

Approved March 5, 1986
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

3:38 ~~3:38~~ p.m. on March 3, 1986 in room 519-S of the Capitol.

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

Committee staff present: Avis Swartzman, Revisor of Statute's Office
Ben Barrett, Legislative Research
Lynda Cory, Secretary to the Committee

Conferees appearing before the committee:

Rep. Clyde Graeber	Barbara Ernzen
Arthena Massoth	Craig Grant
Janet Blume	Bonnie Sawyer
Wilma Gillespie	Bill Curtis
Marian Russell	Onan Burnett
Retta Reinohel	

The Chairman invited Rep. Graeber to present HB 2904. Rep. Graeber introduced the six teachers from Leavenworth and turned the time over to them.

Arthena Massoth, Janet Blume, Wilma Gillespie, Marian Russell, Retta Reinohel, and Barbara Ernzen, teachers from Leavenworth and Fort Leavenworth, all supported HB 2904. Their research that was presented to the committee indicated that children with summer birthdays were the youngest in the class entering school. They all indicated that socially, emotionally, and developmentally they were slower to cope with the expectations in the classroom. (Attachments 1, 2, 3, 4, 5, 6, 7, 8)

Craig Grant from Kansas-National Education Association supported HB 2904. He felt that age was significant in judging the readiness of the child in the classroom environment. (Attachment 9)

Bonnie Sawyer from Kansans for Alternative Education supported HB 2904 based on personal experiences in her family that reinforced the research presented by the Leavenworth teachers.

Bill Curtis from Kansas Association of School Boards opposed HB 2904 because the Legislature has to deal generally with the public at large rather than those individual cases where the child is too immature to handle classroom environment. Those children are labeled special education children where the schools deal with the problem on an individual basis. He also felt this bill would have a fiscal impact on state aid to the schools the first three years while it was phasing into effect. Age readiness has not changed, but if the curriculum skills have changed, then more research may be needed to be done. (Attachment 10)

Onan Burnett of Topeka Public Schools USD #501 opposed HB 2904. He felt holding back the children would only compound the problems since other parents have been known to want their child to be entered at age 4. He felt it was not an age issue, but the size of the class and amount of individual instruction received from the teacher that influenced the child's success.

The Chairman concluded hearings on HB 2904 and invited Joe Furjanic, staff attorney for KASB, to present HB 3025. Mr. Furjanic was in support of the bill as it was introduced in response to Kansas school districts' needing funds for asbestos abatement projects. (Attachment 11)

Gerald Henderson from United School Administrators opposed HB 3025 because he felt we should not tinker with the cash basis law. A letter from Superintendent Norman Reynolds in Goodland was presented to the committee by the Chairman stating that Supt. Reynolds opposed HB 3025. If it passed, grants would no longer be available, and he preferred grants to loans. (Attachments 12, 13)

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:38 ~~3:38~~ p.m. on March 3, 1986.

The Chairman concluded hearings on HB 3025 and stated that action could be taken on bills previously heard in the committee.

Representative Denise Apt moved that HB 2671 be passed out favorably. Seconded by Representative Jesse Harder. Motion carried.

Meeting adjourned at 5:00 p.m.

DATE 3-3-86

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Leslie Anderson	USA	TOPEKA
Albert Dottner	USA	Wichita
Jo Blanchat	U.S.A.	Wichita
Ketta Beineck	USD 233	Olathe
Marian J. Rinssee	USD 453	Leavenworth
Barbara L. Emgen	USD 207	# Leavenworth
Janet Blume	USD 453	Leavenworth
Cecilia Gillespie	USD 453	Leavenworth
Athena Massoth	USD 454	Leavenworth
Bonnie Sawyer	Kansas for Alternative Ed	Spring Hill
Craig Grant	H-NEA	Lawrence
Rep. Clyde Shambaugh	Ks. House	Leavenworth
July Fugate	KASB	Topeka
Bill Curtis	KASB	Topeka
John Vonnally	USD # 512	Shawnee Mission
Ed Walker	Warkum U	Topeka
Ken Rogg	USD 6	Paola
Jim Murphy	Leavenworth	Gov. Office
M. Jenkins	Representative	Leavenworth City
Helen Stephens		Prairie Village
Ann Burnett	USD 501 #	Topeka
John Koepfer	KASB	Topeka

TESTIMONY IN FAVOR OF HOUSE BILL ~~2094~~ ²⁹⁰⁴

Much of the research I will review compares elementary school children who at the time they entered school were less than five years three months of age when they enrolled in 1st grade (often called "summer children" because their birthdays fall between June and September) with children who were as much as six years three months old at kindergarten entrance or seven years three months when they started 1st grade. To summarize this research very briefly:

1. The chronologically older children in a grade tend to receive many more above-average grades from teachers than do younger children in that grade.
 2. Older children also are much more likely to score in the above-average range on standardized achievement tests.
 3. The younger children in a grade are far more likely to have failed at least one grade than are older children.
 4. The younger children in a grade are far more likely to have been referred by teachers for learning disabilities and testing and subsequently have been diagnosed as being learning disabled than are older students in a grade.
 5. The academic problems of younger children who were developmentally unready at school entrance often last throughout their school careers and sometimes even into adulthood.
- I have distributed the illustration depicting the comparison between Summer Children(SC) and Held Back Summer Children(HBSC). A longitudinal study in Wapakoneta, Ohio, compared summer children who had started school when first eligible with those whose parents

delayed their start by one year(Gilmore, 1984). All pupils had completed at least 3rd grade and some 6th grade, so four to seven years of data were available. Figure 1 clearly shows how grade-level equivalent scores on the Iowa Test favored the older, mature pupils.

Finally, a study of 11th grade honor English students focused on the results of their work on a nine-week term paper project. The papers were evaluated carefully following a detailed analysis plan (an average of 65 minutes per paper). Of the 34 students, 71 percent of the oldest seven earned an "A" while only 14 percent of the youngest seven students received the same grade. All were bright, but some-the youngest- lacked the self-discipline and maturity to perform up to capacity.

In conclusion, many well-meaning but ill-informed parents are pushing young children into our school systems too soon. Being bright and being ready to begin formal schooling are two very separate issues. When children enter school before they are developmentally ready to cope with it, their chances for failure increase dramatically.

Arthena Massoth
Leavenworth Public Schools
Kindergarten teacher, 20 years

Failure Rate of Summer Children vs. Held-Back Summer Children in the Hebron, Nebraska Elementary School

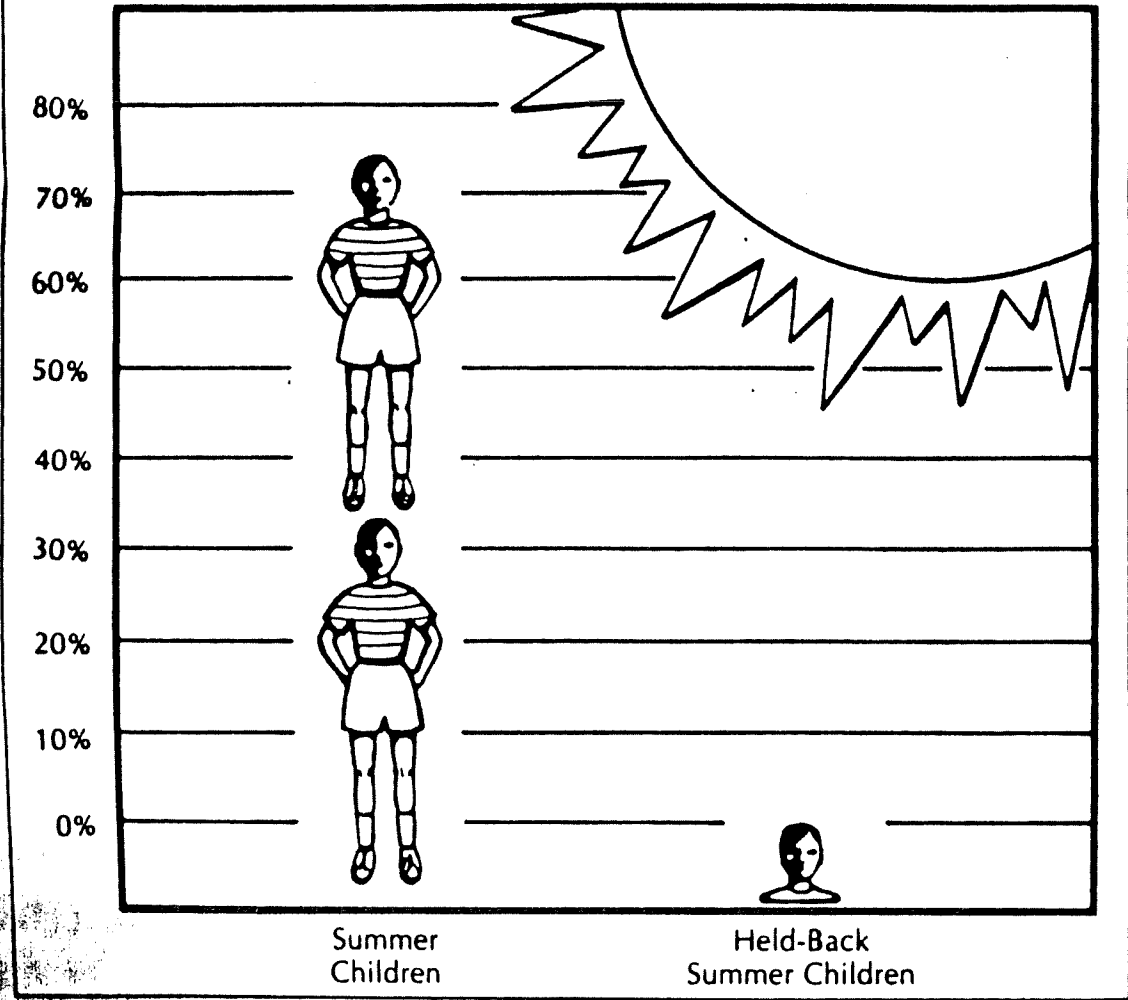


Figure 1. Comparison of Grade-Level Equivalent Scores of Summer Children and Held-Back Summer Children on the Iowa Test of Basic Skills.

Grade-Level Equivalent Score Levels	Boys		Girls	
	SC	HBSC	SC	HBSC
Above-Average	27%	79%	22%	71%
Average	33%	8%	50%	29%
Below-Average	40%	13%	28%	0%

SC = Summer Children (early starters)
 HBSC = Held-Back Summer Children (delayed starters)

Testimony to House Education Committee
Janet Blume
March 3, 1986

The problem of early entrance has grown since 1957, when Sputnik provided the impetus for the "curriculum shove-down," which has resulted in kindergarten now teaching much of what used to be presented in the first grade. Researchers have been aware of the problem for years!

In 1955, John J. Forester conducted a study of 500 K-12 pupils in Montclair, New Jersey. He reported that:

"...those pupils who were very bright but very young at the time of school entrance did not realize their potential. They tended to be physically immature or emotionally unstable, or they would cry easily. And socially, they seldom showed leadership. From junior high school on, 50 percent of them earned only "C" grades. On the other hand, generally the very bright late-school-entrance group excelled throughout their school careers.

...in many cases early entry may result in maladjustment in school and even may have an adverse effect on adult life."

An article in the Michigan Education Journal, May, 1964, by Paul Mawhinney reported that the Grosse Point, Michigan, Schools abandoned an early entrance program for very bright children. Results of data obtained from their 14-year longitudinal study were:

1. Nearly one-third of early entrants turned out to be poorly adjusted.
2. Only one-twentieth of early entrants were judged to be outstanding leaders at the end of the experiment.
3. Nearly three out of four were considered entirely lacking in leadership.

In presenting the pros and cons of required preschool for all children, Anne K. Soderman (Education Week, March 14, 1984) notes the "cognitive sifting down" of the curriculum over the past years. She observes that:

"Children at 4 and 5...have a genuine need to play, and the quality and quantity of the time they spend playing are later seen (or observed to be lacking) in their creative thought, ability to make decisions, and potential for coping with stressful situations. The American Academy of Pediatricians has expressed concern about the dramatic increase of "stress-related" symptoms being seen in young children."

Bertha Campbell, head of the bureau of child development at the New York State Department of Education, says that demanding kindergartens create too much stress for the youngsters and can have damaging consequences. Phi Delta Kappa's "Practical Application of Research" concludes in its summary:

"At present, teacher agendas and ideologies about what adults think children ought to be learning ("reading readiness" at age 3!) result in inappropriate and deficient experiences for children."

Knowledge of these results and of the major increase in youth suicides in America over the past 20 years (about the time the curriculum was "sifted downward"), prompted James K. Uphoff and June Gilmore (1984) to conduct a study in Montgomery County, Ohio. They studied all youth suicides (25 years of age and under) occurring in 1983 and in the first half of 1984. Summer children make up almost 35 percent of total births per year in Ohio. Of the male youth suicides, at least 45 percent were summer children; when the October- and November-born males who started school even younger are added to the figures, the percentage increases to 55. The percentage of female suicides who had been summer children was a startling 83 percent.

Should these figures continue to hold when a larger study is concluded, the message is very strong and clear for educators and parents. Perhaps Louise Bates Ames and Frances L. Ilg (Your Five Year Old, 1979) captured it best when they wrote:

"Birthday or chronological age is no guarantee of readiness for school. Our position is that the child's behavior age, not his birthday age, should determine the time of school entrance and of subsequent promotion."

As educators, we want children to be able to succeed in school. If a child is not ready for school, his/her attempts to master what is being taught in present curriculums become stressful. In a stressful learning situation, not much information is absorbed by the brain's memory bank. This can impact future learning and is a sure prescription for trouble.

February 21, 1986

To: House Education Committee

We would like to address the bill that has been proposed regarding moving the entrance date back gradually for Kindergardeners to enter school.

We are parents of a daughter who has an August birthday. We elected to not send her to school when she turned five as her birthday was only fifteen days prior to the beginning of school that year. We have never and will never regret the decision to hold her back as school is exciting and fun for her. At the same time she has an advantage over some classmates in regards to maturity level both socially and physically. We would definitely be strongly in favor of this bill from personal experience.

Thank you for your attention.

Bob Strano,
School
Administrator

Bob Strano

Tamra Strano,
Teacher and Parent

Tamra Strano

LADIES AND GENTLEMEN OF THE HOUSE EDUCATION COMMITTEE, I WOULD LIKE TO THANK YOU FOR THIS OPPORTUNITY TO SPEAK IN BEHALF OF HOUSE BILL #2904. I AM WILMA GILLESPIE FROM LEAVENWORTH AND HAVE TAUGHT SCHOOL 30 YEARS (26 HAVE BEEN IN KINDERGARTEN).

THAT A PROBLEM EXISTS WITH THE ENTRANCE AGE OF CHILDREN IS QUITE CLEAR. EDUCATORS ALWAYS HOPE THAT WHEN CHILDREN ARE CHRONOLOGICALLY READY FOR KINDERGARTEN THEY WILL ALSO BE READY INTELLECTUALLY, EMOTIONALLY, AND PHYSICALLY, BUT THIS IS NOT THE CASE.

I WOULD LIKE TO MENTION SOME OF THE WAYS SCHOOLS ARE DEALING WITH THIS PROBLEM.

1. FIRST, MORE AND MORE STATES ARE MOVING THE CUTOFF DATES BACK SO CHILDREN ARE OLDER WHEN THEY ENTER SCHOOL.

2. SECONDLY, SCHOOLS CAN USE A SCREENING PROCESS TO DETERMINE CHILDREN'S READINESS TO ENTER KINDERGARTEN. OKLAHOMA JUST PASSED A STATE LAW THAT STATES THAT ALL KINDERGARTEN CHILDREN MUST BE SCREENED BEFORE ENTERING SCHOOL. THEY FEEL CHILDREN MUST BE IDENTIFIED FOR SCHOOL ENTRANCE BY THEIR MATURITY LEVEL NOT CHRONOLOGICAL AGE. THIS PROCESS TAKES PERSONNEL AND EQUIPMENT THAT ARE IN SHORT SUPPLY. ALSO PARENTS HAVE TOLD THEIR CHILDREN THEY ARE GOING TO KINDERGARTEN WHEN THEY ARE FIVE AND IF THEY ARE SCREENED AND TOLD DIFFERENTLY, THE CHILD AND PARENTS ARE BOTH DISAPPOINTED.

3. THIRDLY, PARENTS CAN HOLD THEIR TOO YOUNG CHILDREN ANOTHER YEAR BEFORE ENTERING THEM IN SCHOOL (HOWEVER, ONLY A FEW PARENTS ARE WILLING TO DO THIS). THE RIGHT KINDS OF PRE-SCHOOLS OR HEAD-START PROGRAMS (WITH PLAY EMPHASIZED) AND GOOD HOME ENRICHMENT EXPERIENCES ARE OFTEN VERY HELPFUL AND PREVENT UNDUE STRESS, FRUSTRATION, AND FAILURE.

4. FOURTH, PARENTS ARE BEGINNING TO PUSH THEIR SCHOOLS TO REDUCE ACADEMIC PRESSURES IN THE EARLY GRADES BY NOT STRESSING THE ACADEMICS THE FIRST YEAR IN SCHOOL.

5. A FIFTH CONSIDERATION AND ONE CHOSEN BY MANY SCHOOLS, IS TO ASSIGN DEVELOPMENTALLY UNREADY CHILDREN TO A SPECIAL KINDERGARTEN AND/OR HAVE A TRANSITION ROOM BETWEEN KINDERGARTEN AND FIRST GRADE. THE PRE-KINDERGARTEN IS GOOD, BUT THE TRANSITION ROOM FOLLOWS A YEAR OF FAILURE BEFORE THE CHILD HAS A YEAR OF SUCCESS.

6. SIXTH, ANOTHER ALTERNATIVE IS REPEATING A GRADE. THIS HAS BEEN FOUND TO WORK UNDER CERTAIN CONDITIONS, BUT BY STRESSING FAILURE THE CHILD IS LESS LIKELY TO PRODUCE POSITIVE RESULTS.

WE FEEL THE PRESENT ENTRANCE AGE HAS BUILT-IN EXPECTATIONS AND REQUIREMENTS THAT ARE SIMPLY "TOO MUCH TOO SOON FOR TOO MANY YOUNG CHILDREN." A SURE PRESCRIPTION FOR TROUBLE IS MAKING LEARNING STRESSFUL. TOO OFTEN WE ATTACK THE CHILD'S ATTITUDE BY SAYING, "HE COULD DO BETTER IF HE WOULD", WHEN IT WOULD BE MORE ACCURATE TO SAY, "HE WOULD DO BETTER IF HE COULD."

I HAVE GIVEN YOU THE POSSIBLE ACTIONS SCHOOLS CAN TAKE TO PROVIDE FOR THE "UNREADY CHILD", HOWEVER, WE FEEL IF THE ENTRANCE AGE WAS MOVED TO JUNE 1, THE NUMBER OF UNREADY CHILDREN WOULD BE LESS AND GIVE CHILDREN THAT ALL IMPORTANT POSITIVE START. MOST OF ALL, THE CHILDREN COULD SEE THEIR FIRST YEAR IN SCHOOL AS A YEAR OF POSITIVE EXPERIENCE AND FEEL SUCCESSFUL (OFTEN A GOOD INDICATOR OF CONTINUED ACADEMIC SUCCESS)

AFTER 26 YEARS OF OBSERVING YOUNGER CHILDREN STRUGGLE, I WHOLEHEARTEDLY SUPPORT THIS BILL AND HOPE YOU WILL TOO.

THANK YOU AGAIN FOR LETTING US COME BEFORE YOU AND EXPLAIN WHY WE THINK THE ENTRANCE AGE FOR KINDERGARTEN SHOULD BE MOVED FROM SEPTEMBER 1 TO JUNE 1.

WILMA I. GILLESPIE
KINDERGARTEN TEACHER
USD #453
LEAVENWORTH, KANSAS

To: Whom It May Concern

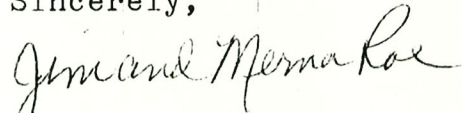
Re: Age Requirement for Kindergarten

Our daughter's birthday is in August, she entered kindergarten at the age of five. Some mornings she was reluctant to go to school. When she had papers which were less than perfect she did not want her older sister and brother to see them. Both of the above behaviors had not occurred when she attended pre-school.

At Thanksgiving vacation she returned to pre-school and started kindergarten the following year. She is now fifteen and is socially well-adjusted, truly wants to attend school, and is in advanced science and math courses.

We feel these successes are a result of her maturity before beginning kindergarten and continuing the grades.

Sincerely,



Jim and Merna Roe

Ladies and Gentlemen of the House Education Committee. I thank you for the opportunity to speak in behalf of the House Bill 2904. My name is Marian Russell. My teaching career of thirty years ranges from pre-school to Junior High classes, all in my native state of Kansas. For the past thirteen years, I have been a kindergarten instructor in Leavenworth. I would like to talk about . . .

The Developmental Point of View

Intelligent attention to the critical time in a child's life, his initial entrance to school, is long overdue. Often teachers have been criticized for not looking to research for guidance in all endeavors. The Gesell Institute of Human Development in New Haven, Connecticut, has been conducting research for over sixty years; and their research shows that school readiness is based upon the biological-maturational development of each child.

The Development Point of View means understanding that growth is orderly, structured, predictable. Because a child is a living organism, he is subject to the same laws of growth as every other species in nature and has a cycle of development peculiar to humans in general. In this way, he is like every other child.

The Development Point of View means respecting the fact that every child has his own rate and pattern of growth peculiar to him. In this way, he is different from every other child.

The Developmental Point of View means accepting the child as a total action system: his physical, social, emotional, and intellectual components depending upon and supporting each other. These components are not separate, and one cannot be stretched ahead of the others without upsetting an intrinsic and intricate balance.

The Developmental Point of View means appreciating that readiness for any given task has its roots in the biological-maturational make-up of the child. We can neither produce it, hurry, nor ignore it. When a child is ready, he will be born...walk...talk...read.

The Developmental Point of View means promoting educational programs for children in terms of development as it is, NOW, not in terms of what one thinks it ought to be.

The Developmental Point of View means walking hand in hand with nature. It is a respect for the total humanness of children.

Success in life is our prime goal. Success in school is our responsibility. The House Bill 2904 is a consideration you have that would benefit the summer children. It would be a gift of time--one of the most precious gifts we can give a child.

"Hold childhood in reverence, and do not be in any hurry to judge it for good or ill...Give nature time to work before you take over her task, lest you interfere with her method...A child ill taught is further from virtue than a child who has learned nothing."

Rousseau

In its report entitled Becoming a Nation of Readers, the commission on reading states, "Based on the best evidence available at the present time, the Commission favors a balanced kindergarten program in reading and language that includes both formal and informal approaches. The important point is that instruction should be systematic but free from undue pressure. We advise caution in being so impatient for our children that we turn kindergartens, and even nursery schools and daycare centers, into academic bootcamps." Yet, more and more, teachers are being required to apply a first grade curriculum to kindergarten children, and younger children are especially not ready for this tougher curriculum.

Children having birthdays in June, July, and August are the youngest students in our classes. They should be given more time before beginning formal schooling to explore and discover, to be creative, fantasize, verbalize, play and learn informally. Waiting an extra year to begin kindergarten would give them time to acquire adequate language, motor and perception development and/or adequate social and maturation adjustment.

I have had a few parents, especially parents of sons who would have turned five years of age during the three months prior to the present September 1 cut-off date, who have held their sons out of kindergarten an extra year until the age of six. Each of these children has been very successful, both academically and socially in his kindergarten year and has gone on to first grade performing in the higher reading groups. On the other hand, those

students who entered kindergarten as the youngest in the class most often experience^d a great deal of frustration academically, and often develop social/behavioral problems. Another year before coming to kindergarten would have given these children time to further develop the needed learning modalities, including expressive and receptive language, fine motor skills, and visual and auditory skills to master the abstract and concrete concepts introduced in the kindergarten program. Instead, these children came when they were younger and experienced a great deal of frustration or even failure.

Young five year olds do not possess the fine muscle control necessary to write numbers and letters restricted to lines, or to draw an angle in a simple shape like a triangle. Even children who, according to their parents, "can write all their numerals," often do so laboriously, printing them backwards, and in various sizes, and grasping the pencil so hard you fear it will break. Younger students also have difficulty attending; they are easily distracted from the task at hand. A great deal of time must be given to these students to develop better eye contact and improve listening skills.

Giving children work that requires much close attention before their eyes are ready for it can result in nearsightedness that would otherwise not occur. Studies have shown that those children whose close work is limited until after age six have a lower incidence of nearsightedness at age ten than do the general population.

I feel that whether or not a child falls in love with learning in the school setting is strongly influenced by whether his

or her experiences in kindergarten have been successful, or if they have been frustrating. Kindergarten sets the pace for the years to follow. If a child gets off to a slow or unhappy start, the gap between age and achievement level widens as the years go by. Thus, the student may fall behind as much as a year or more in achievement by the time he is in the intermediate grades.

Finally, children who are bright but physically unable to perform certain tasks grow increasingly frustrated in school. Allowing children to enter school according to developmental age rather than chronological age is very important. Moving the cut-off date back to June 1 will greatly benefit these younger students. It would be far better to wait a year and be sure the child is ready for the kindergarten experience, than to risk the unfortunate consequences of beginning before having developed the ability to succeed.

Retta Reinoehl
321 S. Stevenson
Olathe, Kansas 66061

House Education Committee:

I am writing this letter in reference to moving the Kindergarten entrance date back to June 1. I am a native Kansan with twenty years experience in First grade and Kindergarten teaching.

I have had the opportunity over these past years to observe children who have had success and failure. The overwhelming majority of failures were students with June, July or August birthdates. My teaching experience has been in school districts with above average students in ability and social background.

The past five years I have been involved in helping parents understand the developmental aspect to success in school. I am certified to give the Gesell Maturity Test for children in our school district. I am encouraged that some parents are beginning to see that success in school is directly related to a child's maturity. It is very frustrating for a highly intelligent child to not achieve high success in school due to immaturity of organization, attention span, and fine motor skills.

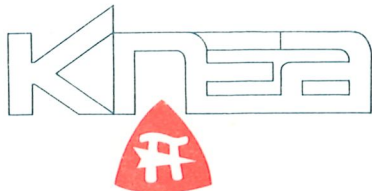
I am also the mother of a child whose birthday is June 24. His father and I decided to delay his entrance to school because of that. It has been a very wise decision. Because of his maturity, he is a very well adjusted and capable student in all areas.

I also hope that the entrance date would be enforced so that children transferring from other states would not be allowed to enroll into first grade unless they met maturation testing provided by the school district.

Sincerely,



Barbara Ernzen
Kindergarten Teacher
USD #207
Fort Leavenworth



Craig Grant Testimony Before The
House Education Committee
Monday, March 3, 1986

Thank you, Mr. Chairman. Members of the Committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate this chance to visit with you about HB 2904.

At the outset, Mr. Chairman and Members of the Committee, I must inform you that Kansas-NEA has no official policy statement regarding age of kindergarten or first grade entrance. However, from the testimony by teachers today and from talking with first grade and kindergarten teachers, I believe that our teachers support later entrance by young children into our school systems in Kansas. Many factors influence the readiness levels of young children for kindergarten and/or first grade classes, but the age of the child seems to be significant when judging the readiness of children to adjust to the classroom environment. Many more of the younger students are not yet mature enough to handle the work required by our schools.

Because of the significance of age in judging readiness, Kansas-NEA supports HB 2904 and its attempt to move back by three months the eligibility age for entrance in school. Thank you for listening to our concerns.

ATTACHMENT 9 March 3, 1986
HOUSE EDUCATION COMMITTEE



Testimony on H.B. 2904
before the
House Education Committee
by
Bill Curtis, Assistant Executive Director
Kansas Association of School Boards
March 3, 1986

Mr. Chairman and members of the committee, we appreciate the opportunity to present the concerns of the 303 members of the Kansas Association of School Boards. HB 2904 changes the date that children are eligible to enter kindergarten and first grade by moving the date back one month each year until the 1989-90 year when the date would be fixed at June 1. Current law permits children to enter the first grade if they have attained the age of 6 on or before September 1.

KASB opposes HB 2904. The association has a policy which supports the current law. The concepts proposed in this bill are not new. A number of bills have been proposed that would amend the age of entrance statute. All of those which would have affected the September 1, date have not been passed. It would seem to us that the current law is working and there is no sound educational reason to change. Additionally, HB 2904, if passed, could have quite a fiscal impact upon districts. State aid is based upon enrollment and if that enrollment is reduced, state aid is reduced. Furthermore, if the reduction of enrollment is more than a specified percentage, state aid is reduced even more.

Thank you for your attention. We encourage you not to consider HB 2904 favorably.



TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE

HOUSE BILL 3025

March 3, 1986

My name is Joe Furjanic and I am the staff attorney with the Kansas Association of School Boards. I speak in support of House Bill No. 3025.

House Bill No. 3025 was introduced in response to Kansas school districts' need for funding for asbestos abatement projects. Last year, at least one Kansas school district found to its dismay that it was ineligible for federal loans which would cover 100% of abatement costs for asbestos projects because of the cash basis law's prohibitions on loan indebtedness. Presently, Kansas school districts may, if they qualify, take advantage of federal grant provisions covering up to 50% of abatement costs.

This legislation will provide that Kansas school districts may take full advantage of any and all federal loan and grant programs for asbestos abatement projects. Presently, federal law provides for qualified school districts to borrow up to 100% of the monies needed for completion of an asbestos abatement project, complete the project, and repay the federal loan on a 20 year repayment schedule with no interest. House Bill No. 3025 would enable our school districts to correct present asbestos hazards within our schools in a timely manner and provide for a long term financially responsible method of repayment without adversely effecting school district budgets.

I would welcome any questions from the committee.



Testimony on HB 3025

Presented before the House Education Committee
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas

March 3, 1986

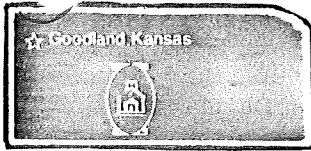
Mr. Chairman, and members of the committee. We appreciate the opportunity to visit with you briefly in opposition to HB 3025.

We realize that those who requested this bill had in mind the provision of additional options in the financing of asbestos removal from schools. However, my membership believes that accepting loans from the federal government may be setting unwise precedent.

In our judgement, if the federal government mandates an act, the removal of friable asbestos, then the feds ought to at least help pay the bill. Under current law, districts can receive 50% of the costs for asbestos removal in the form of a grant. If this bill passes as we understand it, that option will no longer exist.

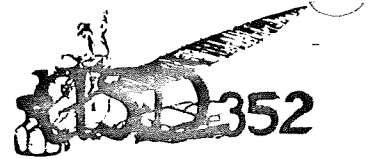
If federal money is available in grant form, then our members will apply for it. If loans are the only source of federal assistance then our membership would rather issue bonds and solve the problem without the volumes of paper required to deal with the feds.

ed



UNIFIED SCHOOL DISTRICT NO. 352

ADMINISTRATION OFFICE
BOX 509
GOODLAND, KANSAS 67735



Mr. Norman L. Reynolds
Superintendent

913-899-2397

Mr. Wayne Steinert
Assistant Superintendent

February 27, 1986

Representative Don Crumbaker
House Education Committee
State Capitol Building
Room 182
Topeka, Kansas 66612

Dear Don:

It has come to my attention that KASB will be speaking in support of changing the cash basis law to allow school districts to accept federal loans for the removal and/or encapsulation of asbestos.

Having gone through the full procedure of completing the application and filing all other required material with EPA to secure federal dollars for asbestos removal, it is my opinion that U.S.D. #352 is in a more positive position having accepted a gift of approximately \$20,000 as opposed to the offered loan of approximately \$40,000.


Kansas school districts, unlike school districts in other states, have not had the financial problems due to the requirements of the cash basis law. It would appear to me that any move to alter the cash basis law, be it federal money or whatever, would open the door to Pandora's box. I am of the opinion that it would be extremely easy for other school related organizations to establish the position that if it is good for federal money to fight asbestos then it would be equally as good to support their groups' desires.

Mrs. Juanita Barnett, President of the U.S.D. #352 Board of Education, and also Region IX Vice President for KASB, is aware of my position on this subject.

I respectfully recommend that any efforts to alter the present form of the cash basis law to allow school districts to borrow money for any reason not be allowed.

Thank you for your consideration of this matter. If I can be of any additional assistance, feel free to contact me.

Sincerely,


Norman L. Reynolds,
Superintendent

NLR:bds

ATTACHMENT 13 March 3, 1986
HOUSE EDUCATION COMMITTEE