

Approved January 29, 1986
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~xxx~~ p.m. on Wednesday, January 22, 1986 in room 254-E of the Capitol.

All members were present except:

Senator Warren, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

Mr. John L. Allen, Director of Legislative Affairs, Associated Students of Kansas
Dr. Robert N. Kelly, Executive Director, Kansas Independent College Association
Dr. W. Merle Hill, Executive Director, Kansas Association of Community Colleges
Mr. Craig Grant, Director of Political Action, Kansas-National Education Association
Dr. Richard Funk, Asst. Executive Director, Kansas Association of School Boards

Chairman Joseph C. Harder opened the first meeting of 1986 by welcoming the returning Committee members and staff. He then recognized Mr. John Allen, who testified on behalf of Associated Students of Kansas for the Committee's endorsement of a "Student Education Opportunity Guide", a student information manual which would serve as an introduction to Kansas' post-secondary school system. (Attachment 1)

When Dr. Robert N. Kelly of the Kansas Independent College Association was recognized by the Chairman, Dr. Kelly endorsed Mr. Allen's concept for a student information manual by saying there is a need for it and his Association supports any viable means whereby students can receive more information regarding post-secondary education in Kansas. Dr. Kelly suggested that perhaps other sources than the state could be found to help fund costs for such a manual.

Dr. W. Merle Hill of the Kansas Association of Community Colleges gave support to Mr. Allen's concept and indicated there was a need for a student information manual as described by Mr. Allen.

Dr. W. Merle Hill then spoke on behalf of his Association by asking the Committee to introduce a bill whereby school districts and community colleges would be given authorization to establish a professional employee benefits trust fund, as described in Attachment 2.

When the Chair asked the Committee's pleasure regarding Dr. Hill's request, Senator Allen moved, and Senator Karr seconded the motion for introduction of a Committee bill as requested by Dr. Hill. The motion carried.

Dr. Richard Funk described a bill which the Kansas Association of School Boards, he said, would like the Committee to introduce, and his testimony is found in Attachment 3. When the Chairman asked the Committee's pleasure, Senator Arasmith moved, and Senator Salisbury seconded the motion to introduce a bill as requested by Dr. Funk. The motion carried.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 1:30 ~~a.m.~~/p.m. on Wednesday, January 22, 19 86

The Chair then called the Committee's attention to a request he had received from the Governor. The request, he explained, was to have the Committee introduce a resolution whereby the State Board of Education would be appointed by the Governor rather than be elected. The Chairman reminded the members that all bill requests passed by the Committee would be rereferred to the Committee for hearings and action at a later date. In response to the Chair's call for action, Senator Allen moved that a resolution as requested be introduced by the Committee. This was seconded by Senator Langworthy, and the motion carried.

Dr. A. W. Dirks, USD 259, Wichita, commented briefly on his Board's Legislative Proposals for the 1986 Legislative Session (Attachment 4) and a pamphlet entitled Capsule Facts (Attachment 5), both of which had been distributed to Committee members by the secretary.

Mr. Ben Barrett of the Legislative Research staff briefly reviewed the 1985 carryover Committee bills. (Attachment 6)

The Chairman announced that at the next meeting the Committee would have discussion and take possible action on the carryover bills. He further stated that he would honor any requests for hearings on the carryover bills.

The Chairman announced, on behalf of Mr. Ken Rogg of Schools for Quality Education, that SQE would be holding its annual dinner to which Committee members and spouses are invited on March 6 and that individual invitations would be forthcoming.

Mr. Craig Grant of Kansas-NEA announced that his organization would be hosting a dinner for Committee members on Tuesday, February 18 and that individual invitations would be forthcoming.

Mr. Onan Burnett of USD 501 announced that the Kansas Association of Special Education Administrators would be hosting a reception to which the Committee members are invited on Tuesday, February 25 from 5 to 7 p.m. at the Merchants National Bank Building.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, Jan. 22, 1986

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Craig Grant	Lawrence	K-NEA
Jim Murphy	heavenwood	Gov. Office
Harold C. Fitts	Topeka	TARTA
Ann Burnett	Topeka	USD # 501H
Kay Cole	Topeka	K-NEA
Bill Duke	Wichita	U.S.A. 257
Richard S. Hunt	Topeka	KANSAS
Gerald G. Gierman	Topeka	USA
Jerry Powell	Topeka	D.H.R.
Bob Wooten	Topeka	Gov
Jim Yarnally	Cleveland Park	USD # 512
Mary Ann Dima	Topeka	League of Women Voters

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, Jan. 22, 1986

GUEST LIST

NAME

ADDRESS

ORGANIZATION

W. L. Alb

Topeka

Associated Stds of KS

Ken Rogay

Paola

SRE

Merle Stee

Topeka

KACC

Jim Allen

Clare

Seval



ASSOCIATED STUDENTS OF KANSAS

Suite 608, Capitol Tower 400 W. 8th
Topeka, Kansas 66603
(913) 354-1394

ATTACHMENT 1

STUDENT EDUCATION OPPORTUNITY GUIDE

A PROPOSAL BY THE
ASSOCIATED STUDENTS OF KANSAS

PRESENTED TO
THE SENATE EDUCATION COMMITTEE
JANUARY 22, 1986

BY
JOHN L. ALLEN
DIRECTOR OF LEGISLATIVE AFFAIRS

Senate Education
Attachment 1 1/22/86

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

Good afternoon. My name is John L. Allen, and I am the Director of Legislative Affairs for the Associated Students of Kansas. Our association appreciates this opportunity to address the committee relatively early during the legislative process on an item of importance to the students of the state but that nonetheless might otherwise be overshadowed by other, more controversial matters as the session progresses. That matter is the **STUDENT EDUCATION OPPORTUNITY GUIDE.**

I. THE PROPOSAL

A.S.K. developed, and the Board of Regents in their Fiscal Year 1987 "C" level budget included \$20,000 for, a proposal for a student information manual. This guide will serve as an introduction to Kansas' post-secondary system, including information on all post-secondary options, meaning Regent's institutions, community colleges, etc. It should also include information on career trends, the needs of the state, financial aid, admissions requirements, graduation standards and other germane information. It could probably best be described as an "Everything You Always Wanted To Know About Higher Education In Kansas."

Under our proposal, the Board of Regents would be designated as "publisher" for purposes of receiving the appropriation and making the necessary financial arrangements. An editorial advisory board, made up of representatives of all the post-secondary sectors, would meet to make decisions about content and design.

The actual production of the document, then, would be done by a "staff" of advanced journalism students working on a special-project arrangement. 70,000 copies would be produced, enough to distribute to every high school junior and college sophomore in the state. Based on these plans, the Kansas State University school of journalism estimated \$20,000 as the cost of production.

II. JUSTIFICATION

There is perhaps no more significant decision a person will make at any point than a choice of career and a course of study to prepare for that career. Given the importance of that decision, it is amazing that so many students make it based on rumor, misinformation, or, most often, no information at all. This is also frustrating because since most post-secondary decisions are made without the right information, most students find the right program for them only through trial and error, which amounts to a tremendous squandering of personal and societal resources.

All of this is particularly tragic since all of the information we need has been compiled in various forms and in various documents; the problem is getting it to the student for effective use. The most direct way of doing that is by putting it into a single document that can go directly to the student, and that will be written and designed at a level that the student can take advantage of it.

There are several advantages to this proposal. Retention has recently become a buzz-word in academic circles; I frankly think there is some reason to believe that part of the problem with students leaving school has to do with being in the wrong place to begin with. A more informed choice could very well be a better choice, and one that is less likely to lead to poor rates of retention.

Similarly, if a student is made to understand very clearly from the beginning what is expected of him academically, that student may well be better prepared to handle it. This might suggest that a document that lays out clearly the admissions policies, expectations and graduation standards of each school will help a student entering that school be in a better position to anticipate their requirements.

The state also has a tremendous financial investment in post-secondary education, both through direct finance of institutions and through student assistance. Every time a student makes a poor academic decision that leads to a change of major, an additional year in completing a program, or dropping out altogether, it costs the state money. From an efficiency perspective, this sort of information source will be invaluable; I would suggest that you should "make back" your investment in it very quickly.

Finally, this guide should be an asset from a "promotion" perspective as well. A student aware of only our Regent's institutions may well consider them too distant or foreboding, and decide to attend college elsewhere or not at all; but a student exposed to all of our post-secondary options is much more likely to find something that meets their needs. It is therefore possible that this guide will help to expand the total number of people participating in our post-secondary system.

III. CONCLUSION

From the foregoing it is quite obvious that we view this guide as possessing a number of desirable characteristics. There is, however, an additional selling point for this proposal, and that is its pricetag. We know, and you are even more aware, of the difficult financial situation the state faces. The low fiscal note of this program, however, makes it achievable even under the most draconian of financial scenarios.

It is for this reason that we appear before you today. We hope that this committee will lend its endorsement to this project and communicate that endorsement to the Ways and Means Committee. We fear that, despite its attractiveness, this project may be overlooked in the context of several larger issues. We therefore request your endorsement of the **STUDENT EDUCATION OPPORTUNITY GUIDE**.

Thank you, Mr. Chairman, and I know that other conferees are waiting to comment upon this issue.

BILL NO. _____

By

AN ACT concerning school districts and community colleges;
authorizing the establishment of trust funds for the benefit
of certain employees thereof.

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

Section 1. The board of education of any school district and the board of trustees of any community college may establish by resolution a professional employee benefits trust fund for the purpose of providing financial benefits for professional employees who do not utilize the total number of days allotted for sick leave during the course of their employment by the school district or the community college. The resolution establishing such trust fund shall prescribe the guidelines for usage of moneys therein. Any school district or community college which establishes such a trust fund may transfer such amounts from its general fund to the trust fund as may be deemed necessary to meet the costs of benefit payments to professional employees eligible therefor. Any balance remaining in the trust fund at the end of the fiscal year shall be carried forward into the fund for succeeding fiscal years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 to 79-2937, inclusive, and acts amendatory thereof or supplemental thereto, except that in preparing the annual budget of the school district or community college, the amounts credited to and the amount on hand in the fund, and the amount expended therefrom, shall be included for the information of residents. Moneys in the trust fund may be invested as authorized and in the manner prescribed by law for the investment of moneys in any other fund of the school district or community college. Interest earned on the

investment of moneys in the trust fund shall be credited to such fund.

Sec. 2. This act shall take effect and be in force from and after its publication in the statute book.

**KANSAS
ASSOCIATION**



**OF
SCHOOL
BOARDS**



ATTACHMENT 3

5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

To: Senate Education Committee
From: Kansas Association of School Boards
Richard S. Funk, Assistant Executive Director
Date: January 22, 1986
Re: Bill Request

In recognition of the fact that insurance premiums for local school districts have greatly increased during this past year, the Kansas Association of School Boards would like to request the introduction of a bill that would amend K.S.A. 72-7055 to provide that a district's insurance costs that exceed its budget limits be placed outside of the budget control provision.

Similar authority is given to school districts that provide for the excess costs of Social Security (K.S.A. 72-7055(c)) and utilities (K.S.A. 72-7055(d)) to be placed outside of the budget limits.

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

BOARD OF EDUCATION
LEGISLATIVE PROPOSALS
FOR
1986 LEGISLATIVE SESSION

NOVEMBER, 1985

TABLE OF CONTENTS

	Page
BRIEF FACT SHEET	1
GOALS	2
CONTINUATION OF THE URBAN EDUCATION CATEGORY	3
PROVIDE ADDITIONAL STATEWIDE FINANCIAL SUPPORT	13
SUPPORT FULL FUNDING OF EXCESS COSTS FOR SPECIAL EDUCATION	14
SUPPORT A SEPTEMBER 20 REPORTING DATE FOR PUPIL ENROLLMENT	17
SUPPORT LEGISLATIVE FUNDING FOR PREKINDERGARTEN PROGRAMS	18
INCREASE STATE SUPPORT FOR INSERVICE	19
AMEND PROFESSIONAL NEGOTIATIONS ACT TO PERMIT BOARD OF EDUCATION AUTHORITY IN AREAS NOT COVERED BY CURRENT CONTRACT	20
RECOGNITION OF HOME SCHOOLS	21
AMEND CERTIFICATION TO REQUIRE TESTING FOR CERTIFICATION IN A NEW FIELD	22

BRIEF FACT SHEET

1. Wichita is the largest of 304 school districts in Kansas.
2. Enrollments of the five largest school districts in Kansas in 1984-85 were:

<u>District</u>	<u>FTE Pupils</u>
Wichita	41,526.7*
Shawnee Mission	29,370.4
Kansas City	22,035.0
Topeka	13,944.6
Olathe	10,113.0

3. In 1984-85 the Wichita Public Schools enrollment was 2.978 times larger than Topeka (fourth largest district) and 4.106 times larger than Olathe (fifth largest district).
4. Pupil enrollment in the Wichita Public Schools during 1984-85 represented approximately 10.70 percent of all public school pupils in Kansas.
5. Pupils enrolled in special education classrooms in 1984-85 totaled 4,382. An additional 943 pupils received speech services only. Few school districts in Kansas had larger enrollments districtwide than Wichita had in its special education programs only.
6. The Wichita Public School System operated seven senior high schools and one alternative senior high school; fourteen junior high schools and three alternative junior high schools; sixty-six elementary schools and four alternative elementary schools; one early childhood education center; one special education center; and six vocational education centers during 1984-85.
7. During 1984-85 the school district transported approximately 16,500 pupils to and from school each day. To provide this service, 145 sixty-five passenger buses, 21 sixteen-passenger buses, 66 carryalls, and 15 wheelchair combination vans were required.
8. During 1984-85 the school district prepared and served approximately 19,000 meals each day to pupils in the various schools.
9. The school district encompasses 152 square miles.
10. The value of all school district sites, buildings, contents, and vehicles total approximately \$350,000,000.00.

*Audited FTE. Enrollment data for districts other than Wichita are based on Public School Report, Selected School Statistics, 1984-85, Kansas State Department of Education.

LONG-RANGE GOALS

- I. **Curriculum and Instruction.** The administration shall develop a plan for continuing to keep curriculum and instruction responsive to the changing demands of the community and the school environment. The plan should also address such issues as pupil motivation, discipline, rules, and regulations.
- II. **Teacher Evaluation, Development, and Incentives.** The administration shall, after a reasonable time period, present evidence to the Board that the administration is responsive to the issues of teacher competence, improvement of instruction through staff development, and recognition of career paths and incentives for superior performance.
- III. **Financial Considerations.** The administration shall continue the work of the current administration in working with the community, government, and business leaders to secure added financial support for many school needs.
- VI. **Planning and Administration.** The administration shall continue working to improve supervision of teachers and other employees and to recruit and train employees reflective of the community as a whole. Further, the administration shall exercise leadership in promoting improved building level administration and pupil performance.

PRIORITIZED RECOMMENDATIONS OF THE WICHITA TASK FORCE FOR EDUCATIONAL EXCELLENCE

1. Establish "career ladder" for all educational personnel.
2. Emphasize three goal areas for pupils--basic skills, thinking skills, life skills.
3. Employ Site Based Management.
4. Revise administrative assessment program.
5. Develop elementary preventive programs.
6. Detect learning needs early.
7. Identify and correct teacher ineffectiveness.
8. Implement IMS/pupil evaluation and grading system.
9. Revise teacher assessment and assistance process.
10. Train assessors for consistency.

1. CONTINUATION OF THE URBAN EDUCATION CATEGORY

Rationale:

A position paper was presented to the U.S.D. 259 Board of Education on September 9, 1985, outlining the reasons and the need for a separate category for districts with over 10,000 pupils. That paper formed the basis for defending the present large district category. The negative impact, if such a category, were merged with the next smaller size category, would be a severe loss of funds to U.S.D. 259 and other large districts based upon the calculations of KSDE. Members of the 1986 Legislature are urged to study the document and to continue the respective categories in the formula.

WICHITA PUBLIC SCHOOLS
Educational Services Building
640 North Emporia
WICHITA, KANSAS 67214

*Division of Research, Planning,
and Development Services
(316) 268-7882*

POSITION PAPER
FINANCIAL NEEDS RELATED TO
URBAN DENSITY
September, 1985

U.S.D. #259

WICHITA PUBLIC SCHOOLS

POSITION PAPER
FINANCIAL NEEDS RELATED TO
URBAN DENSITY

September, 1985

The 1981 School Finance Task Force requested that representatives of the various educational groups respond to several questions. One question related to the current enrollment categories in the financial formula. Witnesses were heard from all sizes of districts. Staff members and expert witnesses from outside Kansas presented research. It was within that background that the factors of both sparsity and density and the higher attendance costs of each led to a change in the enrollment categories. The change was supported by a majority of groups testifying.

Sometimes "economy of scale" is extended without regard to the facts. Even in industry it is a well recognized fact that the "diseconomy of scale" is present at a point when factors of space, personnel, backup systems, and other factors require additional costs beyond the usual projections. It is readily apparent in the class size approach that either too small or too large district category is related to the increased costs in the five largest districts as compared to the others. The median budget per pupil in 1980-1981 was estimated at \$2,802 in the category of under 400 pupils, \$2,150 in the 400-1599 category, \$1,785 in the over 1600 category, as compared to \$2,050 in Wichita. Legislators have accepted the concept of sparsity factors and their higher costs when low enrollment categories and budget controls are established. This concept also includes the principle of local control and presumes that local budgets are the result of the collective wisdom of citizens, boards of education, teachers, and administrators for those respective categories.

The same logic and conclusions can be drawn for the large urban districts. The per pupil expenditures represent the collective wisdom of citizens, boards of education, teachers and administrators. The added emphasis would be that the five largest districts enroll 117,377 pupils or 30.3% of all the pupils in Kansas public schools. Current medians, according to testimony, August 15, 1985, are:

<u>Enrollment Categories</u>	<u>Per Pupil Budget</u>
0-199-----pupils	\$4,181
200-399-----pupils	\$3,567
400-1999----pupils	\$2,637-\$3,567
2000-9999----pupils	\$2,637
10,000--and up--pupils	\$3,006

Some of the specific reasons for higher per pupil costs would include the following factors:

1. Wage scales are often higher for certified personnel in large urban centers due to the salaries paid by industry in competition for personnel. The number of mature or career teachers may be somewhat higher in large urban school districts than in smaller districts which also raises the mean for salaries.
2. Wage scales for noncertified personnel are even more in competition with private industry because of direct work relationship; thus urban salary schedules are higher than other districts. Specifically, this would be true in large enrollment categories because of competition with the computer industries and aerospace related industries. There is competition for computer personnel, electricians, plumbers, custodians, truck drivers, food service personnel, security personnel, various crafts, special education aides, and others.

3. Funds from the general fund are transferred to the bilingual category to serve the large number of non-English speaking Southeast Asian refugees and the growing number of Hispanic pupils. The current federal and state funds are inadequate to meet the needs of these children. Concentrations of these families are settling in the urban centers to take advantage of the jobs available and due to government relocation policies.
4. An examination of SRS outlays to low income families would indicate that concentrations of these children are in the urban centers and require services well beyond assistance received from the Chapter 1 programs or other government provided resources. This need places additional pressure on general fund budgets.
5. Minority children are more heavily concentrated in the large urban centers and they have unique needs of their own related to poverty and other factors. Government and Civil Rights requirements for desegregation and the educational needs of pupils require higher expenditures to serve many of these children.
6. Special education excess costs are largely being met by the state categorical aid, but not entirely. In those urban centers where there are specialized medical facilities and special facilities related to handicaps, there is a tendency for families to be attracted to urban centers to receive services for most severely handicapped children. It then becomes necessary to purchase high cost specialized services or to provide those services at direct district cost. Many of the special needs of these children are met by some of the regular staff under the concept of the least restrictive environment. The severely multiple handicapped pupils are unlikely

to receive services except where specialized facilities exist in urban centers. Concentrations of low income and other deprived families have a disproportionate share of children with handicaps. Thus while 95% of the excess costs are met, the differences must come from general budget transfers.

7. There are the special demands by parents and by industry for courses beyond the "basics." An example would be courses that include computer mathematics for the computer industries. The cultural demands of the community and the three universities require more courses in the fine arts. St. Francis Hospital and Wesley Hospital along with Osteopathic Hospital, Veterans Hospital, St. Joseph Hospital, McConnell Air Base Hospital, and the University of Kansas Medical School all have unique requirements that the public schools attempt to meet through vocational and other courses. The aerospace industry requires specialized vocational training to meet their needs. Such courses are not frill courses but courses that provide employment for youth and adults statewide. The preparatory courses for engineering, medicine, aerospace, geoscience, and computer technology are essential for future employment. These community needs require a greater diversity of courses and a greater demand on the general budget. In turn, these training and employment opportunities serve the entire state of Kansas.
8. The general fund supports custodial, maintenance, and repair of equipment, overtime for emergency conditions, crafts and supervision. Large districts with their many buildings require continuous maintenance. Part of this is due to the mix of turn of the century construction and the inadequate post war construction from the 50's when Wichita schools were burgeoning with children

and many schools were on shifts. Further, the requirements for diversity of programs and personnel require diversity in facilities. Special education facilities as well as others place additional demands on the district. There is an intradistrict mobility that approaches 100% in a few areas which causes additional costs in opening and closing classrooms. More security is required in personnel and in equipment to maintain facilities in an urban center. The four mill capital outlay fund is not sufficient to provide new and additional facilities and to assist in the foregoing needs.

In summary, the following factors influence per pupil costs.

1. In large districts there are living costs and wage scales that are higher than other districts for certified personnel.
2. The same costs require higher salaries for classified personnel.
3. There are large numbers of non-English speaking pupils from refugee and migrant families with special educational needs beyond state support.
4. The large cities have higher concentrations of low income families which require additional compensatory services.
5. Large cities have special needs arising from concentrations of minority children in regard to civil rights.
6. The severely handicapped within the special education category incur costs beyond the categorical aid.
7. In larger urban districts there is greater diversity of interests and needs resulting in greater demand for additional programs.
8. The capital outlay needs exceed the capital outlay fund and the ability of an urban district to meet these needs.

2. PROVIDE ADDITIONAL STATEWIDE FINANCIAL SUPPORT

Rationale:

It is recognized that the economic report of mid-November, 1985, indicated state revenues were not meeting projections. The fact dramatically underscores the need to prevent further attrition of state support and the need for additional financial resources.

Ideally, the state should increase its percentage of support for education to reach fifty percent on a statewide basis over a period of two or a maximum of three years. This will require revenue sources beyond those funds now available. It is therefore recommended a balance of either additional or new resources be provided to move toward the fifty percent level of funding on a statewide basis.

Additional resources are needed to fulfill the legislative commitment to upgrade education and the teaching profession. A second important reason is the recognition of declining federal resources in some areas and the inability of low wealth districts to offer a comparable quality of education in contrast to wealthy districts. Thus additional resources enhance equal educational opportunity on a statewide basis.

3. SUPPORT FULL FUNDING OF EXCESS COSTS FOR SPECIAL EDUCATION

Rationale:

Proration of funds is based upon the faulty assumption that school districts will implement cost cutting factors if they receive less than 100%. The fact is that when additional funding is needed, it is taken from the general budget to provide the required special education services. Cost containment measures must be based more on a lean but adequate delivery system and studying alternative methods of serving children. If the administration and the legislators are concerned about costs, they should also study the required regulations. It is not prudent for the state to prorate the special education funds for mandated programs as this causes an additional burden on the local district.

It is important to support regular, handicapped, language different, and gifted pupils. Equality of opportunity requires different programs for various abilities and interests and special services to help children reach their fullest potential. Therefore, local districts should be fully funded for excess costs to implement the mandate for special education. With fewer children being diagnosed and assigned under the state and federal mandate, increases should not be as great. However, all costs related to transportation, utilities, medical services, and educational services will increase in cost similar to the wider community. State funding for special education must be in accord with these economic factors.

SPECIAL EDUCATION FUND

Year	Enrollment*	% of Total	Special Ed. Budget	General Fund Transfer to Special Ed. Budget	General Fund Transfer to Special Ed. Per Pupil	Categorical Aid per Unit	Appeal to State Board of Tax Appeal	Levy for Special Ed.
1973-74	1,566	3.1%	\$ 2,718,000	\$1,324,000	\$ 845.47	-----	-----	1,296
1974-75	1,629	3.4%	3,505,500	1,376,000	844.69	\$3,793.00	-----	1,482
1975-76	1,528	3.2%	4,949,800	2,095,000	1,371.07	4,000.00	-----	1,500
1976-77	2,270	4.9%	6,990,300	3,255,200	1,434.01	4,000.00	\$1,013,500	1,490
1977-78	2,815	6.3%	9,012,700	4,194,200	1,489.95	4,500.00	581,100	1,483
1978-79	3,288	7.1%	10,499,500	5,593,200	1,701.09	4,815.00	-----	**
1979-80	3,479	7.6%	11,361,600	5,593,200	1,607.70	6,500.00	-----	**
1980-81	3,645	8.1%	13,640,000	6,260,400	1,717.53	7,060.00	-----	**
1981-82	4,040	8.9%	14,555,900	6,573,500	1,627.10	8,060.00	-----	**
1982-83	3,971	8.8%	15,696,900	6,573,500	1,655.38	9,979.00	-----	**
1983-84	3,803	8.5%	16,389,700	6,573,500	1,728.50	10,339.00	-----	**
1984-85	3,825	8.6%	17,943,400	6,690,600	1,749.18	11,434.00	-----	**
1985-86	3,817	8.5%	19,362,100	7,165,900	1,877.36	12,030.00	-----	**

*These figures represent September 15 enrollment data. They do not include over 1,500 regular pupils who each year receive speech and language services.

**The one and one-half mill levy was eliminated by the legislature and included in General Fund.

.COMPARISON OF SPECIAL EDUCATION
TUITION AMOUNTS 1981-82 to 1985-86

<u>Program</u>	<u>1981-82 Amount</u>	<u>1982-83 Amount</u>	<u>1983-84 Amount</u>	<u>1984-85 Amount</u>	<u>1985-86 Amount</u>
Autistic	\$11,400	\$12,412	\$10,650	\$10,577	\$13,260
DDK	8,457	10,496	6,406	7,734	7,547
EMH	4,875	5,182	5,482	5,723	6,394
Gifted	2,966	3,085	2,991	3,158	3,255
HI	6,498	6,493	6,725	8,577	8,715
LD	3,896	4,110	4,094	4,441	4,552
MH & PI	5,659	6,125	6,086	5,052	8,489
PSA	5,590	5,799	6,176	6,728	6,900
SMH	12,469	13,780	19,107	19,371	19,479
TMH	6,471	7,056	7,741	7,697	8,322
VI	6,138	7,080	6,767	6,799	8,002

4. **SUPPORT A SEPTEMBER 20 REPORTING DATE FOR PUPIL ENROLLMENT**

Rationale:

Preliminary studies indicate that principals did an excellent job with pre-enrollment and a follow up of pupils who did not report on September 3. The report date of September 16 actually allowed ten school days to record a maximum enrollment. When Labor Day falls on Monday, September 7, school will begin under the present plan on Tuesday, September 8, and the report date will be only one week later--on Tuesday, September 15, under the current law. This will not allow enough time to record the complete enrollment. The problems of transfers, late enrollments, and verification are very great and require more time with the post labor day starting of school. The Enrollment Report Date Bill passed both Houses twice in 1985, but was lost when the School Finance Bill was vetoed each time. Legislators are requested to support legislation in the 1986 session as they did in 1985.

5. **SUPPORT LEGISLATIVE FUNDING FOR PREKINDERGARTEN PROGRAMS**

Rationale:

Many districts recognize the need for prekindergarten programs as a cost effective means of reducing the demand for special education, lessening costly remedial programs, and reducing pupil failures. Early Childhood Education is one of the most highly researched topics and the values are clearly evident. Research studies show long term benefits. One of the most recent studies "Preschools: It Still Makes a Difference" indicated long term benefits. Evidence continues to mount supporting the positive effects of preschool programs on economically deprived children. The latest comes from the longitudinal 'Ypsilanti Study,' which began almost twenty years ago and was the inspiration for the federally funded Head Start programs that began in 1964. The study was conducted and published by High/Scope Press and focused on the economic benefits of the program versus the costs. According to a report prepared by David P. Weikart for a conference for southern legislators, "there was at least a \$4,130 payoff after inflation for every \$1,000 invested in the preschool program in Ypsilanti." American Educator, Winter 1983

It is proposed that prekindergarten programs be financially supported by the state equivalent to the support for kindergarten and that these local programs be voluntary for districts and pupils. It is recognized that such legislative action be contingent on additional funding.

6. INCREASE STATE SUPPORT FOR INSERVICE

Rationale:

There are strong logical reasons to provide inservice not only for teachers, but also other certificated personnel, including administrators. A maturing profession requires retraining and new members need continuous opportunity for growth. New technical and professional methods of instruction demand frequent and continuous inservice to help good teachers become even better. Rather than cause a debate on whether or not inservice should be mandated for administrators or for board members, it should be recognized that inservice is an appropriate professional responsibility for education as well as other professions. Adequate resources and more professional autonomy would insure higher performance among present personnel and encourage college graduates to enter teaching as a growing, viable profession.

The K.S.D.E. is supporting additional funding for inservice for 1986-1987. U.S.D. 259 should receive a proportionate share of these funds.

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

Rationale:

This amendment would allow boards of education to make necessary decisions in areas not specifically covered by an agreement. Presently, the board's hands are tied even if neither side has ever requested to negotiate on some issues.

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

12. II. "So that KSA. 72-5423 specifically states that all terms and conditions not covered by an existing negotiated agreement shall be subject to the control of the board of education until the commencement of negotiations for a successor to the existing contract."

8. RECOGNITION OF HOME SCHOOLS

Rationale:

Kansas and Texas are the only states not recognizing nor regulating Home Schools. In Kansas there is a situation where these Home Schools exist, and they are neither accredited, regulated, or even recognized. There is a presumption that these schools may be the local district's responsibility and that the same regulations apply to Home Schools as to public school children. To mandate and enforce such regulations would be nearly impossible in a large urban district. The legal counsel for those Home Schools sought recognition and revised regulations for the protection of children attending a Home School and for consistency in regulations. Therefore one solution would be to acknowledge, regulate, and supervise such schools through the State Department of Education supervision. The KSDE has a position to regulate Home Schools for 1986-1987.

9. **AMEND CERTIFICATION TO REQUIRE TESTING FOR CERTIFICATION IN A NEW FIELD**

Rationale:

"KASB will support legislation which would require all teachers to pass subject matter and communicative skills examinations for the purpose of initial certification." This is already a law that takes effect May 1, 1986.

"Teachers presently holding certification would be required to pass subject matter examinations--only when applying for certification in a new subject matter area." This would enable the district to be assured that teachers would not teach outside their field of professional training without an examination. It would also limit the use of teachers not properly trained since the test is one of basic skills and a core battery that requires professional knowledge of the science of teaching.

Capsule Facts

ABOUT THE WICHITA PUBLIC SCHOOLS

• *The Wichita Public School System (Unified School District 259) is the largest and most diversified educational institution in the state of Kansas. Although the heart of the school program is basic education for youngsters in grades K-12, district programs actually serve students from pre-school through adults. Education is offered year-round for both "regular" and "special education" students, and a wide range of vocational and technical training programs are available. A number of alternative schools offer*

options in teaching and learning styles. Co-curricular activities from athletics to chess supplement the academic program.

The 152 square miles of the school district cover virtually all of the city of Wichita and extend beyond the city limits into large portions of Sedgwick County. The district operates 104 regular, alternative, vocational, and special schools — as well as providing instruction at several institutional and off-campus sites. Enrollment in prekindergarten through 12th

grade in the fall of 1985 was 44,729; and the tuition-supported summer school enrolls about 6,600. More than 16,000 citizens of all ages attend vocational and continuing education (adult education) classes each year.

If you have a question about the Wichita Public Schools, contact:

*Office of Communications
428 South Broadway
Wichita, Kansas 67202*

*(316) 268-7851
or 268-7876*



STAFF/CLASS SIZE

• Staff

Wichita teachers must meet state certification requirements. About 58% have earned at least a master's degree.

Applicants for teaching positions must successfully pass minimum competency tests in reading and mathematics.

The Wichita Public Schools have approximately 5,200 employees, including 2,886 teachers.

• Class Size

The average class size for the 1984-85 school year. . .

- 23.9 — elementary
- 23.5 — junior high
- 23.6 — senior high

The above figures do not include combination or special education classes, which are smaller.

• Accreditation

The Wichita Public Schools are fully accredited by the Kansas Department of Education, and the eight senior high schools are further accredited by the North Central Association Commission on Secondary Schools.

ELEMENTARY AND PRESCHOOL

• Elementary Schools

The elementary school program in the Wichita Public Schools covers kindergarten through sixth grade. The district's 70 elementary schools include four alternative schools. Nine of the schools house pre-kindergarten programs in addition to the regular K-6 program. Special education programs are located in 54 of the buildings. English as a Second Language (ESL) is taught in 16 locations; and a Spanish/English Bilingual Program operates at one school.

The basic academic curriculum is offered at every school, and each school is encouraged to develop staff and community resources to enrich instruction. Each school's program emphasizes reading, language arts (English, spelling, and writing), and mathematics. Social studies, science, health, music, art, and physical education are also included in the curriculum.

Each elementary school has its own library media center staffed with a qualified librarian. In addition to the school's own media resources, librarians can also draw upon the resources of the district's central library and Instructional Materials Center for books, films,

videotapes, kits, and other audio-visual materials. Other specialists providing services at the elementary level are vocal and instrumental music teachers, physical education teachers, special reading teachers (in many of the schools), nurses, counselors, psychologists, and social workers.

The typical elementary school day is 9 a.m. to 4 p.m. In some cases, starting times and dismissal times are altered to meet the local needs or to provide more efficient use of school buses.

• Preschool/Latchkey

Preschool programs, including Head Start, are offered at nine locations in the school district. Programs are funded both by the local school budget and by federal sources. The services are primarily intended for students who might need them in order to begin kindergarten on an equal basis with other youngsters. Additional information is available from Little Early Childhood Education Center, 263-9438, or the Office of Elementary Education, 268-7819.

Latchkey is a unique program for families desiring before-school and after-school child care services. Latchkey had its beginning in Wichita in 1979-80. The program is available at Adams, Harry Street, and Gammon schools. The Latchkey program is financially self-supporting. Information is available from the Office of Elementary Education.





JUNIOR AND SENIOR HIGH SCHOOLS

• Wichita junior high schools include grades 7, 8, and 9 (except Horace Mann Alternative Middle School, grades 6-8). Wichita senior high schools include grades 10, 11, and 12 (except for North High School, grades 9-12). The district includes 14 regular junior high schools, two alternative junior high schools, and one alternative middle school. Wichita has seven comprehensive senior high schools and one alternative senior high school (with two campuses).

While retaining basic academic requirements (English, math, history, and science), junior high schools begin to offer students a choice of "elective" courses. A limited number of sports, clubs, and other co-curricular activities are available at the junior high school level.

A wide range of course offerings are available in Wichita high schools so that students can meet graduation requirements and can satisfy varied individual educational needs and interests. High school students also have a wide choice of co-curricular activities.

The secondary school day is 8 a.m. to 3 p.m.

SPECIAL EDUCATION

Special Education Programs

- Autistic
- Developmentally Disabled
- Educable Mentally Handicapped
- Gifted
- Hearing Impaired
- Homebound and Hospitalized
- Institutions
- Learning Disabilities
- Personal, Social Adjustment
- Physically Impaired
- Severely Multiply Handicapped
- Special Vocations
- Speech and Language Correction
- Trainable Mentally Handicapped
- Visually Impaired

In addition to programs housed in public schools, the school system also offers services through a number of other centers: The Starkey School; Elks Training Center; Holy Family Center; Institute of Logopedics; Lake Afton Boys Ranch; and Youth Residence Hall. Over 6,000 Wichita students will benefit from special education services this year.

VOCATIONAL AND ADULT EDUCATION

• Vocational-Technical Education

The Wichita Area Vocational-Technical School is one of

16 area schools in the state. An annual enrollment of more than 7,300 high school and adult citizens participate in the variety of vocational courses.

• Continuing Education (Adult)

More than 16,000 citizens of all ages each year attend a wide variety of vocational and continuing education classes sponsored by the Wichita Public Schools at more than 25 locations. The School of Continuing Education offers over 180 different classes. These include vocational, self-improvement, hobby, academic, and recreational classes.

ALTERNATIVE SCHOOLS

• Although each school in the district is unique, eight schools have been established around particular "alternative" education philosophies. **Emerson Open Alternative School** embraces the concepts of a more "open" learning and teaching program. The highly disciplined traditional approach to education is offered at the **Kellogg Traditional Alternative School**. **Isely Alternative School** houses an individualized, non-graded program for students in grades 4-6. **Earhart Environmental Complex** utilizes the continuous progress method of instruction and emphasizes environmental education. **Alcott Alternative Learning**



Center provides an alternative setting for junior high school students. **Horace Mann Alternative Middle School** gives an alternative to students in grades 6-8. **Hamilton Traditional Alternative Junior High School** carries on the teaching philosophy established at Kellogg. The two campuses of **Wichita High School Metro** give an alternative for high school students.

STUDENT ENTRANCE REQUIREMENTS

- **Age**

In accord with Kansas law, any child who is five years old on or before the first day of September is eligible to attend kindergarten. Any child who is six years old on or before September 1 is eligible to attend the first grade. A valid birth certificate or other acceptable evidence is required.

- **Immunizations**

State law requires all students attending the public schools to have an up-to-date Kansas Certificate of Immunization. Required immunizations are four doses of DPT/TD vaccine, three doses of oral polio vaccine, and one dose each of measles, mumps, and rubella. A student who has not completed the immunizations may enter school provided the immunizations have been started and the parents promise to complete the immunization series within 90 days after admission to

school. If the immunizations have not been completed within the 90-day period, the student will be subject to exclusion from school until he/she has taken at least one more step toward completion. Children starting kindergarten and students new to Wichita Public Schools must present the Certificate of Immunization at enrollment time. The immunizations and certificate may be obtained through private physicians or through the Community Health Department.

GRADUATION REQUIREMENTS

- **Graduation**

Of the seniors graduating from Wichita high schools...

- 17% enter the work force in full-time positions
- 29% become full-time students in post-secondary schools*
- 44% combine work and attendance at post-secondary schools*
- 5% enter the military
- 5% other or unknown

(*Post-secondary schools include universities, colleges, junior and community colleges, and vocational and technical schools.)

- **Units Of Credit**

The Wichita Board of Education requires 20 units of credit for students who will graduate through 1987. The requirement has been increased to 22 units of credit for students who

will graduate in 1988 or after (that is, students who began earning high school credits in 1984 or after).

- **Minimum Proficiency Tests**

In order to graduate from a Wichita public high school, a student must pass the Minimum Proficiency Examinations in math and reading. The tests are originally given in December of the student's eighth grade year, and they are given each December and May for students who are new to the system and for those who have previously failed to pass the minimum requirements.

Students who fail to pass the Minimum Proficiency Examinations must take remedial courses. Students who pass the exams but who are in the lowest 10% of the passing group are **strongly recommended** for remedial instruction. Mathematics and reading instruction in the lower grades are designed to prepare students in the skills which are tested by these exams.





DISTRICT SERVICES

• Attendance Areas

School attendance areas are set by Board policy. Information concerning the school attendance area in which a specific address falls may be obtained by calling the Pupil Accounting Department, 268-7768. Reassignment of pupils between schools in the Wichita school district must be approved through established procedures.

• Textbooks and Supplies

No tuition is charged for schooling in Wichita. There is, however, a textbook rental fee; and at the secondary level, activity tickets may be purchased for some extracurricular programs.

• Food Service

Lunch programs exist in all regular schools. Approximately 19,500 meals and 3,000 a la carte items are served daily to students.

• Transportation

Transportation is provided by a private firm under contract with the school system. Free bus transportation is available for students living 2.5 miles or more from their assigned attendance centers. About 16,000 students are bused each year for a variety of reasons — distance from school, hazardous walking conditions, special programs, and integration.

EDUCATIONAL OPPORTUNITIES

• Course Selections

464 course selections are now available to secondary students; 52 programs are offered through the Wichita Area Vocational-Technical School; and an additional number of innovative, alternative, and experimental courses are offered to students through individual schools.

• Co-curricular Activities

Wichita high schools offer a full range of co-curricular activities — including vocal and instrumental music, debate, drama, journalism, a variety of clubs and organizations, and girls' and boys' athletics (both interscholastic and intramural). Interscholastic competition is conducted in these sports:

Junior High Level

Girls	Boys
Volleyball	Basketball
Track	Track

Senior High Level

Girls	Boys
Tennis	Football
Golf	Cross-country
Volleyball	Basketball
Gymnastics	Wrestling
Cross-country	Swimming
Basketball	Tennis
Swimming	Golf
Softball	Baseball
Track	Track
Soccer (co-ed)	Soccer (co-ed)
	Gymnastics

• Integration

By Board of Education policy, all Wichita Public Schools are racially

desegregated. The black/white composition of the student body at each school is reasonably consistent with that of the total district, which for the last year was approximately 70 percent white and 19 percent black. (Other minority groups total about 11 percent.) Because students from all parts of the district are involved, the plan assures a measure of socioeconomic as well as racial integration. The school system is committed not only to the integration of students but the integration of staff as well.


• Compensatory Education

In addition to programs and procedures established by individual teachers and individual schools, the school district provides extra help for low-achieving pupils through the federally supported Chapter 1 program. Program assistance is targeted to areas with the highest concentration of children from low-income families. Students in these areas who are most in need of remedial help, regardless of family income, are given that help. Chapter 1 funds in Wichita are targeted to (1) elementary reading and math, (2) prekindergarten, (3) parent involvement, and (4) neglected and delinquent youth. The Wichita program has earned several national citations for its success.

• Advanced Placement Program

Advanced Placement Programs are offered in Wichita senior high schools. The availability of these





courses is based on the interests and philosophy of the professional staff and on identified students needs. Courses are designed for students with special abilities and interests and closely adhere to the objectives outlined in the national program. Upon completion of the course, students may elect to take the Advanced Placement Program examination. Awarding of college credit is determined by the test score at the discretion of the receiving college or university.

B.O.E./FINANCE

• Board of Education The Wichita Board of Education. . .

- is composed of seven local citizens who serve staggered four-year terms.
- is elected at large.
- is non-partisan.
- serves without compensation.
- is a separate governmental agency and not part of city or county government.

Current Board members are:

Jo Brown Jeanne Goodvin
Melvin Davis Jack Jones
Joyce Focht Kenneth Kimbell
Paul Lueker


• Financial Facts General fund for 1984-85 was \$113,222,400.

More than 85% of the budget is for salaries and benefits.

The estimated average cost of educating one student for 1984-85 was \$2,713,80 (FTE).

The mill levy for 1984-85 was 64.959.

Assessed valuation of property in the school district is approximately \$998,000,000.



Wichita Public Schools
Administration Building
428 South Broadway
Wichita, Kansas 67202

Kansas Legislative Research Department

January 15, 1986

SUMMARY OF 1985 CARRYOVER BILLS

In House and Senate Education Committees

I. HOUSE EDUCATION COMMITTEE

A. House Bills

H.B. 2008 (Interim Special Committee on Education — Proposal No. 17). The bill establishes a home instruction alternative for meeting the compulsory attendance requirements and imposes some new obligations for satisfaction of compulsory attendance by attending a nonaccredited nonpublic school.

An authorized home instruction option would be available only to the children who reside in the home and, further, to the private residence of such children and their parents. The parent is required annually to notify the State Board of Education that the child will be in a home instruction program. Children in home instruction must participate in the state's minimum competency assessment program. If the child fails to pass the minimum competency test, the school district in which the child resides must consult with the child and the parent in order to remedy identified deficiencies. The next year the child is tested again at the same grade level as before. If the child fails the test for the second time, the school district evaluates the child's abilities and determines whether satisfactory educational progress is being made. If the school district determines such progress has not occurred, the home instruction exemption is lost and the school district reports the child to the Secretary of Social and Rehabilitation Services.

With regard to nonaccredited nonpublic schools, enhanced registration and reporting requirements are imposed and participation of children enrolled in such schools in the state's minimum competency assessment program is required.

H.B. 2074 (Representative Harper — As Amended by the House Committee on Education). The bill requires every accredited school maintaining any of grades 4 through 8 to provide all pupils attending any of such grades so maintained a complete course in Kansas history.

(Rereferred from Committee of the Whole.)

H.B. 2080 (Representative Hassler). The bill, which is similar to H.B. 2008 in several respects, establishes a home instruction alternative for meeting the compulsory attendance requirements. H.B. 2080 is different from H.B. 2008 in that it requires the parent of the child annually to notify the school district board of education regarding a child who is to be provided home instruction. The parent must file with the school district board a copy of the curriculum and the listing of learning activities which comprise the instruction program. The school district designates a certificated

employee to oversee the home instruction program and to make at least one visit per school year to each such program. A home instruction child would participate in the state's minimum competency assessment program, which would be administered at the local school district level. If the child in home instruction fails the test through a determination that the child is performing six months or more below grade level, the school district designates a certificated employee to counsel the child and the child's parents in order to remedy the deficiencies identified. The next year the child is tested at the same grade level as before. If the child exhibits performance that is 12 months or more below grade level expectancy, the home instruction option is forfeited and the child is reported to the Secretary of Social and Rehabilitation Services.

With respect to nonaccredited nonpublic schools, the provisions of H.B. 2008 and 2080 are similar. The main difference arises in the way in which testing criteria are applied in order to determine whether the nonaccredited nonpublic school attendance option may be maintained.

H.B.2091 (House Committee on Education). The bill amends a statute which directs the State Board of Education to charge fees for certification, renewal of certification, or issuance of duplicate certification. The present law directs the State Board to charge a fee of not less than \$13 nor more than \$18 for the purpose of defraying the cost of the certification function. The amendment proposes to increase the range of certification fees that may be charged to not less than \$16 nor more than \$25.

(H.B. 2091 was recommended by the State Board of Education.)

H.B. 2115 (House Committee on Education). The bill amends the law pertaining to due process for teachers employed by school districts, area vocational-technical schools and community colleges. The amendment provides that the cost of the services of the three members of the hearing committee would be borne as follows: the cost of the member designated by each party would be borne by that party and the cost of the third member would be borne equally by the parties. (The present law provides that the cost of services of all three members of the hearing committee are borne equally by the parties.)

(H.B. 2115 was introduced at the request of the Kansas Association of School Boards.)

H.B. 2118 (Representative Hayden, et al.). The bill provides that the primary contract of employment of any teacher may be terminated or nonrenewed by a board of education on the basis of refusal by the teacher to enter into, renew, or fulfill the provisions of a supplemental contract.

(See also H.B. 2116 in Senate Education Committee.)

H.B. 2147 (House Committee on Education). The bill amends a section of the School District Equalization Act (SDEA). The purpose of the amendment is to allow a school board to deposit miscellaneous revenues in the general fund of the school district in any year that an allotment system has been applied to the appropriation made for the SDEA.

(H.B. 2147 was recommended by the Kansas Association of School Boards.)

H.B. 2178 (Representative Louis). The bill provides a home instruction option as an exemption from the compulsory attendance law. Unlike H.B. 2008 and H.B. 2080, H.B. 2178 does not address nonaccredited nonpublic schools. Under the bill, home instruction is to be provided in the home of the child and only for children living in the home. Instruction is to be provided by a "competent instructor" under the supervision of the parent.

The parent is required to register with the State Board of Education a child who is to be provided home instruction. Even though instruction is provided in the home, special instruction provided outside the home or participation of a child in classes conducted at nonpublic schools is permissive, so long as the primary place of instruction is the home.

The parents are required to arrange for a home instruction child to be tested by use of a standardized achievement test approved by the State Board of Education. The test would be administered the first time within nine months after the child becomes subject to the law, and annually every year thereafter as long as the child remains subject to compulsory attendance. The achievement test would be administered by a public or nonpublic school or by an independent person approved by the State Board of Education. The copy of the child's test results would be filed with the State Board of Education. If the State Board determines that satisfactory progress is not being made, it notifies the parent that the home instruction exemption has been taken under advisement for a period of one year. At the end of the advisement period, the State Board determines if the exemption will remain in effect, continue under advisement, or be withdrawn. If the exemption is withdrawn, it can be reinstated only after a written application to the State Board and review and approval by the Board. In addition to test results, the State Board must take into consideration other factors pertaining to the child in determining whether the child is making satisfactory progress. If the home instruction exemption is withdrawn, compulsory attendance requirements could be met by attendance in a school district, accredited nonpublic school, or nonaccredited nonpublic school.

H.B. 2212 (Representative Spaniol, et al.). The bill amends the SDEA (including the transportation aid program) to change from September 15 to September 25 the date on which enrollment in the district is determined.

H.B. 2266 (House Committee on Education). The bill amends a section of the teacher due process law. The amendment relates to the designation of the third member of the due process hearing panel. One hearing committee member is designated by the teacher; the second, by the local board of education. The two hearing committee members so designated appoint the third hearing committee member who serves as chairperson of the hearing committee. If within five days of the designation of the second hearing committee member the two members are not able to agree on the third member of the panel, the Commissioner of Education would appoint the third member from a list of qualified and impartial persons, representative of the public, that the Commissioner maintains. (Under present law, when the two hearing committee members first appointed cannot agree on the third member, that member is named by the district judge of the home county of the education institution.)

(H.B. 2266 was requested by the Kansas-National Education Association.)

H.B. 2319 (Representative Apt). The bill amends statutes pertaining to registration requirements of nonaccredited nonpublic schools. Additional registration and reporting requirements are added as of September 15 of each school year. Schools must register with the State Board of Education the grade levels maintained; the number of pupils in attendance at the school and the name and age of each such pupil; and the number of instructors who hold teaching certificates issued by the State Board of Education and the number who are not so certified. (The present law requires the official custodian of such a school only to register the name and address of the private elementary or secondary school with the State Board of Education.) The State Board would prepare and maintain a compilation of the registrations submitted by the nonaccredited nonpublic schools.

H.B. 2322 (Representatives Apt, Chronister, and Lowther). The bill authorizes an additional 0.25 percent of general fund budget authority to school districts which adopt career incentive salary plans. A "career incentive salary plan" would be one adopted by the board which is supplemental to the regular salary plan in the district and which provides for payments of increasing amounts of supplemental compensation as teachers attain higher levels of career status. In order to qualify for additional budget authority, the salary plan must include a comprehensive evaluation, training, and rewards system that may affect all teachers employed in the district; require school district employees to develop new skills in the area of personnel evaluation, goal setting, and management style; address certain specified objectives; and include certain career status levels. Participation by a teacher in the plan would be voluntary. Such plans would be excluded from the meaning of "terms and conditions of professional service" under the professional negotiations law, and, therefore, would not be the subject of such negotiations.

H.B. 2345 (Representative Polson). The bill applies to certified employees of school districts and provides that beginning with the 1985-86 school year, no school district employee would be eligible for an increase in the current base salary for the next school year if the employee's latest evaluation in the current school year is below standard or is unsatisfactory. The employee would continue to be paid at the current base salary rate until he or she becomes eligible for an increase. To be eligible for an increase in the next year, the employee would be required to have a performance evaluation rating of at least standard or satisfactory.

H.B. 2369 (Representative Patrick). The bill amends the School District Equalization Act to provide budget controls for the 1985-86 school year of 103 percent to 105 percent. The bill also amends a section of the KPERS law to require the state to pay the employee contribution for nonadministrative certificated professional employees of school districts.

H.B. 2379 (Representative Solbach). The bill relates to transportation of pupils by school districts. For purposes of transportation, the residence of a child would include a child day care facility which regularly provides care for the pupil, is located in the school district, and is licensed by or registered with the Secretary of Health and Environment. Such a "residence" would apply when the parent or person acting as the parent makes written request to the school district for this purpose. The school district would then be obligated to transport such pupils to and from the school just as if the transportation were being provided to and from the home of the child. The transportation aid formula would be amended to conform to the policy of requiring transportation to and from child day care facilities.

H.B. 2388 (Representative Patrick). The bill directs the Commissioner of Education to establish a centralized purchasing and exchange activity to assist school districts in acquiring goods and services and in the sale or exchange of goods and services with other school districts. Subject to appropriation acts, the Commissioner would maintain an inventory of new and used goods available for sale or exchange. The Commissioner could impose charges to cover the cost of establishing and maintaining the centralized purchasing and exchange activity.

H.B. 2393 (Representative Hensley, et al.). The bill would amend the professional negotiations law applicable to school districts, area vocational-technical schools and community colleges. The bill provides that at the end of the impasse process under the professional negotiations law, in the event the parties do not reach agreement, the recommendations of the factfinding board would be final and binding. Under present law, when the factfinding process is completed, if the two parties do not reach agreement, the school board issues unilateral contracts. H.B. 2393 authorizes the issuance of unilateral contracts only when negotiations have been voluntarily terminated by mutual agreement of both parties.

In addition, the listing of prohibited employer and employee practices is expanded to include refusal to enter into an agreement when professional negotiation has concluded by binding factfinding.

Under present law, a teacher may give notice of his or her desire not to continue employment in the next year until 15 days after final action is taken by the Board of Education upon termination of professional negotiations in instances where a negotiated agreement is not reached. This provision is changed to allow the employee 15 days after the termination or conclusion of professional negotiations in the event the situation occurs after May 10.

H.B. 2435 (House Committee on Assessment and Taxation). The bill pertains to individual income taxes and provides for a modification in the deductions from federal adjusted gross income for purposes of computing Kansas income tax liability of amounts not to exceed \$500 for each dependent in grades K-6, and \$700 for each dependent in grades 7-12, for tuition, textbooks and transportation of each dependent attending an elementary or secondary school located in Kansas, Oklahoma, Colorado, Nebraska, or Missouri which is not-for-profit and which adheres to the provisions of the federal Civil Rights Act of 1964 and applicable Kansas laws against discrimination and which fulfills the state's compulsory attendance law. The term "textbooks" does not include religious instructional materials or materials for extra-curricular activities and transportation for extra-curricular activities.

(H.B. 2435 is separately referred to the House Committee on Assessment and Taxation.)

H.B. 2456 (House Committee on Education). The bill creates a state aid program for payment of academic advancement awards to community colleges. Beginning in FY 1987, a community college would be eligible to receive a state academic advancement award subject to the following conditions: the community college must submit an approvable application to the State Board of Education; in the fiscal year that the application is submitted, the community college must have obtained from private sources and deposited in its academic advancement fund an amount that is equal to at least 40 percent of the award being requested from the state; and a

community college could not receive in any fiscal year an academic advancement award in excess of \$125,000.

Each year the State Board of Education would determine the total amount necessary to be appropriated from the Kansas Community College Advancement Fund to pay in full the academic awards community colleges would be eligible to receive in the next fiscal year. The Legislature would be required to transfer from the State General Fund to the Kansas Community College Academic Advancement Fund the amount determined to be necessary by the State Board of Education.

(The bill was requested by the Kansas Association of Community Colleges. It is separately referred to the House Committee on Ways and Means.)

H.B. 2538 (House Committee on Education). The bill enacts the Community College Economic Development Program Assistance Act. An economic development program is one operated by a community college to encourage new industries to locate in Kansas, to provide education and training for prospective employees of new or expanding industries, and to upgrade the skills of persons presently in the work force. The bill proposes that state financial assistance be provided to community colleges to offset part of the expenses attributable to the operation of economic development programs.

The bill proposed a State General Fund appropriation of \$150,000 for this program.

(H.B. 2538 was recommended by the Kansas Association of Community Colleges. The bill is separately referred to the House Committee on Ways and Means.)

H.B. 2572 (House Committee on Ways and Means). The bill exempts gifted programs from special education mandate.

B. House Concurrent Resolution

H.C.R. 5008 (House Committee on Education). The concurrent resolution urges schools and boards of education to provide programs that would help prepare youth for life development. The objectives of such programs should be accomplished with the assistance of local community organizations.

(HCR 5008 is identical to SCR 1613. On April 1, 1985, HCR 5008 was tabled.)

C. Senate Bills

NONE

D. Senate Concurrent Resolutions

S.C.R. 1608 (Senate Committee on Education). The concurrent resolution urges the State Department of Education in each fiscal year to reduce by 5 percentage points the amount it retains for state administration of the federal Chapter 2 block grant program. This would continue for a period of three years until the level is reached wherein the State Department of Education retains only five percent of the amount of the grant for administration.

(S.C.R. 1608 was recommended by the Kansas-National Education Association.)

S.C.R. 1624 (Senate Committee on Education). The concurrent resolution encourages school district boards to consider commencing the school term after Labor Day. In this regard, the primary concern of school boards should be to provide the highest quality of education possible.

S.C.R. 1625 (Senate Committee on Education). The concurrent resolution commends school districts which are providing education programs for students on alcohol and drug abuse and urges other school districts to give utmost consideration to implementing such programs. The resolution urges the State Department of Education, Department of Social and Rehabilitation Services, and Department of Health and Environment to engage in a cooperative effort to assist school districts in addressing alcohol and drug abuse problems of students through various strategies.

SENATE EDUCATION COMMITTEE

A. Senate Bills

S.B. 54 (Senate Committee on Education). The bill amends a provision of the School District Equalization Act (SDEA) to define the term "pupil" to include preschool age exceptional children, excluding gifted children, who are at least three years old but who are not old enough to attend kindergarten. Any such pupil who is enrolled in and attending special education services would be counted as 0.5 pupil for purposes of the SDEA.

(S.B. 54 was recommended by the State Board of Education.)

S.B. 55 (Senate Committee on Education). The bill proposes to amend the law which authorizes any community college to levy a tax for capital outlay purposes by increasing the tax rate limitation from a maximum of 1 mill for a period of up to five years to a maximum of 2 mills for the same such period.

(S.B. 55 was recommended by the State Board of Education.)

S.B. 56 (Senate Committee on Education). The bill authorizes school district boards of education to increase the general operating fund budget by an amount not to exceed 0.5 percent for the purpose of developing and operating an approved summer remediation program for students in grades one through four. Such programs would concentrate on attainment of competencies in the subjects of reading and/or mathematics.

In order to qualify for the additional budget authority, the school board would submit to the State Board of Education a description of its summer remediation program. Approval of the program by the State Board as a valid method of remediation would be required in order for the district to obtain the additional budget authority.

School boards would be authorized to provide transportation to pupils in summer remediation programs. The cost thereof would be included for purposes of the school district transportation aid program.

(S.B. 56 was recommended by the State Board of Education.)

S.B. 77 (Senate Committee on Education). The bill amends statutes which provide limited due process procedures in instances involving nonrenewal of administrators (excluding superintendents) of school districts, interlocal cooperatives, and area vocational-technical schools. The amendments provide that whenever an administrator is given a written notice of a board's intention to nonrenew or terminate the administrator's contract, the administrator may request a written statement of the reason for the proposed action. The Board must provide the statement to the administrator within ten days from the date the request was received. Further, the Board would be required to give the administrator a hearing upon the filing by the administrator of a request therefor. That request must be filed within ten days of the date the administrator received the written statement of the reasons for nonrenewal or termination of the contract. The hearing must be held within ten days after the filing of the request. The hearing would be closed unless the administrator requested that it be open. Each party would have the right to have counsel present and to receive the advice of counsel.

Another amendment changes from May 1 to May 15 the date by which administrators are obligated to give notice to the board of the rejection of the renewal of a contract for the ensuing year.

(S.B. 77 was recommended by the United School Administrators.)

S.B. 99 (Senate Committee on Education). The bill amends the professional negotiations law applicable to school districts, area vocational-technical schools, and community colleges. The amendments address the scope of negotiations; that is, the statutory listing of terms and conditions of professional service, as follows: (a) "professional employee appraisal procedures" is deleted from the listing of mandatorily negotiable items; and (b) matters relating to the duration and number of teaching periods to be included in the school day, beginning and ending times of the school day, and the beginning and ending dates of the school term are expressly excluded from negotiation under the law.

(S.B. 99 was recommended by the Kansas Association of School Boards.)

S.B. 189 (Senator Parrish et al.). The bill amends the professional negotiations law to include within the definition of "terms and conditions of professional service" the items of "assignment procedure" and "transfer procedure" as mandatorily negotiable issues.

S.B. 196 (Senator Gaines). The bill requires every school district on or after July 1, 1986, to adopt a performance based salary plan. Such a plan may be the performance based salary plan prescribed by the State Board of Education or it may be one developed by the district that has been approved by the State Board. The penalty for noncompliance with the requirements of the bill is forfeiture by the school district of participation in the School District Equalization Act distribution of general state aid and state transportation aid and, also, in income tax rebate distributions.

Matters relating to the development and adoption by a school board of a performance based salary plan are specifically excluded from the coverage of the professional negotiations law. Under the bill, a performance based salary plan is one which applies to professional employees of the district that is supplemental to the regular salary plan of the district. Supplemental salaries would be paid on the basis of performance of duties that are in addition to and separate and distinct from regular contractual duties; performance of regular contractual duties for an extended period of time; and for outstanding or extraordinary performance of regular contractual duties.

The State Board of Education is directed to study, analyze, and evaluate performance based salary plans for public school employees which currently are in effect or which are being proposed throughout the state and the nation. On or before January 1, 1986, the State Board must develop a performance based salary plan which incorporates elements that contribute to the success of such plans, provide the plan to boards of education, and prescribe criteria for assessment and approval of a district initiated performance based salary plan.

S.B. 214 (Senators Winter, Allen, and Gordon). The bill pertains to Haskell Indian Junior College. It permits the Haskell Indian Junior College to participate in the vocational educational capital outlay aid program. It also authorizes a new program of "outreach state aid" which is state aid that would be distributed to Haskell Indian Junior College for the purpose of developing and operating workshops in courses, including preparatory and adult education courses, at locations in Kansas other than on the Haskell campus. The amount of aid made available by the State Board of Education for this purpose would be determined annually by legislative appropriation. Finally, Haskell Indian Junior College would be eligible for credit hour state aid at the rate of \$25 per credit hour of enrollment of Kansas resident students for courses at a level not higher than those offered to a freshman or sophomore in a four-year institution of post-secondary education. Such courses would have to be approved by the State Board of Education for purposes of this aid program.

S.B. 224 (Senator Langworthy, et al.). The bill requires every school transportation vehicle to be equipped with an FM business band radio at all times when the vehicle is being used for transportation of pupils or school personnel to or from school or to or from special education services on prescribed transportation routes. The buses owned by a public common carrier are excluded from this requirement as are privately owned motor vehicles for which the school district is reimbursing persons to furnish transportation to pupils or school personnel. The requirement applies only to school districts and becomes effective on July 1, 1987.

S.B. 231 (Senator Anderson). The bill prohibits the athletic department of State Board of Regents' institutions from requiring a contribution of any kind in addition to money paid for the purchase of season tickets to athletic events.

S.B. 236 (Senator F. Kerr, et al.). The bill amends the School District Equalization Act for the purpose of providing some increased school district general fund budget authority in order to encourage summertime programming. The bill provides that a school district's general fund budget authority could be increased to up to an additional 0.5 percent in order to assist it in operating summer programs and adopting extended performance salary plans. Such summer programs could include remediation, enrichment and extra-curricular activities. They also could include development of curriculum; development of more effective instructional materials, strategies and techniques; development of plans for improving pupil attitude and achievement; and formulating staff development and inservice programs.

In order to qualify for this added budget authority, the school district would be required to develop a summer program and adopt an extended performance salary plan and to submit a description thereof to the State Board of Education. (The salary plan applies to nonadministrative professional employees.)

S.B. 301 (Senate Committee on Education). The bill establishes a new program for the awarding by the State Board of Regents of Distinguished Scholar and Regents Distinguished Teacher Education Scholar financial awards.

The maximum awards under this program are \$1,000 per semester for a maximum of eight semester for a Regents distinguished scholar and \$1,000 per semester for a maximum of ten semesters of undergraduate study for a Regents distinguished teacher education scholar.

These scholarships could be used at a Regents' institution, Washburn University, and accredited independent colleges and universities.

Qualifications to become a Regents distinguished scholar include Kansas residency, acceptance for admission to or enrollment fulltime in an eligible educational institution, and a minimum score of 30 points on the American College Testing (ACT) assessment. After having qualified for the initial award, a person remains qualified by continuing in good standing in school and maintaining at least a 3.5 cumulative grade point average. Additional requirements applicable to a Regents distinguished teacher education scholar include obtaining junior or senior status and having enrolled in or been accepted for admission to a teacher education program approved by the State Board of Education and operated by an eligible institution.

Beginning in 1985-86, the State Board of Regents designates persons qualified as Regents distinguished scholars or regents distinguished teacher education scholars and awards initial scholarships to not more than 125 designees. The person would be eligible for this scholarship as well as tuition grants or state scholarships. These scholarships are not considered in determining financial need under the tuition grant or state scholarship program.

S.B. 312 (Senate Committee on Judiciary). The bill is designed to eliminate the practice of hazing. Employees of public or private secondary schools or post-secondary educational institutions are prohibited from recklessly permitting the hazing of students or prospective students. Violation of this prohibition is a class C misdemeanor.

The bill permits any person subjected to hazing to file a civil action for injury or damages, including mental and physical pain and suffering, resulting from hazing. An action may be brought against any participants in the hazing, any organization whose officers permitted the hazing, and any employee of an educational institution who knew or reasonably should have known of the hazing and did not make reasonable attempts to prevent it. If any employee of an educational institution is found liable in an action under S.B. 312, the employing educational institution itself also may be found liable. The consent of the plaintiff or any assumption of risk by the plaintiff is no defense to an action brought under S.B. 312. The educational institution does have an affirmative defense if that institution actively was enforcing a policy against hazing at the time the incident occurred.

B. Senate Concurrent Resolutions

S.C.R. 1610 (Senator Salisbury, et al.). The concurrent resolution directs the State Board of Regents in cooperation with the State Board of Education to establish a regional system of study teams to explore and evaluate the accessibility and quality of existing teacher education programs and to make recommendations for strengthening such programs. To accomplish this objective, the State Boards would divide the state into six regions composed of an essentially equivalent number of school districts. Every school district would be included in one of the regions. Each region also would include one of the Regents' teacher education institutions. One study team would be established in the region. The study teams would be composed of the dean and two other faculty members of the teacher education institution, the Commissioner of Education (or designee), one person representative of school administrators from each school district in the region, two persons from each school district in the region who are representative of teachers, and two school district patron representatives from each school district in the region. In June of 1986, the two State Boards would evaluate the study results and develop an action plan that incorporates the recommendations of the study teams, identifies the needs of teacher education programs, and proposes recommendations for meeting the needs identified.

S.C.R. 1613 (Senate Committee on Education). The concurrent resolution urges schools and boards of education to provide programs which will help prepare youth for life development. The objective of such a program should be accomplished with the assistance of local community organizations.

(See HCR 5008, which is identical.)

C. House Bills

H.B. 2101 (Representatives Pottorff and Fuller). The bill amends the School District Equalization Act to change from September 15 to September 22 the date for determining enrollment for purposes of that law. This date is used in the determination of school district general fund budget authority and general state aid and transportation aid entitlements.

H.B. 2116 (House Committee on Education — As Amended by the Senate Committee on Education), The bill does two things. First, it provides that the primary contract of employment of any teacher may be terminated or nonrenewed by a board of education on the basis of refusal by the teacher to nonrenew or fulfill the provisions of a supplemental contract. Second, it amends the continuing contract provisions

applicable to teachers in school districts, area vocational-technical schools, and community colleges to change from May 10 to May 5 the deadline the teacher must observe in notifying the board of the teacher's intent not to renew the contract for the next year. It also changes from April 15 to April 10 the deadline the board of a school district, interlocal cooperative, or area vocational-technical school must observe in notifying an administrator of its intent not to renew the administrator's contract for the next year and from May 1 to May 5 the deadline the administrator must observe in notifying the board of the administrator's intent not to renew the contract.

(H.B. 2116 was rereferred to the Senate Committee on Education from the Committee of the Whole.)

H.B. 2391 (Representative Wunsch). The bill allows governing boards of educational institutions to enter into agreements with local law enforcement agencies of the state to provide instruction. The current law allows educational institutions to enter into agreements only with state agencies.

D. House Concurrent Resolutions

NONE

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