as evaluated by the building administrators.

The Elementary and Middle School Language Arts Program Evaluation

The 1983-84 evaluation of the district's elementary and middle school language arts program was based upon the following objectives:

1. To assess the current levels of student achievement in reading and literature in relation to established program goals and objectives and in relation to the students of other school districts,
2. To ascertain if student achievement in reading has changed over time, and
3. To determine if student achievement in reading is commensurate with measured cognitive abilities.

Based upon the preceding objectives, the following evaluation questions were established:

1. What proportion of students achieve mastery in reading, grades K-8, and literature, grades 7 and 8, as measured by objective-referenced achievement tests?
2. How do the reading achievement levels of district students grades K-8, compare over time and with other students state-wide and nationally?
3. Do students achieve at levels in reading, grades K-8, commensurate with their measured cognitive abilities?

4. What instructional conditions within the classroom are most closely associated with high levels of student achievement in reading, grades K-8, and literature, grades 7 and 8?

The 1983-84 evaluation of the district's K-8 reading and middle school literature program was designed to: (1) assess the current levels of student achievement in reading and literature in relation to established program goals and objectives and in relation to the students of other school districts, (2) ascertain if student achievement in reading had changed over time, and (3) determine if student achievement in reading was commensurate with measured cognitive abilities.

The evaluation found that K-8 total reading achievement of district students on objective-referenced tests, validated by classroom teachers as having content validity for the program, ranged from national percentile rank scores of 46 for the third grade to 75 for the fifth and seventh grades. On objective-referenced literature tests, 60 percent of the middle school students attained a mastery level of 75 percent correct. Content objectives in both reading and literature for which added emphasis during instruction would be recommended were also identified.

From three-year comparisons of the reading achievement of district students with other students nationally and state-wide, it was found that district students performed at consistent levels of achievement in reading; and there were no significant differences in their achievement for the three years examined. Further, comparison of student achievement in reading with measured cognitive abilities for three consecutive school years indicated a high positive correlation between the two measures, thus enabling district staff to use measured cognitive abilities for predicting reading achievement with relative certainty.

The evaluation also revealed that the basal reader and workbook were the primary instructional techniques and/or materials utilized by the classroom teacher in the instruction of reading and literature, and that 30-44 minutes each day were devoted to both teacher-directed instruction in reading and student reading time. Overall, an average of 60-74 minutes of each instructional day was devoted to reading in grades K-8 during the 1983-84 school year.

Summary of Educational Program Evaluations

The 1983-84 evaluations of district educational programs found that the programs were being implemented consistently with the established curricular goals and objectives and the staffs and parents were satisfied with the programs. However, the evaluations of the language arts and science programs found student achievement levels which did not appear to be comparable with achievement levels for other programs (subjects) or with achievement levels as measured by the district's regular standardized testing program. These apparent inconsistencies should be addressed by curriculum planners and/or implementors. (Copies of the final reports of the 1983-84 educational program evaluations are available on request from the Office of Program Audit and Planning.)

1983-84 Educational Program Audit Summary

Based upon the results of the first annual internal educational program audit for the Topeka Public Schools, overall student achievement levels were high and improving where improvement appeared to be needed. The established curricula, at least for the programs evaluated, appeared to have been implemented by staff as planned and were providing a focus for instruction as intended. Both parents and staff appeared to be satisfied with the science, physical education, and language arts programs.

As the internal educational program audit function evolves during the coming years, it will be refined and further developed and, hopefully, become an indispensable source of information for decisions related to the numerous educational programs of the Topeka Public Schools

TOPEKA PUBLIC SCHOOLS
Unified School District No. 501
Topeka, Kansas

PROPOSED
BOARD OF EDUCATION
LEGISLATIVE PROPOSALS
FOR
1985 LEGISLATIVE SESSION

Prepared by
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Governmental Affairs
624 S.W. 24th
Topeka, Kansas

October 1984

ATTACHMENT 11

1-28-85
House Education Committee

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SCHOOL FINANCE

It is recommended that:

- A. The minimum budget authority should take into consideration costs facing school districts and the need to attract and retain quality teachers.
- B. A multi-year plan for school financing which will allow for better long-range planning for the state and USD's should be adopted.
- C. A new finance formula should be developed which will:
 - 1. provide for at least 50 percent funding on a statewide average,
 - 2. reduce the local property tax, and
 - 3. exempt taxable income from the definition of wealth since school districts are not allowed to tax such sources.
- D. House and Senate rules should ensure that any further changes in the school finance law will be completed by March 30.
- E. Excess costs for special education services should be maintained.
- F. The Nation at Risk Report called for increased salaries for teachers in America's public schools. The district supports this concept and urges the legislature to make additional monies available for the purpose of increasing teachers' salaries.

RATIONALE: With the increased cost of operating schools and a nationwide clamor for increased teachers' salaries it is important that school districts receive increased state aid. It is also important that school districts know as early as possible the amount of state aid that will be available so they can prepare a realistic budget.

EARLY RETIREMENT/IMPROVED KPERS

It is recommended that KPERS improve retirement benefits that would provide incentives for early retirement after age 55 or 30 years of service.

RATIONALE: Other states and many private companies provide early retirement incentives. These plans have been found to be of benefit to the employer and employee.

There are currently non-school groups under the KPERS system that have significant early retirement incentives beyond what is available to educators.

BIDDING ON PROFESSIONAL SERVICES

It is recommended that legislation which would mandate bidding for professional services be opposed.

RATIONALE: We believe that the relationship between boards of education and those providing professional services is so subjective that the means of acquiring these and other services, such as legal services, should be at the discretion of each board of education.

BINDING ARBITRATION

It is recommended that binding arbitration as a means of conflict resolution between employee groups and boards of education be opposed.

RATIONALE: Binding arbitration would put a non-elected person or group of persons in the position of making major policy and economic decisions for the district--decisions which could disrupt the entire educational process, particularly if the decisions were made after the budget had been adopted in August. Priorities which have been established by the board of education, with the assistance of the public, could be overturned by arbitrators with absolutely no input from the public and with little or no consideration for long-range goals.

School boards, in making decisions on negotiations, are bound by legislative-mandated budget limitations and the realities of the effect of increased tax levies on those taxpayers who elected the board. There would be no limit on arbitrators who are not elected, who leave town after their decisions are made, and who are not subject to call by their local legislators.

AREA VOCATIONAL-TECHNICAL SCHOOL

Legislation should be supported which would appropriate funding for capital outlay for area vocational-technical schools.

RATIONALE: The area vocational-technical schools cannot generate enough monies through their regular local funds for replacement of worn out or obsolete equipment or purchase of new equipment. By continuing to have money appropriated for replacement and new equipment, it will help the area schools with their capital outlay and equipment needs.

SCHOOL UNIFICATION

It is recommended that the legislature study the need for further unification.

RATIONALE: The reports given by the Legislative Post Audit in the past have indicated that additional dollar savings could be achieved by further consolidation of school districts. We believe that these monies could be utilized to improve teachers' salaries across the state.

REDUCTION IN FORCE

It is recommended legislation be enacted to allow school districts to determine which teachers to retain in cases of reduction in force, regardless of seniority or tenure.

RATIONALE: Since the Supreme Court of Kansas has ruled that reduction in force is a negotiable item, legislation should be supported which would amend the school negotiations laws to exclude reduction in force. Reduction in force should be made at the sole discretion of the board of education, based on criteria determined by the board to best meet the educational needs of the district.

PUPIL TRANSPORTATION

It is recommended that the pupil transportation distance limits be reduced from $2\frac{1}{2}$ -miles to 1-mile.

RATIONALE: With the increased demand for student transportation in both urban and suburban school districts, as well as rising fuel costs and energy conservation efforts, it would appear that the distance limit for funding eligibility should be reduced from the present $2\frac{1}{2}$ -mile limit to a more realistic 1-mile limit.

SCHOOL FOOD SERVICE

It is recommended that:

- A. State school lunch assistance should be increased from its present two cents to four cents per lunch level.
- B. The Food Service Assistance Program should be reinstated to assist the district
 1. to replace equipment in need of repair,
 2. to replace obsolete equipment, or
 3. to help purchase equipment for a new operation which would serve fifty percent or more free and reduced price meals.

RATIONALE: Inflationary increases in the cost of food, labor and indirect costs will require substantial increases in meal prices for students unless additional assistance is received.

SCHOOL CALENDAR

It is recommended that the school calendar continue to be under the control of the local board of education.

RATIONALE: The LEA should maintain the ability to establish the school calendar. The needs of the areas of the state may vary to the extent that it would be more practical for each LEA to be responsible for establishing its own calendar.

HOME SCHOOL CONCEPT

It is recommended that the legislature oppose the home school concept; however, if the legislature decides to permit the home school concept, teachers in home schools should meet the same requirements as teachers in the regular state approved public and parochial schools. If the home school concept is permitted, teachers in home schools should be required to submit to the State Department of Education all reports that are required of other state-approved programs.

RATIONALE: Home schools should be required to meet the same standards as approved public and parochial schools or they would be operating under a dual set of standards.

COST-FREE TEXTBOOKS

It is recommended that the legislature provide additional budget authority and state aid to permit the purchase of cost-free textbooks for all students.

RATIONALE: In accordance with the philosophy of free public education, every district should provide free textbooks. At this time approximately twenty-two states provide textbooks to all students.

1984 SAT Scores by State

NEW YORK CITY (EDUSA)—Here is a state-by-state list of 1984 SAT scores released recently by the College Board:

	Verbal	Math		Verbal	Math
Alabama	467	503	Montana	490	544
Alaska	443	471	Nebraska	493	548
Arizona	469	509	Nevada	442	489
Arkansas	482	521	New Hampshire	448	483
California	421	476	New Jersey	418	458
Colorado	468	514	New Mexico	487	527
Connecticut	436	468	New York	424	470
Delaware	433	469	North Carolina	395	432
Florida	423	467	North Dakota	500	554
Georgia	392	430	Ohio	460	508
Hawaii	395	474	Oklahoma	484	525
Idaho	480	512	Oregon	435	472
Illinois	463	518	Pennsylvania	425	462
Indiana	410	454	Rhode Island	424	461
Iowa	519	570	South Carolina	384	419
Kansas	502	549	South Dakota	520	566
Kentucky	479	518	Tennessee	486	523
Louisiana	472	508	Texas	413	453
Maine	429	463	Utah	503	542
Maryland	429	468	Vermont	437	470
Massachusetts	429	467	Virginia	428	466
Michigan	461	515	Washington	463	505
Minnesota	481	539	West Virginia	466	510
Mississippi	480	512	Wisconsin	475	532
Missouri	469	512	Wyoming	489	545

NOTE: Kansas is 4th in the nation in verbal and 4th in the nation in math.