

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 February 7, 1985 in room 519-S of the Capitol.

All members were present except: Representatives Laird and Polson who were excused.

Committee staff present:

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

Conferees appearing before the committee:

Phyllis Meredith, resident of Iola
Dr. Dick Meier, Kansas Association of Christian Schools, Inc.
Glenn Adams, Kansas Association of Christian Schools, President
Mrs. Charlotte McCann, resident of Burlington
Terrie Bridgens, resident of Eudora
Mrs. Merle Blickenstaff, resident of Scott City
Reverend Peter K. Shultis, Leoti Presbyterian Church and Leoti Christian Academy
Tom Gregg, representing a church academy in Ulysses
David M. Payne, Administrator of Maranatha Academy in Kansas City, KS
Pastor Bill Brewer, Bonner Springs
Pastor Carl Elder, Hutchinson
John Nelson, Administrator of Fellowship Baptist School in Liberal
Ed Fuller, Pastor of Flint Hills Baptist in Osage City
Melvin Gray, Pastor of Trinity Baptist Church in Garnett
Kevin Warick, for Pastor Harry Smith of Bible Baptist Church in Wamego
Reverend Mike Akins, Pastor in Hutchinson
Roy Wilson, Pastor of Christ Faith Covenant in Olathe
Stuart Merrill, The Church at 316 West Grant in Topeka
Jack Snavely, Alliance of Concerned Christian Homes
Elizabeth Taylor, Association for Education of Young Children
Craig Grant, Kansas-National Education Association
Bill Curtis, Kansas Association of School Boards
Howard Shuler, United School Administrators Home Schools Task Force Chairman
Jim Yonally, Shawnee Mission USD 512
Onan Burnett, Topeka USD 501
Austin Vincent, resident of Topeka

The Chairman opened the meeting by noting that the following concerned individuals had submitted letters addressed to the Committee regarding HB 2008, HB 2080 and HB 2178:
(ATTACHMENTS 1 through 10)

Mr. & Mrs. Stephen Buxton, Wichita
Mr. & Mrs. Norman Hunt, Emporia
Mr. & Mrs. Robert James, Emporia
Mr. & Mrs. Ralph H. Brunner, Emporia
John and Pam Maine, Emporia
Mr. & Mrs. David Stark, Buslong
Rosalie Howell, Uniontown
Lois Beemer, Americus
Mrs. Ron Dyke, Haysville
Raymond and Carolyn Lemon, Emporia

These letters are available to any committee member in the office of the Chairman.

The Chairman informed the Committee of the telephone messages received in the office directed to the Committee regarding HB 2008, HB 2080 and HB 2178. A list is available to any committee member in the office of the Chairman. (ATTACHMENT 11)

The Chairman opened the hearings for opponents of HB 2008 - Re. Proposal No. 17, HB 2080 - by Representative Hassler, and HB 2178 - by Representative Louis.

Representative Denise Apt introduced Phyllis Meredith, resident of Iola, who testified in opposition to HB 2008, HB 2080 and HB 2178. (ATTACHMENT 12)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
 room 519-S, Statehouse, at 3:30 ~~xxx~~/p.m. on February 7, 1985

Dr. Dick Meier, Kansas Association of Christian Schools, Inc. and superintendent of the Open Door Baptist School in Kansas City, testified in opposition to HB 2008 and HB 2080 and in support of HB 2178. (ATTACHMENT 13)

Glenn Adams, Kansas Association of Christian Schools president, testified in opposition of HB 2008 and HB 2080 and in support of HB 2178. (ATTACHMENT 14)

Mrs. Charlotte McCann, resident of Burlington, testified in opposition of HB 2008 and HB 2080 although in support of HB 2178. (ATTACHMENT 15)

Terrie Bridgens, resident of Eudora, testified in opposition of HB 2008, HB 2080 and HB 2178. (ATTACHMENT 16)

Mrs. Merle Blickenstaff, resident of Scott City, testified in opposition of HB 2008 and HB 2080. She stated, as an employee in a private school, they try their best to turn out quality Kansans. After referencing the situation in Nebraska, she concluded with encouraging great thought before legislation is adopted that would cause conflict in our state.

Reverend Peter K. Shultis, Leoti Presbyterian Church and Leoti Christian Academy, testified in opposition to HB 2008 and HB 2080. (ATTACHMENT 17)

Tom Gregg, representing a church academy in Ulysses, testified in opposition of HB 2008 and HB 2080 but in support of HB 2178. He echoed the sentiments of the State Board of Education's testimony of February 6. He added that any contact with a board of education should be at the state level and not the local level.

David M. Payne, Administrator of Maranatha Academy in Kansas City, Kansas, testified in opposition to HB 2008 and HB 2080 but in support of HB 2178. (ATTACHMENT 18)

Pastor Bill Brewer, Bonner Springs, testified in opposition of HB 2008 and HB 2080. He stated that the private schools ask for no money and have a great concern for the American way of life with the free enterprise system. He suggested the use of the CAT (California Achievement Test) as a basis for progress if a test is absolutely necessary. He concluded stating their concern with the legislation's open ended allowance for requirements of the board of education.

Pastor Carl Elder, Hutchinson, testified in opposition of HB 2008 and HB 2080. He stated that in his opinion the legislation is trying to take power from God and give it to the State Board of Education.

John Nelson, Administrator of Fellowship Baptist School in Liberal, testified in opposition of HB 2008, HB 2080 and HB 2178. He stated their objection to the competency testing, preferring the CAT or similar test. He added that their school is part of their church and to make this change would result in one regulating the other, cancelling the separate entity status.

Ed Fuller, Pastor of Flint Hills Baptist in Osage City, testified in opposition to HB 2008 and HB 2080, however not in opposition to home schooling. He echoed the previous conferees.

Melvin Gray, Pastor of Trinity Baptist Church in Garnett, testified in opposition to HB 2008 and HB 2080. He echoed the comments of the previous conferees.

Kevin Warick, testifying for Harry Smith, Pastor of Bible Baptist Church of Wamego, echoed the previous statements in opposition of HB 2008 and HB 2080. He added that they are in support of HB 2178.

Reverend Mike Akins, Pastor in Hutchinson, testified in opposition of HB 2008 and HB 2080. He echoed the sentiments of the previous conferees.

Roy Wilson, Pastor of Christ Faith Covenant in Olathe, testified in opposition of HB 2008 and HB 2080. (ATTACHMENT 19) He added that they are in support of HB 2178.

Stuart Merrill, The Church at 316 West Grant in Topeka, testified in opposition to HB 2008 and HB 2080, but in support of HB 2178. (ATTACHMENT 20)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~xxx~~ p.m. on February 7, 1985

Jack Snavelly, Alliance of Concerned Christian Homes, testified in opposition of HB 2008 and HB 2080. (ATTACHMENT 21)

Elizabeth Taylor, Association for Education of Young Children, testified in opposition to HB 2008, HB 2080 and HB 2178. (ATTACHMENT 22)

Craig Grant, K-NEA, testified in opposition to HB 2008, HB 2080 and HB 2178. He stated their position that the state has a responsibility of educating the youth of our state. He added that they felt there were too many undefined areas within these bills, and that each child should be taught by a certified teacher in an accredited program.

Bill Curtis, KASB, testified in opposition to HB 2008, HB 2080 and HB 2178. He added that KASB does not oppose home schooling and each of these bills contains provisions they could support, but as a whole, they can not support them. He related the resolution adopted by the KASB pertaining to home schooling. (ATTACHMENT 23)

Howard Shuler, USA Home Schools Task Force Chairman, testified in opposition to HB 2008, HB 2080 and HB 2178. (ATTACHMENT 24)

Jim Yonally, Shawnee Mission USD 512, testified in opposition to HB 2008, HB 2080 and HB 2178. He stated that the parents in attendance at these hearings are the cream of the parents who would be attempting home schooling. Parents rights are important, but we must consider the rights of the children of those parents that would not take the responsibility of home schooling as it should be taken, however small that number may be.

Onan Burnett, Topeka USD 501, testified in opposition to HB 2008, HB 2080 and HB 2178. He stated their opinion that this would be setting a double standard.

Austin Vincent, resident of Topeka, testified in opposition of HB 2008 and HB 2080, but in support of HB 2178. (ATTACHMENT 25)

The Chairman concluded the hearings by thanking the conferees for their brevity and adherence to the imposed time limit. The meeting was adjourned at 5:04 p.m.

The next meeting of the committee will be February 11, 1985 at 3:30 p.m. in Room 519-S.

DATE Feb 7, 1985

page 1 of 4

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
MJ Prochazka	AP	topoka
Ray Melugin	A.C.F. / moral majority	wichita
Jack Spavelly	A.C.C.H.	Perry, KS 66073
Albert D. Paulith	Bible Baptist Synagogue <small>Member of A.S.H.S.C.S. A.A.C.S.</small>	Syracuse, Kan 67878
Bredley Kern & Beverly	FBC -	Liberal, Kansas 67901
John Nelson	Fellowship Baptist	Liberal, Kansas
Richard Meier	K.A.C.S.	K.C. Kansas
John A. Titus	K.A.C.S.	Shawnee, KS
Glenn Godson	KANSAS ASSOC. OF CHRISTIAN SCH	OLA TAE, KS
Paul Hunter	121 Presbyterian Church <small>LEOTIA CHRISTIAN ACADEMY</small>	LEOTIA, KS 67865
Gordon Asher	church of God in Christ memonite	Lehigh, Mo. 67073
Kenneth Dyer	" " " "	Newton, KS. 67114
Vern Stephens	KSDF	Topoka
Rich Kowalewski	Maranatha Academy (parent)	Kansas City, KS
David Payne	Maranatha Academy	Kansas City, KS
Charles McCann	individual	Burlington, KS
Frank Shuman	USA USD 437	Topoka, KS
M. D. McKenney	USA	TOPEKA, KS
Dick Mank	New Life Christian Fellowship	Lawrence, KS
Betty Jones	Eagle Forum	Shawnee, KS
Wesley Hobbs	self	Topoka
Don & Ellen Garber	self	Waverly, KS
Larry & Gerald Heck	self	Waverly, KS
Dale & Sharon Miller	self	Garnett, KS

DATE Feb 7, 1985

GUEST REGISTER

Page 2 of 4

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Joni Suenther	self	Lawrence, KS
Mrs Laura M. Petrie	self	Lawrence, KS
Barbara J. Mckenna	"	"
Sunny Scott	"	"
Pat Goodson	Right To Life	Shawnee, KS
Dr. Helen Harper	U.S.A.	Lakonia, KS
Rev. Lyle R. Bolen D.D.	U.S.A.	Udall, KS
Edna Baker	U.S.A.	Udall, KS
Kay Combs	Christian Education	Burlington, Ia. 66859
Sharon Combs	Christian Education	Burlington, Ia.
E. Eugene Mason	Christian Education	Burlington, Ks.
Jean Nelson		Emporia, Ks.
Virginia Wilbert		Pittsburg, Ks.
Mrs. M. L. Bluchin staff	Scott Co. Christian Academy	Lawrence, Ks.
David Brown	"	"
Sharon Flynn		Topeka Ks.
Lisa Greene		Topeka Ks.
Debra K. Dew		Auburn Ks.
Dorla Karnes		Topeka, Ks.
Allen Karnes		Topeka, Ks.
Christy Tucker		Topeka, Ks.
Judi K. Helm		Topeka, Ks.
Kimberly Rickman		Topeka, Kansas
Jeremy Cannon		Topeka, Kansas

COMMITTEE: Education

DATE: 2-7-85

PLEASE PRINT

NAME	ADDRESS	COMPANY/ORGANIZATION
K.T. GREGG	Box 467 ⁶⁷⁸⁸⁰ WYLSLS, Ks	NEW HORIZON CHRISTIAN A.S.O.
Jacque Oakes	Topoka	KASB
Shadys Bond	2331 N.W. 44 th _{Topoka}	
W. Emerson Oesperman	Miltonvale 67466	A.C.E.
SE. Hoop	Salina	
Pick Birofen	Clay Center, Ks.	A.C.E.
Gard French	Miltonvale Ks	A.C.E.
Calvin Lane (Pastor)	Miltonvale Ks	A.C.E.
Bragg Bridgers	Rt 1, Box 180-A Eudora, Ks.	A.C.F.
Henri Bridgers	Rt 1, Eudora, Ks	Individual
Loyl Hoobe	RT 1, Wellsville, Ks	Individual
Ray Wilson	330 Oldfield Rd Oldfield, Ks	Oldfield Christian School
Stuart Merrill	316 W. Grant Topoka	The Church
Russell M. Farrell	1225 B Glendale Dr. Topoka	Faith Baptist School
Ray A. Sutton	316 W. Grant Topoka	The Church
Paul Bush	1813 W. 29 th	Knollwood Baptist School
Bill Brewer	426 Emerson	Fellowship Baptist School Banner Springs, Ks
Melvin R. Gray	128 E 2nd Ave LARNETT	Trinity Baptist ch.
Nancy M. Tom	906 E. A. Hutchison, Ks.	School of Living God
John Jacobson Jr.	906 E. A. Hutchison, Ks.	School of the Living God
Ambeabun	Box 507 Hutch Ks	School of the Living God
Cindy Atkins	Box 507 " "	School of the Living God
Chris Moore	216 W. 9 th " "	School of the Living God
Connie Patton	1510 E 23 rd	School of the Living God
Hella Cox	425 Justice	School of the Living God
Shirley Brun	407 W. 9 th _{Hutch Ks}	School of the Living God

(OVER)

Rec'd
2-6-85

January 31, 1985

Mr. and Mrs. Stephen Buxton
5711 Kenauwe
Wichita, Ks. 67220

Representative Don Crumbaker
State Capitol
Topeka, Ks. 66612

Dear Rep. Crumbaker,

We appreciate your time and considerable effort as you work in our behalf! Thank you for reading and considering our letter. We are writing to express our support of a bill to outline a home instruction program in Kansas law. Our appreciation of the pressure and involvement for the education committee has grown throughout the past year, and as we understand that three bills have now been introduced, we are hoping our suggestions will help you in your deliberations:

1. Please do not allow this law to trespass into private schools' affairs! That would mean unfairly crossing over into many areas unrelated to the home instruction issue. Private schools should not be included in this bill nor considered as an exemption to KSA 72-1111 as HB 2008 suggests.
2. Please remove all "loose" phrases, such as "and all other information desired," which open the door too widely beyond what you may desire the bill to include.
3. Please remember that the Kansas Minimum Competency Test mentioned in HB 2008 was designed and authorized for public school use as an evaluational tool only. Standard achievement tests, administered by independent testers (and paid for by parents)

IN REGARD: HOUSE BILL - 2008

January 31, 1985

Legislative Education Committee
State Capitol
Topeka, Ks 66612

Dear Education Committee Members;

The public school system has had many years and billions of dollars to educate our children. The decline in the scores on the national achievement tests tell the sad story of a failing educational system.

I support the right of parents to choose public or private schools for their children, whether in a classroom setting or a home setting. There should be no more rules or regulations on private school education than public education. Private schools (home and classroom) have proven to do a better job at a greatly cheaper cost.

Sincerely,

Mr. & Mrs. Norman Hunt

P.S. We the people are fed up with government interference with our God given, Constitution guaranteed rights!

My wife and I are both state certified teachers, (I teach full time), ^{public school} and we plan to send our two pre-school children to a private school.

Mr. & Mrs. Norman Hunt
921 Sunnyslope
Emporia, KS
66801

ATTACHMENT 2

2-7-85

House Education Committee

Recd
2-6-85

2-4-85

Dear Education Committee Members,

We have heard that you are considering action to regulate private schools. Please don't take this action, leave the private schools alone! They are doing a better job of educating students and at a cheaper cost also!

Our two sons are receiving an excellent education at a private Christian school in Emporia and we are very pleased. The principal and staff are qualified, competent people with a love for the students. Our school doesn't need any state regulations to make it a success.

We believe that parents have the God-given right to educate their children as they think best - whether in private, public, or home schools. Please don't make Kansas a police state, but let us stay free - where parents, and not the state, have control over their children!

Sincerely,

Mr. & Mrs. Robert James
1309 Garfield, Emporia, Ks.

IN REGARD: HOUSE BILL # 2008

recd
2-6-85

January 31, 1985

Legislative Education Committee
State Capitol
Topeka, Ks 66612

Dear Education Committee Members;

The public school system has had many years and billions of dollars to educate our children. The decline in the scores on the national achievement tests tell the sad story of a failing educational system.

I support the right of parents to choose public or private schools for their children, whether in a classroom setting or a home setting. There should be no more rules or regulations on private school education than public education. Private schools (home and classroom) have proven to do a better job at a greatly cheaper cost.

Sincerely,

Sincerely

Mr and Mrs Ralph H Brunner

RALPH H. BRUNNER
1215 GARFIELD
EMPORIA, KANS.
66801

rec'd 2-7-85

February 6, 1985

In Regard: House Bill #2008

Dear Education Committee Members:

The public school system has had many years and billions of dollars to educate our children. The decline in the scores on the national achievement tests tell the sad story of a failing educational system.

I support the right of parents to choose public or private schools for their children, whether in a classroom setting or a home setting. I do believe that tests should be given to them (the same tests as public schools receive and as often) to make sure that they are getting proper education.

Percentage wise, private schools (home and classroom) have proven to educate our children better at a greatly cheaper cost.

Sincerely,

Mr. & Mrs. David Stark

Rt. 1
Bushong, KS 66833

Rec'd
2-7-85

February 4, 1985

Representative Don Cumbaker
Chairman, House Education Committee
State Capitol
Topeka, Kansas 66612

Dear Representative Cumbaker:

I have read House Bill # 2008, and although I strongly support the concept of home education, I do feel the following changes should be made in this bill:

1. The words "and all other information desired by the state board of education" should be deleted wherever it appears in the bill.
2. Standardized tests such as SAT, CAT, or Iowa Test of Basic Skills should be used to test students of home instruction programs instead of the minimum competency test. Parents should bear the expense of the testing from an independent source.
3. Unaccredited private schools should be removed from the bill.
4. Treat Home Instruction Programs (HIP) as the only exemption to KSA 72-1111.
5. The power and duty of oversight should be removed from local school boards and given to the State Board of Education.

February 6, 1985

Americus, KS 66835

Legislative Education Committee
State Capitol
Topeka, KS 66612

Dear Education Committee Members:

I understand you have a House Bill #2008 before you.

I feel the public school system is not doing its job and hasn't for years. I feel the parents should have the right to choose between public or private schools. Please make no more laws on private schools weather in the home or class room. It has been proven that private and home schools do a better job and a lot cheaper.

Sincerely,

Lois Beemer

(Facsimile - because of paper)

216 Champion
Haysville, KS 67060

February 5, 1985

The Honorable Don Crumbaker
State Capitol
Topeka, KS 66612

Dear Representative Crumbaker:

I appeal to you to support the House Bill written by Kent Vincent and presented by Representative David Louis (no number has been assigned this bill as yet.) This bill concerns home instruction programs and unaccredited schools with measures similar to those recently adopted in Virginia.

Assessment of progress is evaluated yearly by standardized achievement tests and one's private home is not invaded nor is a parent's authority over his own children undermined by public school officials who seek extra funds be provided them for doing so in House Bills 2008 and 2080.

I urge you to research the overall successfulness of the home instruction program. Individualized instruction by a loved one far surpasses mass education. Observing parents might provide more successful "socialization" skills and lessen the divorce rate, providing America with a more mature generation.

Oppose House Bills 2008 and 2080 which place unfair, unnecessary, and burdensome yokes upon loving and concerned parents. (Even public schools don't have.)

Although I have taught in public schools; I realize that public schools just aren't what's BEST for every single child. Public school officials should be the servants with the parents (the hand that feeds them) in authority over them. If the tables should ever get turned around, it would indicate that public education has truly become "too big for it's britches"!

Sincerely,

Mrs. Ron Dyke
216 Champion
Haysville, KS 67060

(Facsimile - because of red stationary)

rec'd
2-6-85

In Regard to House Bill # 2008

Legislative Education Committee
State Capitol
Topeka, Kansas 66612

Feb. 5, 1985

Dear Education Committee Members,

Studies have shown over the years the decline in our public school systems, in teaching and scores on the national achievement tests. Therefore we, as parents, support the right to choose private education over public. We feel private schooling, whether in classrooms or home, is more beneficial to the students for many reasons. The size of the classes allow a more one-to-one relationship between the teacher/child; there is more room for choosing what the children are exposed to.

We feel there should be no more rules or regulations on private school education than public education. Private schools have proven to do a better job of educating, at a greatly cheaper cost.

Sincerely-

Raymond & Carolyn Simon

Mr. & Mrs. Raymond & Carolyn Simon
5 South Commercial
Emporia, KS. 66801

INDIVIDUALS WHO HAVE CALLED CHAIRMAN'S
OFFICE IN REGARD TO HBs 2008, 2080 and 2178

Mrs. Jane Seawell	Wichita	support 2178
Melodie Reimer	Wichita	support 2178
Kate Carty	Wichita	support 2178
Dr. & Mrs. Watts	Wichita	support 2178
Sherry Thompson	Topeka	support 2178
Mrs. Jo Ann Parrott	Wichita	supports 2178
Jerry Parrott	Wichita	supports 2178
Beth Skinner	Lawrence	oppose 2008 and 2080
Stuart Merrill	Topeka	oppose 2008 and 2080
Pamela Grimes	Olathe	oppose 2008 and 2080, support 2178
Karen Rehm	Kansas City, KS	oppose 2008 and 2080, support 2178
Joan Lyons	Topeka	oppose 2008 and 2080, support 2178
Jeannette Elston	Lawrence	oppose 2008 and 2080
Mrs. Peggy Fye	Kansas City, KS	support 2178
Mrs. Dorothea Heckart	Wichita	support 2178
Howard Herdon	Perry	oppose 2008 and 2080
Bill Brewer	Bonner Springs	oppose 2008 and 2080
Jerry Milroy	Shawnee	oppose 2008 and 2080, support 2178
Margaret Tharr	Olathe	supports 2178
Ian Duncan	Wichita	supports 2178
Beverly Duncan	Wichita	supports 2178
Ellen Darling	Wichita	supports 2178
Mr. & Mrs. Gary Johnson	Olathe	oppose 2008 and 2080, support 2178
Larry Falk	Hays	oppose 2008 and 2080, support 2178
Eileen Falk	Hays	oppose 2008 and 2080, support 2178
Suzie Koelzer	Satana	oppose 2008 and 2080
Jim Berger	Pittsburgh	oppose 2008 and 2080
Rev. Lyle Bolen	Udall	oppose 2008 and 2080
Jane Hodges	Wichita	oppose 2008 and 2080
Shirley Koon	Olathe	oppose 2008 and 2080, support 2178
Virginia Wright	Hays	oppose 2008 and 2080, support 2178
Dan Carpenter, Pastor	Topeka	oppose 2008 and 2080
Dallas Doty	Wichita	support 2178
Mike Johnson	Olathe	oppose 2008 and 2080, support 2178
Mrs. Joe Copeland	Hays	support 2178
Ian Duncan	Wichita	support 2178
Pastor Newman	Pittsburgh	oppose 2008 and 2080
Richard Crotts	Merriam	oppose 2008 and 2080

ATTACHMENT 11
2-7-85
House Education Committee

Gary Grimes	Overland Park	oppose 2008 and 2080, support 2178
Mrs. Davis	Lawrence	oppose 2008 and 2080
Mrs. Randy Jennings	Phillipsburgh	keep law as is
Mr. & Mrs. Frank Dannefer	Rossville	oppose 2008 and 2080
Ray Smith	Bonner Springs	oppose 2008 and 2080
elderly lady	Lawrence	oppose 2008 and 2080
Rev. Carl Bush	Topeka	Please kill 2008 and 2080
Donald E. Short	Wichita	oppose 2008 and 2080
Rev. Gary Potter	Bonner Springs	oppose 2008 and 2080
Mrs. Quinlan	Bonner Springs	oppose 2008 and 2080
Mrs. Chavis	Pittsburg	oppose 2008 and 2080
Jill Cummings	Wichita	oppose 2008 and 2080
Kathleen Moffett	Wichita	oppose 2008 and 2080
Kathleen Wagner	Wyandotte Co	oppose 2008 and 2080, support 2178
Owen Timm	Wichita	<u>oppose</u> 2008 and 2080
Michael Baker	Pittsburg	oppose 2008 and 2080
Mr. Metzler	Junction City	kill 2008 and 2080
Sherry Lawlor	Olathe	oppose 2008 and 2080
Mrs. Bowyer	Olathe	oppose 2008 and 2080
Mary Smith	Olathe	oppose 2008 and 2080
Roger Traver and Mrs.	Gardner	oppose 2008 and 2080
Pam Baker	Pittsburg	oppose 2008 and 2080
Carolyn Insley	Hays	support 2178
Teryl Hrabe	Hillsboro	oppose 2008 and 2080
Ron Insley	Hays	support 2178
Kenneth Bryant	Topeka	oppose 2008 and 2080, support 2178
Marsha Reasons	Kansas City	support 2178
Mrs. Charlotte McCann	Burlington	oppose 2008 and 2080
Stan Doss	Topeka	oppose 2008 and 2080
Mr. & Mrs. Earl Feese	Liberal	oppose 2008 and 2080
Phil Wolff	Topeka	support 2178
Mrs. Tom Hobbs	Topeka	oppose 2008 and 2080, support 2178
Mr. & Mrs. Robert Folger	Manter	oppose 2008 and 2080, support 2178
Coleman Gabbard	Liberal	oppose 2008 and 2080
Vernon Lindbloom	Liberal	oppose 2008 and 2080
Edward Connell	St. Marys	oppose 2008 and 2080
Wes Oakley	Hays	oppose 2008 and 2080
Linda Davis	Topeka	oppose 2008 and 2080
William John Griggs	Liberal	oppose 2008 and 2080

Mr & Mrs Troy Snow	Wichita	oppose 2008 and 2080
Nancy Hayes	Great Bend	oppose 2008 and 2080
Robert Wardlow, Pastor	Girard	oppose 2008 and 2080
Sarah Tremper	Wichita	oppose 2008 and 2080
Mary Onelio	Girard	oppose 2008 and 2080
Julie Mitchell	Olathe	oppose 2008 and 2080
Denise Geist	Liberal	oppose 2008 and 2080
Michelle Patrick	Topeka	oppose 2008 and 2080
Betty Weimer	Westwood	oppose 2008 and 2080
Allen & Patty Groff	Olathe	oppose 2008 and 2080, support 2178
Judy Rothweiler	Olathe	oppose 2008 and 2080, support 2178
Melanie Johnson	Cassoday	oppose 2008 and 2080, support 2178
Debora Dew	Auburn	oppose 2008 and 2080 and 2178
Jack Snavely	Topeka	oppose 2008 and 2080
Mrs. Gerhart Nuss	Great Bend	oppose 2008 and 2080
Carey Berger	Pittsburg	oppose 2008 and 2080
Debra Roberts	Udall	oppose 2008 and 2080
Pat Couch	Udall	oppose 2008 and 2080
Becky Quinlan	Perry	oppose 2008, 2080, 2178
Mr. & Mrs. Ray Akins	Hutchinson	oppose 2008 and 2080, support 2178
Mrs. Roy Dyke	Wichita	oppose 2008 and 2080, support 2178
Jerry Hays	Great Bend	oppose 2008 and 2080
Mrs. Lindsay	Great Bend	oppose 2008 and 2080
Robert Caraway	Liberal	oppose 2008 and 2080
Harold Coker	Hutchinson	oppose 2008 and 2080
Betty Swift	Topeka	oppose 2008, 2080 and 2178
Catherine Saylor	Hutchinson	oppose 2008 and 2080
Wilbur McVay	Liberal	oppose 2008 and 2080
Charlotte Akins	Hutchinson	oppose 2008 and 2080
Lucinda Davis	Hutchinson	oppose 2008 and 2080
Mr & Mrs. Jimmy Ellis	Great Bend	oppose 2008 and 2080
Randall Humphrey	Liberal	oppose 2008 and 2080
Ellen Kern	Great Bend	oppose 2008 and 2080
Mr & Mrs Rick Grant	Liberal	oppose 2008 and 2080
Dale Wells	Udall	oppose 2008 and 2080
Ruby Patterson	Udall	oppose 2008 and 2080
Eunice Carter	Great Bend	oppose 2008 and 2080, support 2178
Vickie Lee	Udall	oppose 2008 and 2080
Janette Adam	Udall	oppose 2008 and 2080

Sandy Wells	Udall	oppose 2008 and 2080
Mr. Legg	Great Bend	oppose 2008 and 2080
Audrey Price	Udall	oppose 2008 and 2080
Brad Phillips	Udall	oppose 2008 and 2080
Craig Smith	Udall	oppose 2008 and 2080
Gerald Pope	Wamego	oppose 2008 and 2080
Carol Peters	Junction City	oppose 2008 and 2080
Debbie Phillips	Udall	oppose 2008 and 2080
Debby Smith	Udall	oppose 2008 and 2080
Tim Whitmore	Hutchinson	oppose 2008 and 2080
Opal Ruby	Hutchinson	oppose 2008 and 2080
Dorothy Freeman	Wichita	oppose 2008 and 2080
Lil Witherspoon	Wichita	oppose 2008 and 2080
Janet Yates	Wichita	oppose 2008 and 2080
Mrs. Marjorie Long	Syracuse	oppose 2008 and 2080
Angie Stephenson	Hutchinson	oppose 2008 and 2080
Virginia Newboles	Hutchinson	oppose 2008 and 2080
Janice Corbin	Hillsboro	oppose 2008 and 2080, support 2178
Carol Scruggs	Liberal	oppose 2008 and 2080
Mrs. Patricia Holwick	Bonner Springs	oppose 2008 and 2080
Jack Fisher	Topeka	oppose 2008 and 2080
Dawn Berry	Udall	oppose 2008 and 2080
Gary & Judy Harlow	Liberal	oppose 2008 and 2080
Mrs. Monty Elmore	Liberal	oppose 2008 and 2080
Arlet Greene	Topeka	oppose 2008 and 2080
Brad Huston	Liberal	oppose 2008 and 2080
Earl Feese	Liberal	oppose 2008 and 2080
Jackie Molter	Liberal	oppose 2008 and 2080
Ron McDonald	Elkhart	oppose 2008 and 2080
Mr. & Mrs. Ben Delaughder	Udall	oppose 2008 and 2080
Mr. & Mrs. Robert Pitts	Wichita	oppose 2008 and 2080
Jeri Rice	Liberal	oppose 2008 and 2080
Ray & Joanne Fuller	Liberal	oppose 2008 and 2080
Richard Gonzales	Liberal	oppose 2008 and 2080
Lavonna Gonzales	Liberal	oppose 2008 and 2080
Jack Carlile	Liberal	oppose 2008 and 2080
Pam Frese	Wichita	oppose 2008 and 2080
Carl Brown	Wichita	oppose 2008 and 2080
Nancy Miller	Wichita	oppose 2008 and 2080

	Nancy Miller	Wichita	oppose 2008 and 2080
	Helen Evans	Wichita	oppose 2008 and 2080
	Jody Timm	Wichita	oppose 2008 and 2080
	Monty Elmore	Liberal	oppose 2008 and 2080
telegram	Bill & Deanne Mills	Liberal	oppose 2008 and 2080
	Laura Rea	Pittsburg	oppose 2008 and 2080
	Millicent LaBerge	Pittsburg	oppose 2008 and 2080
	Bob Moore	Junction City	oppose 2008 and 2080
	Judy Ruttman	Liberal	oppose 2008 and 2080
	Nathaniel Rea	Pittsburg	oppose 2008 and 2080 - 165

Phyllis Meredith, Route 2, Iola, Kansas 66749

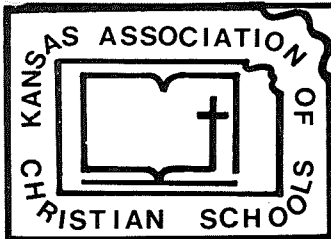
I was educated at home by a fully certified teacher through the first 4 1/2 grades. After attending public school for the next 1 1/2 years I again was tutored at home for the rest of grade school. It was difficult enough to go into a classroom of children as a 4th grader when I knew nothing of group activities and games at recess, but when I went into the 7th grade, it was decidedly worse.

I was bigoted. I had been kept at home and out of school because it was "better". I was not subjected to the "evils of society". I knew nothing of the day to day association with my peers that other kids had grown up with. They could interact and relate to their classmates and I could not. I sat for a semester just watching them. It was like a circus or theatre in the round. I was different from the rest. We were to exchange our homework papers and grade them. No one wanted to trade with me: therefore I was responsible for grading my own and I did no homework. I just picked a number to quote between those whose names were called from the roll ahead of me. Some of the smartest and some of the dumbest were ahead of me and I would choose a number in the middle.

One day the class discussion was interesting enough that I was intrigued and did an assignment. When I gave my grade it was high -- I hadn't listened to the other scores and was suddenly questioned as to why I had scored so high a grade. The terror I experienced at having the teacher come to my desk and check out my assignment was like none other in my life. What would I have done if at any other time my work would've been questioned when I had none to show? I did my work thereafter through all my ensuing years of school.

Those who are wanting to pull their children out of school to make certain they have a 'better' education need to use those energies to improve those problems in the classrooms of public schools. Visit the school. Talk with the teachers and help them to do the best job of educating the children they can. Too many teachers feel they are teaching orphans - no parents are in evidence. Make your feelings be rational and known. Improve what we have.

Had I been asked as a child, I would've thought my schooling was perfect. It has taken me a good many years to overcome what I was given with concerning love as a child.



Kansas Association of Christian Schools, Inc.

Glenn Adams,
President

Gene Swim,
Vice-President

Dan Griffin,
Secretary

Dick Meier,
Treasurer

Rex Fuller,
Legislative
Representative

February 7, 1985

Chairperson Crumbaker and Members of the Committee:

I am Richard Meier, an officer of the Kansas Association of Christian Schools, and superintendent of the Open Door Baptist School in Kansas City, Kansas, which is a school accredited by the American Association of Christian Schools, a national Christian schools accrediting association. Thank you for allowing me to express our views in opposition to HB 2008 and HB 2080.

We oppose these two bills because we have been dumped unnecessarily into the same pot with the home schools, and forced into a relationship with the public education authorities that we do not want. The schools in our particular association are all church ministries. We do not want to move closer and closer to a situation where we find a public educational authority exercising supervisory control or judgment over the religious mission of our churches. We oppose any steps that would increase the entanglement of government in our church ministries. Both of these bills do that and even give a blank check to the public education authorities. Note lines 0216-0217 in HB 2008 and lines 0221-0222 in HB 2080.

We believe that home schools that may attempt to exempt themselves from home school laws by pretending to be in the category of non-public, non-state accredited schools, can be dealt with through existing state laws relating to safety, health, building codes, and fraud.

We keep permanent records of each student. These records include student information and immunization records, the recommended course of study, academic progress reports, and annual standardized testing results. This information is available for anyone to scrutinize if he has a reasonable purpose for doing so.

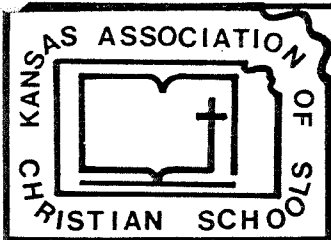
We voluntarily cooperate with public education authorities in compulsory attendance laws, units of study required for graduation, core curriculum, etc. We do not want a mandated church and state relationship, however.

We would like for you to consider voting against HB 2008 and HB 2080 and FOR HB 2178.

ATTACHMENT 13

2-7-85

House Education Committee



Kansas Association of Christian Schools, Inc.

Glenn Adams,
President

Gene Swim,
Vice-President

Dan Griffin,
Secretary

Dick Meier,
Treasurer

Rex Fuller,
Legislative
Representative

I am Glenn Adams from Olathe, Kansas, and am the president of the Kansas Association of Christian Schools.

Mr. Chairman and members of the House Education Committee, I thank you for allowing me to address you concerning the proposed legislation as reflected in House Bills 2008, 2080, and 2178.

We acknowledge and appreciate the time and effort of the Interim Committee in the drafting of House Bill 2008. We also applaud Representative Hassler for her obvious concern and work in House Bill 2080. Similarly we recognize and sympathize with the home school advocates who seek proper legislation.

We, however, oppose both H. B. 2008 and H. B. 2080 on the basis of the inclusion of non-public, non-state accredited schools in the provisions. We submit that this inclusion is inappropriate for the following reasons:

1. The results of the suggested reporting will be irrelevant and unproductive because in many of the non-public, non-state accredited schools the clientele come from several different school districts and in the case of schools located near state borders there are patrons from out of state.
2. The non-public, non-state accredited school has a built-in accountability factor peculiar only to them. The tuition-paying patron requires fiduciary responsibility.
3. The non-public, non-state accredited school has the same definite distinction as the public and private state-accredited schools under the existing state statutes regarding health, fire and building regulations.

ATTACHMENT 14

2-7-85

House Education Committee

We, therefore, hold that inclusion of the non-public, non-state accredited schools in this proposed legislation is both inappropriate and unnecessary.

In addition, we also urge you to support House Bill 2178 which provides for the home school but excludes the non-public, non-state accredited school.

Thank you for your attention and consideration. I will be happy to attempt to answer any question you may have.

Respectfully submitted,

Glenn Adams

Neosho River Private School

525 North Third Street
Burlington, KS 66839
(316) 364-8808

2-7-85

To introduce myself, I am Charlotte McCann and my husband and I have 7 children, 3 which I am currently teaching at home. We live in Burlington and I am here as an opponent of HB2080 and HB2008, though I am a proponent of home schooling.

I find both of these bills unsatisfactory for several reasons, but mainly for the many unprecedented restrictions they place on traditional private schools. Even ^{though} I am a home schooler and would like to see favorable legislation passed, I would hate to see Kansas take what I can only see as a backward step in freedom in education by penalizing private schools.

I agree with virtually all that was said yesterday, though my feelings on testing are somewhat different. I am apprehensive about this section in both bills as it affects private schools as well as home schools and leaves all power in the hands of the local authorities. I have passed to you a copy of Georgia's law regarding home school testing which I believe handles the issue well. Basically, parents are included in the choice of tests, and scores are for personal use only -- not for evaluation of the student by the state. I was told by our local upper elementary guidance counselor that in public school these tests are used for diagnostic purposes only, to indicate areas that need strengthening. Shouldn't nonpublic school students be treated the same?

I urge you to seriously consider the statement made yesterday by Kathleen White representing the State Board of Education urging you to keep it simple. I am also handing you a copy of Mississippi's new Home Schooling law and ask you to carefully read its closing statement.

In summary, let us consider the fact that all lawmakers should be hesitant to give a lot of power to a petty official who might have an ax to grind or one who wants to force his personal convictions on another. Agreed, this is rare, but it can happen and is the very reason our US Constitution is vague. Its purpose is to give freedom, not restrictions, yet while protecting the people.

Likewise, you don't need to be overly cautious about opening the door that will create child neglect or abuse. A parent who would totally neglect the education of his child is going to manifest his negligence in enough other areas that it will soon be obvious. When this is the forethought in writing legislation, you end up depriving many sincere parents of their freedom for the cause of the few potential cases of abuse that are already protected by other laws. Are we really protecting the child or are we simply creating more red tape?

I find HB2178 to be the most satisfactory, though I think the testing section is still much more extensive than it needs to be. Actually, I don't think most proponents want required testing as much as they are afraid no bill would ever go through that did not include it. Why can't Kansas join Georgia and Mississippi in being a pioneer for simplicity and a return to the freedom that America was founded to give.

Charlotte McCann

SECTION 21... (2) The following terms as used in this section are defined as follows:

(e) "School" means any public school in this state or any nonpublic school in this state which is in session each school year for at least 155 school days, except that the "nonpublic" school term shall be the number of days that each school shall require for promotion from grade to grade...

(i) "Nonpublic school" for the purposes of this section shall mean an institution for the teaching of children, consisting of a physical plant, whether owned or leased, including a home, instructional staff members and students, and which is in session each school year. This definition shall include, but not be limited to, private, church, parochial and home instruction programs.

(3) A parent, guardian, or custodian of a compulsory-school-age child in this state shall cause such child to enroll in and attend a public school or legitimate nonpublic school for the period of time that such child is of compulsory school age, except under the following circumstances:

(c) When a compulsory-school-age child is being educated in a legitimate home instruction program... The parent, guardian or custodian of a compulsory-school-age child attending any nonpublic school... shall complete a "certificate of enrollment" in order to facilitate the administration of this section.

The form of the certificate of enrollment shall be prepared by the State Board of Education and shall be designed to obtain the following information only:

(i) The name, address, and date of birth of the compulsory-school age child;

(ii) The name and address of the parent, guardian, or custodian...

(iii) A simple description of the type of education the compulsory-school-age child is receiving and, if such child is enrolled in a nonpublic school, the name and address of such school; and

(iv) the signature of the parent...

For the purposes of this subsection, a legitimate nonpublic school or legitimate home instruction program shall be those not operated or instituted for the purpose of avoiding or circumventing the compulsory attendance law.

(9) Notwithstanding any provision or implication herein to the contrary, it is not the intention of this Section to impair the primary right and the obligation of the parent... to choose the proper education and training for such child, and nothing in this section shall ever be construed to grant, by implication or otherwise, to the State of Mississippi, any of its officers, agencies or subdivisions any right or authority to control, manage, supervise or make any suggestion as to the control, management or supervision of any private or parochial school or institution for the education or training of children, of any kind whatsoever that is not a public school according to the laws of this state; and this Section shall never be construed so as to grant, by implication or otherwise, any right or authority to any state agency or other entity to control, manage, supervise, provide for or affect the operation, management, program, curriculum, admissions policy or discipline of any such school or home instruction program...

...AND GEORGIA

The other state to pass new home-schooling legislation recently is Georgia. Senate Bill 504 struck much of the compulsory education law, and provided requirements for both private schools and home study programs. The new law reads:

...20-2-690... The term "private school" means an institution meeting the following criteria or requirements:

1) The primary purpose of the institution is to provide education or, if the primary purpose of the institution is religious in nature, the institution shall provide the basic academic educational program specified in paragraph (4) of this subsection;

2) The institution is privately controlled and operates on a continuing basis;

3) The institution provides instruction each 12 months for the equivalent of 180 school days of education with each school day consisting of at least four and one-half school hours;

4) The institution provides a basic academic educational program which includes, but is not limited to, reading, language arts, mathematics, social studies, and science;

5) Within 30 days after the beginning of each school year, it shall be the duty of the administrator of each private school to provide to the superintendent of schools of each local public school district which has residents enrolled in the private school a list of the name, age, and residence of each resident so enrolled. At the end of each school month, it shall be the duty of the administrator of each private school to notify the superintendent of each local public school district of the name, age, and residence of each student residing in the public school district who enrolls or terminates enrollment at the private school during the immediately preceding school month. Enrollment records and reports shall not be used for any purpose except providing necessary enrollment information, except with the permission of the parent or guardian of a child or pursuant to the subpoena of a court of competent jurisdiction; and

6) Any building used by the institution for private school purposes meets all health and safety standards established under state law and local ordinances.

...Parents or guardians may teach their children at home in a home study program which meets the following requirements:

1) The parent, parents, or guardian must submit within 30 days after the establishment of a home study program and by September 1 annually thereafter a declaration of intent to utilize a home study program to the superintendent of schools of the local school district in which the home study program is located;

2) The declaration shall include a list of the names and ages of the students who are enrolled in the home study program, the address where the home study program is located, and a statement of the 12 month period that is to be considered the school year for that home study program. Enrollment records and reports shall not be used for any purpose except providing necessary enrollment information, except with the permission of the parent or guardian of a child or pursuant to the subpoena of a court of competent jurisdiction.

3) Parents or guardians may teach only their own children in the home study program provided the teaching parent or guardian possesses at least a high school diploma or the equivalent GED certificate, but the parents or guardians may employ a tutor who holds at least a baccalaureate college degree to teach such children;

4) The home study program shall provide a basic academic educational program which includes, but is not limited to, reading, language arts, mathematics, social studies, and science;

5) The home study program must provide instruction each 12 months to home study students equivalent to 180 school days of education with each school day consisting of at least four and one-half school hours unless the child is physically unable to comply with the above rule;

6) Attendance records for the home study program shall be kept and shall be submitted at the end of each month to the superintendent of schools of the local school district in which the home study program is located. Attendance records and reports shall not be used for any purpose except providing necessary attendance information, except with the permission of the parent or guardian of a child or pursuant to the subpoena of a court of competent jurisdiction;

7) Students in home study programs shall be subject to an appropriate nationally standardized testing program administered in consultation with a person trained in the administration and interpretation of norm reference tests to evaluate their educational progress at least every three years beginning at the end of the third grade and records of such tests and scores shall be retained but shall not be required to be submitted to public educational authorities; and

8) The home study program instructor shall write an annual progress assessment report which shall include the instructor's individualized assessment of the student's academic progress in each of the subject areas specified in paragraph (4) of this subsection, and such progress reports shall be retained by the parent, parents, or guardian of children in the home study program for a period of at least three years.

Any person who operates a home study program without complying with the requirements shall be guilty of a misdemeanor and upon conviction shall be punished by a fine not to exceed \$100...

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Route 1, Box 180 A
Eudora, KS 66025
Ph. 913/542-2665

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE
IN OPPOSITION TO HB 2008
February 7, 1985

Representative Crumbaker and Committee Members,

My name is Terrie Bridgens. I am a mother of three children. My oldest child, age 6, is in a home instruction program this year. I want the right to home school, but I cannot support this legislation.

I have no objection to registering my name and the names of my children, who are in a home instruction program, with the state board of education. I do object to the requirement of giving "any additional information which the state board of education may require." This is a very broad statement which could require almost anything. Pertinent information the state board of education wants should be stated in the bill.

Home instruction programs often include field trips, visits to the library and other instructional activities outside the home. Restricting instruction only to the home and only for the child or children living in that home would have an isolating effect on the child.

Students in a home instruction program should be tested to determine academic progress. The minimum competency assessment program is geared for the public school students. Home instruction programs teach concepts at varying grade levels, depending on the curriculum used. The California Achievement Test or the Iowa Basic would be a more accurate measurement of academic progress for the home schooled child.

HB 2008 states 2 ways that a private unaccredited school or parent could lose their exemption presently provided by K.S.A. 72-1111:

1. If the student fails the minimum competency assessment program for 2 consecutive years.

2. I quote: "Failure of compliance at any time with the provisions of this section shall result in forfeiture of the exemption provided by subsection (b) of K.S.A. 72-1111, and amendments thereto, for children attending a program of instruction authorized therein and the child or children affected by such failure of compliance shall become subject to the requirements of subsection (a) of such statute."

The Kansas criminal code states that contributing to the misconduct or deprivation of a minor is a class A misdemeanor. That crime is punishable by 1 year imprisonment in the state penitentiary and/or a \$2,500.00 fine. A person can contribute to a child's misconduct or deprivation by causing, among other things, the child to become a child in need of care. "'A child in need of care' means a person less than 18 years of age who:...(6) is not in compliance with the provisions of K.S.A. 72-977 or 72-1111..."

If my child is caught taking out the trash while I'm preparing my next lesson, or I fail to send in a form by the appropriate date, does this mean that I'm committing a class A misdemeanor? What if a teacher makes the students pick up trash during school hours?

This is an extremely serious penalty for a minor infraction of a regulation. For this primary reason, I cannot support HB 2008 or any other legislation which contains a similar penalty.

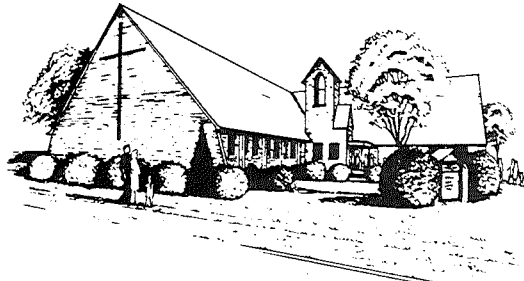
The First Presbyterian Church

Telephone

Church 375-2831

Manse 375-2732

West Broadway



Box 249

Leoti, Kansas 67861

Rev. Peter K. Shultis

Minister

The Reverend Peter K. Shultis, Leoti, First Presbyterian Church
and Leoti Christian Academy

OPPOSED to House Bill 2008 and House Bill 2080

SPECIFIC OBJECTIONS:

These Bills allow the State Board of Education free reign in the control of Church Schools by;

- 1) Allowing the State Board of Education to define and regulate Church School Instructors as it chooses (Bill 2008, Lines, 0313, 0314, 0315, 0323, 0324 and Bill 2080, Lines 0345, 0346, 0354, 0355).
- 2) Allowing the State Board of Education to have access to any information in the files of the Church School as it chooses (Bill 2008, Lines 0290, 0296, 0297 and Bill 2080, Lines 0327, 0328).
- 3) Allowing the State Board of Education to place the value of the Church School on its determination rather than on the determination of the parents (Bill 2008, Lines, 0232, 0235, 0236, 0237 and Bill 2080, 0258, 0262, 0263, 0266, 0267, 0268)
- 4) Allowing the State Board of Education the power to control and regulate Church Schools without Statute in regard to determining competency of Instructors, access to information and minimum student competency assessment (Bill 2008, Lines, 0271, 0272, 0323, 0324 and Bill 2080, Lines 0302, 0327, 0328, 0354, 0355).

THEREFORE:

The State Board of Education is given the right to control and regulate Church Schools as it chooses in the State of Kansas without Statutory oversight.

GENERAL OBJECTIONS:

I believe that it is a Biblical Mandate of the Family and the Church to educate its children in the Laws of God, both in the natural and spiritual realms (Deuteronomy 6:6-9, 11:18-21 and Mark 10:13-16).

I believe that it is impossible to separate the spiritual and the natural.

I believe effective education cannot happen if these two are attempted to be separated.

Studies by McGraw-Hill Inc. and others demonstrate that fact.

—To Bring All Into The Fullest Of ~~Jesus~~ Christ—

ATTACHMENT 17

2-7-85

House Education Committee

The First Presbyterian Church

Telephone

Church 375-2831

Manse 375-2732

West Broadway



Box 249

Leoti, Kansas 67861

Rev. Peter K. Shultis

Minister

-2-

Testimony of Reverend Peter K. Shultis Continued

Students of Church Schools on standardized testing have repeatedly demonstrated the excellency of their education over the state operated system.

I believe that Church Schools are mandatory according to the Bible, for the teaching of all academic and spiritual disciplines, and their work is imperative.

THEREFORE

These Bills (House Bills 2008 and 2080) give the State Board of Education the right to control and regulate the Church Schools without oversight in the State of Kansas.

I believe that these Bills also give the State Board of Education the right to control the work that belongs to every family and Church.

I believe that these Bills would give the State Board of Education the right to control the instruction and the practice of religion in the State of Kansas.

I believe that these Bills would violate basic United States Federal rights to the free practice of religion in this country.

I believe that these Bills would effectively destroy these rights.

CONCLUSION

I urge this Committee to defeat these destructive Bills and allow the existing laws to stand.

—To Bring All Into The Fullest Of Jesus Christ—

Testimony re: H.B. 2008, 2080

February 7, 1985

Submitted by:
David M. Payne
Administrator

Maranatha Academy
2737 S. 42nd Street
Kansas City, Kansas 66106

Mr. Chairman, Honorable Committee Members, Ladies & Gentlemen:

I am the administrator of Maranatha Academy, a private school of approximately 500 students in Kindergarten thru the twelfth grade located in Kansas City Kansas. Our school is a member of the Association of Christian Schools International, which represents over 2,000 schools nationwide. I served four years as a representative of Christian schools in Kansas, Nebraska, and Missouri.

While we favor legislation permitting home education, we are opposed to legislation affecting unaccredited private schools. Without one dollar of public funds or any government constraint we have:

- Voluntarily required our teachers to hold an appropriate degree and be certified by the state of Kansas. A significant percentage of our faculty hold advanced degrees, and our board has encouraged continuing education by paying tuition in full for advanced study.
- We have voluntarily administered standardized achievement testing annually.
- We have voluntarily chosen to participate in the Minimum Competency Assessment program in Kansas before this legislation was ever drafted.
- We have voluntarily maintained a policy of racial non-discrimination and documented minority representation annually.
- We have voluntarily sought accreditation through the Association of Christian Schools International. We have undergone a thorough self-study and team visit similar to that required by the regional accrediting bodies such as the North Central Association.

Christian schools have consistently outperformed public schools as measured by nationally administered standardized achievement tests. The attached chart provided by the Association of Christian Schools International compares public school norms with norms for non-public schools and norms for member schools of A.C.S.I. who participated in this national testing program.

We acknowledge that many factors must be considered before one can say that any particular school is doing a better job than another particular school. However, it must also be acknowledged that Christian schools, the vast majority of which are unaccredited, are doing a credible job with far less resources than the public schools. Our excellent performance is not related to generally higher socioeconomic levels of students or tough admissions policies. Our schools serve primarily low-middle to middle-income families. Most Christian schools have substantial financial assistance programs. Furthermore, we attempt to serve the broadest spectrum of students possible. Maranatha Academy admits all but the severely mentally or physically handicapped.

Our situation is not unique. We began with 55 students in grades K - 12 ten years ago. In its early years, our school was essentially a one-room school house. Under current law, our school was able to flourish without the trappings of excessive government regulation. Many schools like ours are church-sponsored and the sponsoring churches are very sensitive indeed to government regulation as demonstrated by the recent problems in Nebraska.

Ours is a pluralistic society and diversity of approach to education is healthy for our society as a whole. We do not need to fear the emergence of "fly-by-night" schools since existing laws protect against fraudulent abuses. Also, parents who are paying costly private school tuition would not send their children to private schools if they were not generally caring and concerned about their children's education. These parents will probably be more demanding than the state in requiring excellence of their schools.

I close in quoting one of the most prominent attorneys on church-state issues, William B. Ball:

We must never forget that when we speak of "government" we are speaking of something that is ours. We must always keep reminding Americans that they own their government. The government is not "they," and when public officials go astray, we must rebuke them and bind them down to their role as our servants.¹

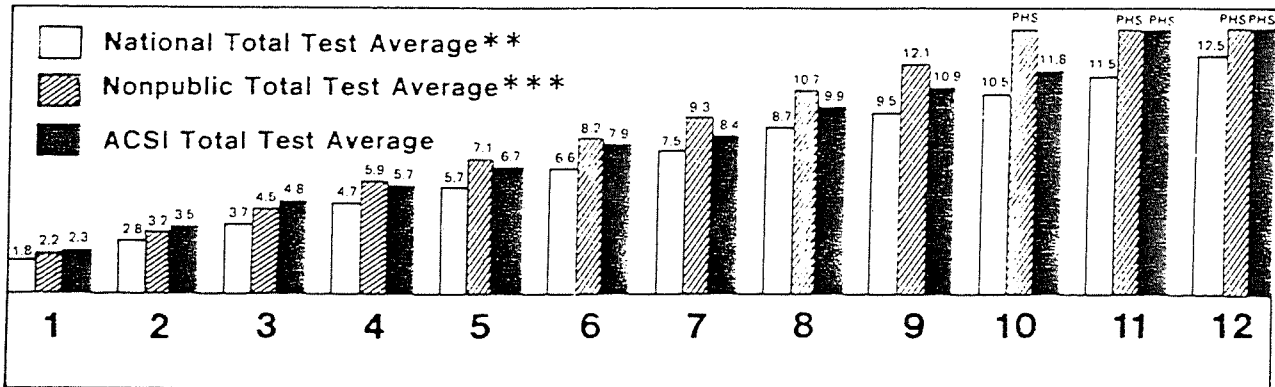
The "we-they" philosophy of some on both sides of these issues must be replaced by a spirit of cooperation and understanding which can only be accomplished through meaningful dialogue. It is hoped that courageous leaders in private and public education will find opportunities for fostering a better relationship so that we may all serve children better.

I ask you to vote no on H.B. #2008 and H.B. #2080, and I urge your support of representative Louis' bill which has left the law unchanged in reference to private unaccredited schools.

¹Ball, William B. Constitutional Protection of Christian Schools (publication of the Association of Christian Schools International, 1981) p. 13.

1982-83 School Year

Year after year, testing shows that ACSI students score higher than the National Average at every grade taught.



1st graders are 5 months above the National Average.

2nd graders are 7 months above the National Average.

3rd graders are 11 months above the National Average.

4th graders are 10 months above the National Average.

5th graders are 10 months above the National Average.

6th graders are 13 months above the National Average.

7th graders are 9 months above the National Average.

8th graders are 12 months above the National Average.

9th graders are 14 months above the National Average.

10th graders are 13 months above the National Average.

11th graders are 16 months above the National Average.

12th graders are 6+ months above the National Average.

* ACSI students are compared to 250,000 students in the National Standardization group who were carefully selected to represent a true demographic profile of all students across the United States (1982). The figure represents the average of all tests at each grade level. The test used was the Stanford Achievement Test, 7th Edition, Form E.

** The total test includes vocabulary, reading, word study skills, math, spelling,

language (English), listening, social studies, science, and using information.

*** The Nonpublic Standardization Program was conducted for the first time for the 7th Edition of the Stanford Achievement Test. Since this is the first time a comparison of ACSI students with nonpublic school students nationally has been made, a fuller explanation of the Nonpublic norms may be found on the following page.

Testimony before House Education Committee

Opposing H.B. 2008, 2080

Feb. 7, 1985

Chairman Rep. Don Crumbaker and Committee Members,

Thank you for the opportunity to speak in opposition to these bills. As a pastor of a church and school, I am very much alarmed by many of the consequences that could be emanated from this sort of bill being put into effect by our Kansas State Legislature. My greatest concern arises from the degree of power that would be granted to our state board of education over those church schools that are referred to in these bills as being "private elementary or secondary schools" which are not accredited by the state board of education. I am convinced that this would not be beneficial in any way to the quality of education that is being received by the children in our schools. We ask you to avoid making the church responsible to the state board of education in matters relating to information concerning curriculum used for the training of her children, files, the competency level of her students, or in any other matters that would bog the church down in a bueracratc dissarray that has so greatly affected the effectivness of many state organizations. We appeal to you to leave the church free of more state regulations that could bring upon us a similar disaster that has plagued several states (such as our neighbor to the north - Nebraska) with negative media exposure of battles between church and state. The struggles that have preceded us in this area in other states and a few as well in our great state, do not appear to have been very beneficial to either party.

If the quality of education our children are receiving is of the utmost concern, let me assure this committee that the church has not been in the least irresponsible in this area. While academics is - in most cases - not the primary reason for the existence of church schools (that **MUST** be delegated to religious emphasis), it has not been slighted. While national studies are revealing a shocking decline in the quality of education our nation's children are receiving in the public schools, other surveys are indicating an overall excellence in the area of academics that the children are receiving in the church schools. Every survey that I have seen, without exception, has shown the academic level of children in church schools to be superior to the level of their peers in the public sponsored schools. (If this committee is interested, I will furnish it with the surveys that I have available). I would be most happy to share with this committee, for instance, the extremely high academic scores that were obtained by our children on their last competency tests in the

area of academics. If the designers of this bill and those in support of it are indeed concerned mostly about the quality of education our children are receiving in the church schools, let them seek information on a voluntary basis of the level of academic excellence being achieved in the church schools. To be sure, I have never been questioned by any state educator in the area of how our children were doing academically. The only inquiry I personally have ever received from a state educator has been how many students were in our schools. I am personally not convinced that quality of education is indeed the real issue involved in bringing church schools under state regulation. But, if it is, let me assure this committee that the type of regulations discussed in these bills, would not in any way from our point of view improve the quality of education our children are receiving. We are convinced that we can do much better in the training of our children than they can or we would not put ourselves to this great expense. We ask you to allow us to continue to freely train our children the way we are convinced is required by our Lord. Let me respectfully submit that I personally believe that it would be very irresponsible with far-reaching consequences for our state legislature to bring the church schools under state control without proper cause. What would be the purpose of such action? I do not believe that proper cause has been exhibited and therefore the bringing of church schools under state control is totally unnecessary. As far as I know, there has been no attempt to peacefully solve any problems that arise from the freedom presently enjoyed by the church given to us by our state and national laws. Let me assure this committee that we are peaceable people and will do all we can to solve any real problems that presently exist as a result of the church schools, if we are reasonably approached.

Church schools have a great heritage in this country. A great number of this nation's great leaders, received there early education in a little church school with their pastor as the teacher. Church schools have played a tremendous role in the development of moral character in our country. We believe an erosion of this moral fibre threaded through the history of this great land will have a very negative effect on the quality of life enjoyed by our people. Church schools are determined to restore quality character required by God's Word in the lives of our children.

In regards to home schooling, let me insert that the parents that I have been associated with that are presently home schooling or who plan to do so, are only acting as such in a way that they consider to be in the best interests of their children. They, as we who are involved in church schools, are greatly concerned about the new directions that are openly being taken by the public schools in the realm of character and values. I urge this committee to give careful consideration to these parents. However, I must stand opposed to these bills in their present form.

Respectfully submitted,
Roy Wilson, Pastor

The Church
at
316 West Grant

Phone 913/233-0249

P.O. Box 8331
Topeka, Kansas 66608

Mr. Crumbaker and Committee,

I am Stuart Merrill and I represent The Church at 316 West Grant, Topeka, Kansas. We are opposed to Bill's No., 2008 and 2080 and support Bill No., 2178.

We are opposed to these bills because it would put one of the Church's ministries, namely our school under the authority of the Board of Education. We oppose a yearly registration with the Board of Education. This is none other than getting a yearly permission to operate our school which is a ministry and outreach of the Church.

We also oppose in this registration having to give the names and ages of who attends our school ministry. Our Monday school - Tuesday school - Wednesday school - Thursday school - Friday school is a continuation of our Sunday School and we don't have to give the names and ages of those who attend our Sunday School.

We also oppose giving the Board of Education the authority to require any information they so desire.

The three objections which I have just stated, if made law, would say that the Board of Education is in authority over our Church in one of its ministries. At the end of Sec. 5 in both 2008 and 2080 it gives the Board of Education the power to close our ministry down for our refusal to submit to this law. Our Church operates under the law of God and not by the gracious will of any government. We hope and pray that you men and women who represent us uphold us in this fundamental right.

A false premise of both bills 2008 and 2080 is that the public school is a guarantee of literacy. You seek to mandate testing for both the home schoolers and private education making them accountable to the Board of Education and yet the public schools are not accountable to anyone but themselves. Would you also require then if their students fail to meet minimum requirements to send those students to our private schools? We do not register yearly with the Board of Education. We simply give the number of students in our school to the local School Board via a phone call.

The State Board of Education would like to see both Home Schools and Private Unaccredited Church Schools under the same laws. I do not believe they understand the problems this creates. As an individual, I must obey and respect the law of my government so long as they do not conflict with my conscience in obedience to the Bible. On the other hand the Church is God's institution for society and must never be brought under society by the intrusion into it by any government or its agencies. What I am saying is that some laws governing my personal choice to educate my children at home do not violate my faith and conscience in serving God. On the other hand the same law applied to the church represent an intrusion into the Church which is God's institution and not man's. In putting the Church or its ministry under the authority of a state or agency of the state we violate the principles of scripture.

We at the Church at 316 W. Grant have a biblical standard for maintaining a quality education in our school ministry. First of all the Church is under the authority of Evangelist and Elders of which there is five in our congregation. This group of men meet weekly to deal with governing the Church and its ministries. These men have a responsibility first to God and second to members of the congregation to maintain a high standard of moral and academic excellence in our school ministry. Our principal is subject to the authority of these men.

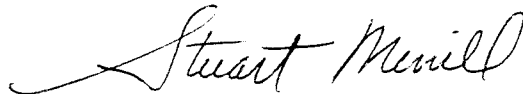
Our school ministry is directly responsive and accountable to parents because our very existence depends on parental satisfaction with academic, moral, and disciplinary standard and performance. Such accountability guarantees quality.

I have attached a promotional brochure which gives the results of our C.A.T.,s for the sixth grade and under. The grade average is given, Please Note. These C.A.T.,s are given yearly as a means of insuring our academic quality. Our school ministry exists and survives only if we maintain academic quality and character building in line with the

Word of God. Many of our people give 10% - 20% of their income to the Church and then give another \$900.00 a year extra to support the school ministry as well. On top of all this they pay their school taxes. We believe that we have a system of responsibility and accountability par excellence bar none.

We ask you, our representatives, to be at the front of our great nation and protect these our cherished and God - given rights. Thank you for your time and kind consideration. Our prayers go with you in this matter.

Respectfully Submitted,
On behalf of The Church at 316 W. Grant

A handwritten signature in cursive script that reads "Stuart Merrill". The signature is fluid and elegant, with a long, sweeping underline that extends to the left.

Stuart Merrill

Meeting Individual Needs

- * Students work at their own level of ability
- * Students master material before proceeding to new material
- * Slow student never left behind
- * Fast student never held back

T.C.A. assigns curriculum to students in grades 7-12 on an individual basis in each subject. This enables students to acquire skills necessary to master more advanced studies.

Some available electives:

Bible

New Testament Survey

Old Testament Survey

Life of Christ

Language

Greek Spanish

French

Business

General Business

Business Math

Typing Accounting

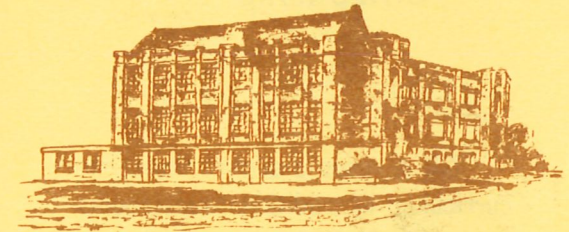
T.C.A. has graduates attending several area private and public colleges.

How to Enroll

Call 233-0249
for an interview
Visit the school at
316 West Grant
Complete Application
Pay application fee



Topeka Christian Academy



316 W. Grant
Topeka, Kansas
233-0249

Quality, Christian Education
For Grades K-12
Since 1975

Providing A Good Start

- * Phonics
- * Reading
- * Math Skills
- * Citizenship

T.C.A. uses a quality Christian curriculum in traditional classrooms for grades K-6. At the end of the 82-83 school year, the tested grade levels of all students in these grades was well above actual grade levels.

Actual Grade	Tested Level
K	1.7
1	2.6
2	3.8
3	4.2
4	5.9
5	7.6
6	7.5

Activities

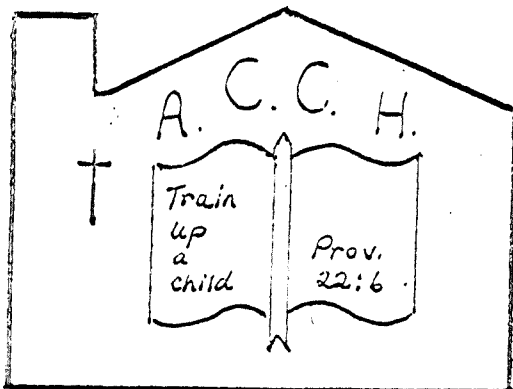
- * Art
- * Musicals, Plays
- * Computers
- * Field Trips
- * Yearbook
- * Home Economics
- * Physical Education
- * Junior and Senior High Basketball

- 10-15 game schedule
- play Christian schools
- gym facilities
- winning tradition

Developing Christian Habits

- * Dedicated Christian Teachers
- * Daily Devotions
- * Weekly Chapel
- * Bible Centered Curriculum

In a wholesome setting where use of drugs, alcohol, tobacco, and foul language is not permitted.



ALLIANCE OF CONCERNED CHRISTIAN HOMES
ROUTE # 1
PERRY, KANSAS 66073

OUR CHILDREN-THE FUTURE OF TOMORROW

Jack L. Snavelly, President
Phone 913-597-5235

Testimony Concerning House Bill 2008 and 2080
House Education Committee
February 7, 1985

Chairman and Committee Members

We urge you not to pass House Bills 2008 and 2080. There are several difficulties with these bills, but in the interest of time I will only elaborate on three points.

Educational malpractice suits are on the rise across the nation. The passage of these bills could open the door to such litigation in the state of Kansas.

Never before has a school been held accountable for the success or failure of a child by law. However, these bills make private, unaccredited and home schools accountable for the child's academic achievement. This places an unfair burden on private, unaccredited and home schools that is not shared by state schools.

Kansas will be setting a precedent that indeed some schools can and will be made accountable for the success or failure of a student academically. It will then be easily arguable that if one school is accountable, all schools are accountable.

If this is the case, there is the probability that school districts in Kansas will be set up for legal action brought by the disgruntled parents of failing students. The likelihood of litigation is increased by all the attention being paid to the necessity of educational reform to improve the poor quality of some state schools.

Another difficulty that must be dealt with in these bills is that of excessive punishment. If a child fails academically or if a private, unaccredited or home school fails to comply "at any time" with, as yet, unknown rules and regulations, severe penalties are provided.

HB 2008 states that parents will be liable for prosecution for "contributing to a child's misconduct or deprivation." As a class A misdemeanor punishable by one year in a state prison and/or a \$2,500 fine. This is because a child is considered "a child in need of care" if that child "is not in compliance with the provisions of K.S.A. 72-977 or 72-1111 and amendments to such sections." (HB 2008 pages 10 and 11)

Simply put, as the bills now read, parents could lose custody of their children as well as being fined and/or imprisoned for the heinous crime of their child's academic failure or failing to comply with even one regulation imposed by the state board of education.

To say the least this is cruel and unusual punishment. Article 8 of our Bill of Rights prohibits such severe punishment. Surely this is not this committees intent.

The third point that must be considered is that the parents right to place their child in alternative education hinges on the outcome of one test. If a student in either form of alternative education fails to "demonstrate satisfactory attainment of minimum competency objectives" after two attempts, the child's exemption will be forfeited and the district "SHALL" report the child to S.R.S. as "not in compliance." There are several problems with this.

The first problem is the state's approach to the testing process. HB 2008 states that: (page 6 -line 230 and page 7 - lines 231-34) "In providing for participation of such children in the minimum competency assessment program, the state board of education shall (A) determine the grade levels at which the children should participate and the date, time, place and method for participation."

How will the state determine grade level's for testing? The most likely determinant would be that of using chronological age. This however presents apparent obstacles. Very few children perform at their age level. Most are either above or below to differing degrees.

To be accurate in their placement of students, the state would have to evaluate each child's daily work in each tested subject. This would be a bureaucratic nightmare. With all the budget cutting at both federal and state levels, I doubt that the state budget could stand the strain of all the new employees that would be needed.

It appears that the only logical alternative would be accepting the private, unaccredited or home schools word as to the grade levels of the children. To us the very existance of these bills shows that you are not prepared to accept the private, unaccredited or home schooler's word for anything.

The second major concern is with the actual administration of the test. For a child to be sucessful while testing, he must feel confindent and relaxed.

According to the information prepared for the California Acheivement Test, any irregularities must be avoided if the child is to perform well on the test. (see attachment). Placing a child in unfamiliar surroundings with unfamiliar people sets the child up for failure.

House Bills 2008 and 2080 creates more problems than they would solve. Furthermore, a dangerous precident is set, cruel and unusual punishment is called for and they would create a bureaucratic nightmare. Again I urge you not to pass House Bills 2008 and 2080.

Respectively Submitted

Jack L. Snavelly

Jack L. Snavelly, President

Perry, Kansas 66073

Phone 913-597-5235

PART 2

For Information Only

PREPARATION

Before the Testing

It is important that students anticipate the tests with interest rather than anxiety. Put the students at ease. They should realize that they are taking an achievement test that will yield information about the skills they need to learn, as well as the skills they have already mastered. Students may be told that this test requires no special preparation. They are not expected to get all items right. They may encounter some material that is new to them. Some items are more difficult than others. Mention these points to reduce student frustration and anxiety.

relaxed
atmosphere

Planning the Testing Sessions

Plan each testing session to help all students do their best. Here are some points to remember:

- Space the testing periods over two or three days to avoid fatigue.
- Administer the test, if possible, on Tuesday, Wednesday, or Thursday. Avoid days just before or after vacations or important school functions.
- Avoid testing just after the students have had strenuous physical activity.
- Schedule the testing so that there will be sufficient time to complete a unit by the end of the testing session.
- Schedule breaks between test sessions if students seem restless.
- Eliminate distractions, such as bells or telephones.
- Use a "Do Not Disturb" sign on the door of the testing room to avoid interruptions.

examiner training

CAT/C and CAT/D are series of standardized test batteries that were normed under specific conditions. The most valid test results are obtained by simulating the standardization testing conditions as accurately as possible. In addition to the preceding planning considerations, examiners in the standardization program were instructed to do the following tasks:

- Become familiar with the test content by taking the test and rehearsing its administration.
- Read the directions for completing the student identifying data, marking the answers, and administering the tests.
- Have all materials assembled for quick distribution.
- Provide a positive and supportive atmosphere for testing.
- Follow the specific directions for administering each test. Be precise.
- Make sure that the students understand what they are to do before you begin timing the test.
- Allow time for questions before beginning the testing session.
- Observe the time limits. Do not allow students to work longer than the specified working time.
- Monitor the students to be sure each student is marking the answers properly. Each student should mark only one response for an item. Also, each student should erase any discarded or incorrect responses completely.

For Information Only

Training the Proctors

number of proctors

Student maturity and test experience determine the number of proctors required for a testing session. One examiner and one proctor are usually sufficient to monitor 35 students. One proctor is recommended for each additional 15 students.

Train proctors before the first testing session. Proctors should take the test as part of their training.

preparation

1. *Before the Testing Session Begins.* Proctors help the examiner prepare the room for testing. Proctors help the examiner get all necessary materials ready for distribution.

assignments

2. *At the Beginning of the Testing Session.* Wait until the group is seated. Introduce the proctors. Assign proctors to the students they will be responsible for throughout the testing session.

The proctors help distribute the test materials to the students. They make sure that the students are coding the student identifying data correctly. The proctors help the examiner take the necessary precautions against sharing answers.

The examiner introduces the tests to the students. The proctors make sure that the students are paying attention. The proctors keep the students from making unnecessary marks in the test books.

3. *During the Testing Session.* The proctors check to see that the students are marking answers in the correct manner. They help those students who are not marking correctly. A proctor notifies the examiner if a student is having a great deal of difficulty understanding the tasks of marking the answer choice, finding the correct item, or turning the page.

The examiner should clear up any problems before the testing begins. Once the testing begins, the only assistance given should be in the mechanics of taking the test.

Proctors should adhere to the following guidelines:

- Make certain that each student is looking at the correct items.
 - See that each student is marking only one answer per item.
 - Discourage talking or sharing of answers.
 - Do not show, hint, or suggest the right answer to the students.
 - Inform the examiner if any unusual problems arise.
 - Give equal time to all students who need assistance.
4. *At the End of the Testing Session.* The proctors should collect all test materials and return them to the examiner.

Testing Cautions

1. Make sure that all students understand the directions for taking the test. The examiner can give students certain kinds of assistance. For example, the examiner can help students with the mechanical aspects of marking their answers correctly. Also, the examiner can help students by clarifying directions, and by helping them find the right place. Remember, however, that this is a testing situation, not a learning activity. Guard against indicating a correct answer to an item in the test. Explain the sample items, but do not explain the reasoning behind any item in the test itself.
2. Unforeseen irregularities may mar any test administration. These irregularities can invalidate the score on the test, not only for an individual student, but for the entire test group. Note any irregularities on the Group Information Sheet. For example, record notes about students who mark multiple responses to test items, who experience sudden illness, who must leave the room, or who become unduly upset by the testing situation.

Identify any student with language difficulties, such as a limited knowledge of English. Make note of any student who has a severe physical handicap that might in some way affect his or her performance on the test. In addition, be sure to note any unusual interruptions or distractions. If a student's test becomes nonvalid, follow the instructions under nonvalid tests.

testing process

guidelines

assistance

irregularities

California Achievement Tests

CTB/McGraw-Hill
Monterey, California



Kansas Association for the Education
of Young Children, Inc.

TESTIMONY ON HOME SCHOOLING
PRESENTED TO THE HOUSE EDUCATION COMMITTEE
February 7, 1985

The Kansas Association for the Education of Young Children is a statewide organization comprised of approximately 900 early childhood educators, child care and preschool teachers, university professors, parents and others concerned about the needs of children through age 8. KAEYC is part of a national association representing over 40,000 members.

With the current focus on improving the education of children in this country, KAEYC has some very important concerns about the option of home schooling. These concerns would extend to any schooling option which would not provide for the best possible education for the future leaders of our communities and the greatest investment in our future, our children. Our primary concerns are:

WHO WILL BE TEACHING IN THE HOME SCHOOL? One concern we find in the home schooling environment is the quality assurance of the education received by the children. I am sure that there are many qualified teachers who might operate these home schools, but what about the home schools where the "teacher" is not qualified? KAEYC has always been concerned with the provision that private schools have a "competent" instructor, allowing for no definition of "competent". In the home schooling option the school itself would determine the "competence" of the teacher. This provision seems to offer nothing.

HOW CONDUCTIVE TO LEARNING WILL THE HOME SCHOOL ENVIRONMENT BE? In the conventional school setting - whether private or public - there is a clear separation between "school" environment and "home" environment. It would seem logical that there stems from this a very different attitude toward the importance of "education". For instance, in the home school, you might have constant interruptions from other family members, especially younger children not yet old enough to be "taught" in the home school; or what about the home school held in conjunction with the family day care home or a home where other children are cared for?

HOW COMPLETE WILL THE EDUCATION BE? Children who attend conventional type schools receive education of many types: social development as well as athletic development and educational development. Many of the important support services which are part of the conventional school system will also not be available to children in a home school environment. These include areas that are vastly important to the overall development of the child such as library services, guidance services and career planning, and technological services and scientific education.

HOW WILL A HOME SCHOOLING EDUCATION AFFECT CHILDREN WHO WANT TO ATTAIN HIGHER EDUCATION? Will the home-schooled child have the option of college? If so, how prepared would he be in the various basics of education that may not have been taught during his earlier education? If the child is allowed into college, how will the limited social interaction in the home school affect his ability to "fit in" and his ability to learn from others?

HOW WILL THE HOME SCHOOL BE MONITORED? How can we expect that the home schools will be accountable in the same sense that conventional schools are? Will home schoolers be accustomed to or familiar with the importance of record keeping, educational testing, grading, etc.? And whose responsibility will it be to monitor the children's educational progress? The Department of Education and the local school districts seem to have enough responsibility without the potential numbers of home schools that could operate in this state. A friend of mine has her child in a private school in Topeka which has been open for almost three years. The school says they have never been inspected by a fire marshal and have never been asked to provide educational testing or records. They say also that in their short existence that the communication between the school and any government agency has been nil, even though the school has registered as a private school. How can we then possibly keep up with the potential number of individual home schools?

WHAT HAPPENS IF A HOME-SCHOOLED CHILD DOES NOT MAKE EDUCATIONAL PROGRESS? We heard in the staff briefing this week about the time lapse possible between the testing of the student and any corrective action. The time lapse discussed could be as much as three years. In the case of the private school in Topeka that I mentioned, we are concerned that the lapse could be much longer if schools are allowed to operate with little if any monitoring. The affect of this lengthy time lapse would be devastating to the development of the child and to his future potential as a productive member of our communities.

These questions and others come to our minds as we think of home schooling. To summarize, KAEYC would support any schooling option which provided:

- the best overall education providing for a diverse and well-rounded learning and growing experience for the child, one which best prepares the child to function as a contributing member of our society and which helps the child to develop skills allowing him to communicate and socialize with others;

- an educational system which provides some basic guidelines to curriculae, some basic quality assurance, some testing mechanism both of teacher "competency" and the student's educational progress;

We have great concern that these objectives cannot be met by the home school environment as provided in the legislation before this committee. For this reason we ask that you carefully consider what is being proposed by home schooling advocates. We do not want to indicate that all home schoolers have vicious motives or that all home school instruction programs would be of poor quality, but to allow home schooling in the form proposed would allow anyone for any reason to keep their child out of a structured educational environment. This is not only dangerous to the education of our young children, but it is also a serious erosion of the structure of the institution of education. If there are problems with the conventional system, as some home school advocates suggest, we would prefer an improvement of that system rather than going to the extreme of little or no educational assurance. KAEYC is interested in the educational future of all of our children. After all, their future is our future!

Elizabeth E. Taylor
KAEYC Legislative Consultant
513 Taylor
Topeka, KS 66603
913-354-1605

HOME SCHOOLS

A resolution adopted by the KASB Delegate Assembly, November 25, 1984.

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.

TO: House Education Committee
FROM: Howard Shuler, Chairman, USA Home Schools Task Force
DATE: February 7, 1985
SUBJECT: HB 2008, HB 2080, HB 2178

The United School Administrators of Kansas regards legislation which would circumvent the present statutes regarding compulsory attendance to be one of the most sensitive educational issues in this legislative session. Kansas school administrators believe:

Public education is the foundation of our democratic society.

The education of children is the responsibility of each state.

Public education is for the advancement and preservation of the total social, political, cultural, and economic welfare of the people.

Home schooling would be an abandonment of the state's responsibility: (1) to itself, (2) to its citizens, and (3) to Kansas children.

Home schooling would be a total retreat from the compulsory attendance laws in Kansas.

We believe that all Kansas children should attend an accredited school and be taught by a certified teacher.

In many cases, instruction to children by non-certified teachers in non-accredited settings is already detrimental, both socially and academically, to some children in Kansas.

The criteria for a "Home School", as defined in bills currently under consideration, could be circumvented by simply placing two families together with the result being a private non-accredited school.

The use of ambiguous terms such as "competent," "qualified," or "experienced" in referring to an individual who is assuming the responsibility for the instruction of any student in Kansas would be a direct abandonment of the state's responsibility to that child.

There are no regulatory agencies in Kansas who are responsible for educating or protecting the citizens of Kansas which clearly define "competent," "qualified," or "experienced" as terms used in meeting any state regulations.

It would not be possible in the short time I have to outline all of the problems our members can foresee if either of these bills is passed. I have tried to illustrate our main points of concern and would be happy to respond to any questions you might have.

TESTIMONY OF AUSTIN K. VINCENT OF TOPEKA, KANSAS
(Telephone 233-4122) in favor of HB 2178 and in opposition
to HB 2008 and HB 2080 before the House Education Committee
on February 7, 1985

SIGNIFICANT DIFFERENCES
2178 vs. 2008 and 2080

1. §1(a) - Unaccredited private schools (UPS) are not affected by 2178. UPS can be distinguished from a home instruction program (HIP) under present law. If a HIP family were to switch over to an UPS, it would have to comply with all laws and regulations pertaining to UPS (fire, tornado, food service, health, building codes, flagpoles, etc.)
2. §1(b) - 2178 makes it clear that parents may employ a competent tutor under their supervision.
3. §3(a) - 1080 hours in 12 months is proposed in 2178, rather than substantially equivalent period of time as much of home education occurs before and after school hours, weekends and summer. The courts have interpreted the "substantially equivalent period" quite narrowly to mean the same as public schools scheduled hours.
4. §3(b) - 2178 requires notification to state board of only name of parent and instructor, address, number of students and ages. 2008 and 2080 both have open-ended provisions for information deemed necessary. If parent were to object to relevance for any reason, exemption may be removed under §3(e).
5. §3(c) - 2178 makes it clear that special instruction outside the home or in a nonpublic school (satellite program) is permitted.
6. §3(d) - 2178 proposes a standardized achievement test annually rather than the minimum competency assessment. The MCA is validated only for accredited school. To validate for HIP would require input from a multitude of different HIP instructors as there is a great diversity as to how and when certain things are taught. Why re-event the wheel?
7. §3(d) - 2178 ties the HIP only to the state board for uniformity. As home educators often differ with the public schools in both academic and religious approach, many would object to consultation with the local boards (2008) and, a fortiori, oversight and home visits (2080). Again, refusal to comply results in exemption loss under 2008 and 2080.
8. §3(d) - 2178 requires the state board to consider other relevant information in addition to the test results. 2080 would base the determination solely on the MCA. The drafter of the MCA told me that, in order to fairly evaluate progress, no one test result should be used by itself.
9. §5 - 2178 would exempt HIP from "school hour" restrictions on casual labor around the home as "school hours" has no meaning in the HIP setting. The HIP must still meet the 1080 hour requirement.