

Approved March 2, 1987
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Denise Apt at
Chairperson

3:30 a.m./p.m. on February 17, 1987 in room 519-S of the Capitol.

All members were present except:

Representative Don Crumbaker, Representative George Dean, Representative Robert D. Miller, Representative Marvin Smith who were excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Elizabeth Baker
James Copple, Wichita Federation of Teachers
Bob Goodwin, Kansas Association of School Social Workers
Kathy Johnson, Parent and Resource Coordinator for Families Together, Inc.
Laura McCall, Kansas Association of School Social Workers
Mary Burke, Kansas Federation Council for Exceptional Children
Raoul Berman, Social Worker
Preston Williams, Social Worker
Michael Byington, Kansas Association for Blind & Visually Impaired
Tami Rose, South Central Kansas Special Education Cooperative
Pam Gleason, South Central Kansas Special Education Cooperative
Iva Lou Dunn, Citizen from Pratt, Kansas
Mark McGuire, Atchison-Jefferson Educational Cooperative
Nancy McGinnis, Atchison-Jefferson Special Education Cooperative
Robert Stinson, President, Kansas Vocational Association
Herman Cline, Special Education Director, USD #233
Kay Coles, Kansas National Education Association
Katharine Dysart, Wichita Public Schools, USD #259
Dr. Jim Dyk, Wichita Public Schools, USD #259
Connie Hubbell, State Board of Education
Bruce Passman, President, Kansas Association of Special Education Administrators
Dawn Merriman, Association of Retarded Citizens of Kansas
Lynn Bodle, Girl Scout leader
Jim Haswell, President, Engineered Packaging Corporation
Jerry Buckley, Kansas Advisory Council on Arts with the Handicapped
John Koepke, Kansas Association of School Boards
Kenneth Rogg, Schools for Quality Education
Howard Shuler, Superintendent, Washburn-Auburn USD #437, representing United School Administrators
Don Nigus, High Plains Education Cooperative, Ulysses

Chairman Apt opened the meeting by giving the conferees guidelines for speaking and then gave a brief explanation of HB 2184, special education services, definition of special teacher affected.

Representative Elizabeth Baker testified against HB 2184 saying passage of this bill would not resolve the problems surrounding special education funding. (Attachment I)

James Copple, Wichita Federation of Teachers, spoke against HB 2184 saying the positions being recommended for removal from the special education category are essential to the education of children, both urban and rural. (Attachment II)

Bob Goodwin opposed HB 2184 stating it appears counterproductive to cut funding for these special education programs.

Kathy Johnson spoke against HB 2184 saying it would have an adverse effect on special needs children. (Attachment III)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~am~~ p.m. on February 17, 1987

Laura McCall, asked that HB 2184 be reconsidered saying social work services were necessary to implement the special education programs required by law. (Attachment IV)

Mary Burke opposed HB 2184 saying it arbitrarily chooses selected mandated services for elimination of support. (Attachment V)

Raoul Berman spoke against HB 2184 expressing his belief that social workers are needed in providing the best education for special needs children.

Michael Byington opposed HB 2184 emphasizing creative arts therapy was needed by the severely handicapped. (Attachment VI)

Preston Williams spoke against HB 2184 saying all youth regardless of handicapped condition should be guaranteed an education.

Tami Rose said HB 2184 eliminates important services to handicapped students and therefore should not be passed. (Attachment VII)

Pam Gleason spoke against HB 2184. (Attachment VIII)

Iva Lou Dunn opposed HB 2184 stating cutting vocational special needs would have a detrimental effect upon helping prepare special ed students for the world of work. (Attachment IX)

Mark McGuire testified against HB 2184 saying many important non-mandated programs will be eliminated by this bill. (Attachment X)

Nancy McGinnis opposes HB 2184 saying a better job is being done preparing handicapped individuals for employment today and loss of the mandated programs will result in progress being stopped. (Attachment XI)

Robert Stinson spoke against HB 2184 because of the programs that would be eliminated. (Attachment XII)

Herman Cline spoke against HB 2184 because of the burden it would place on the Olathe District Schools. (Attachment XIII)

Kay Coles spoke in opposition to HB 2184 saying it did not address the true concerns about the costs of special education. (Attachment XIV)

Katharine Dysart stated the Wichita Board of Education found HB 2184 unacceptable.

Dr. Jim Dyk spoke in agreement with the previous testimony given by Katharine Dysart and opposed HB 2184. (Attachment XV)

Connie Hubbell spoke in opposition to HB 2184 and recommended that special education services be funded at 95 percent of excess cost. (Attachment XVI)

Bruce Passman stated HB 2184 is not the most effective way of dealing with the problems of special education services and therefore opposes it.

Dawn Merriman opposed HB 2184 saying if we continue to make cuts in educating our children we will be selling our most precious resource short. (Attachment XVII)

Don Nigus spoke in favor of HB 2184 saying the bottom line of special education funding is dollars and cents and with the cooperation of the State Board of Education, Special Education Administrators, can come up with an efficient and effective way to fund special education.

Lynn Bodle spoke against HB 2184 saying the special programs were essential to the growth and education of all children.

Jim Haswell spoke against HB 2184 stating it would reduce Kansas' ability to attract industry and families because our education system would be taking a step backward.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~xxx~~p.m. on February 17, 1987.

Gerry Buckley spoke in opposition to HB 2184 saying it represents a retreat in Kansas' commitment to provide quality education to its special populations. (Attachment XVIII)

John Koepke testified in favor of HB 2184 saying it would be easier to reinstate these programs under the 95 percent funding. He also said school districts to not have the choice of removing mandated programs.

Kenneth Rogg supported HB 2184 and stated he agrees with the testimony given by Mr. Koepke.

Howard Shuler spoke in favor of HB 2184 saying their position has always been for 100 percent funding of the excess cost for all Mandated Special Education Programs. (Attachment XIX)

Hearings on HB 2184 were declared closed by the chairman and the meeting was adjourned at 4:48.

The next meeting will be February 18, 1987 in Room 519-S.

Judy Parker submitted testimony concerning HB 2184 at the close of the meeting (Attachment XX).

DATE February 17, 1987

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
HERMAN CLINE	USD 233	1005 PITT ^{OLATHE} 66061
BOB STINSON	USD 233	" "
Debbie Wands	Exceptional Family Member Program	Bldg 37 Ft. Riley Ks
Don Williams	USD #475	P.O. Box 370 Junction City 66441
Joe RUGGERIO	USD #475	P.O. Box 370 Junction City, Ks. 66441
Bonnie Robles	USD 501	918 West 10th Topeka
Mike Whittier	USD 233	600 E Prairie St. Olathe, Ks 66061
Elaine Orush	Assoc. for Retarded Citizens / ^{Dist.} Col.	P.O. Box 3304 Lawrence, Ks. 66046
Jan McCall	Ks. Assoc. of School Social Workers	918 W 10th Topeka 66604
Raul Beriman	USD #501	RR 2 ⁶⁶⁰⁸⁶ Junction City, Ks.
Jan Hellinghead	ARC / Dq. Cty	707 Ash Lawrence Ks ⁶⁶⁰⁴⁴
Carol A. Duckworth	Assoc. for Retarded Citizens of Kansas	2615 West 24th Terrace Lawrence, KS 66046
Don Fast	Dir. of Sp. Ed.	725 Main NE ⁶⁷¹¹⁴ Manhattan, KS
DON HERBEL	USD 497 LAWRENCE	2017 Louisiana LAW, Ks
Mary Burke	Ks Federation Council for ^{Children} Exceptional	9208 W. 112th St. Overland Park, KS 66210
ED REGAN	USD 512	18160 MACKAY O.P. KS 66212
Deirdre Zangher	student	2001 E. 15th Terr. Olathe KS 66062
Lynn Bishop	Southwest Kan. Coop #613 Dodge	Box 460 Dodge City 67801
Jim Dye	Wichita Public Schools	640 N Emporia WICHITA KS, 2640 Daley Salina, Ks
Joyce Trent	Saline Co. Assn. For Retarded Citizens	2007 Raymond Salina Ks 67401
Luberta Schwartz	Saline Co. Assn. Retarded Citizens	ARC Norton, Ks.
Gudy Luckert	NWK ARC →	ARC Norton, Ks.
Jandra Shivers	NWK ARC " "	ARC Norton, Ks.
Brent Hlayin	ARC/Kansas	1111 W. 59th Sen. Shawnee, Ks. 66205

DATE _____

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Dorothy Reichelderfer	USD # 321	St Marys
Leanne Burt	USD # 321	St Marys
Laura N. Clark	Sed. Co. Sp. Ed. Coop.	620 Industrial Goddard, KS 67052
Wendy S. Wilson	USD # 450	Tecumseh, Ks
Diana Redger	Close-up Kansas	Goddard Ks.
John M. Fernald	Stch. Gr. Ed. Cntr	Oskaloosa Ia.
Dona L. Nigro	High Plains Educ. Co. #611	Ulysses, Ks.
Amy Eddles	Close-Up Kansas	Goddard, Ks.
Vicki Besterung	Close-Up Kansas	Goddard KS
ERIN DIETZ	CLOSE-UP KANSAS	WICHITA, KS
Jill Casey	Lawrence J. World	Lawrence
Betsy Harlan	Hearing Impaired	Wakarusa
Richard Famb	KASB	Topeka
John Kreyer	KASB	Topeka
Michael J. DeLuzio Kowsky	Concern Parents	Lawrence
Fern Ferguson	KVA	Topeka
Nancy Davis	Ks. State Nurses Assoc.	Topeka
Jillene Wall	Close-up Kansas	Colby
WILL BELDEN	CLOSE-UP KANSAS	COLBY
Jimmy Garrett	close-up Kansas	
Gilbert Gonzalez	Close-up Kansas	Kansas City
Helen Stephens	KCK #500	Topeka
Jim Yonally	USD # 512	Shawnee Mission
Jannah K. Lang	parent	Lawrence

ELIZABETH BAKER
 REPRESENTATIVE, EIGHTY-SECOND DISTRICT
 SEDGWICK COUNTY
 1025 REDWOOD RD.
 DERBY, KANSAS 67037



TOPEKA

HOUSE OF
 REPRESENTATIVES

COMMITTEE ASSIGNMENTS
 VICE CHAIRMAN: ELECTIONS
 MEMBER: ECONOMIC DEVELOPMENT
 JOINT COMMITTEE ON
 ECONOMIC DEVELOPMENT
 LOCAL GOVERNMENT

TO: House Committee on Education
 FROM: Representative Elizabeth Baker
 DATE: February 17, 1987
 RE: HB 2184

Looking back, "The first landmark in special education case law actually came two decades before Congress enacted P.L. 94-142, in a case in which the students were not handicapped: the U.S. Supreme Court's racial desegregation decision in *Brown v. Board of Education* (347 U.S. 483).

'It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education,' wrote the justices, paving the road for future cases involving handicapped students. 'Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.'

In the late 1960's, handicapped rights advocates applied the principles in *Brown* to their own clients' cases, but at first the results were mixed or limited.

Lightning struck with the *Pennsylvania Association of Retarded Citizens (PARC) v. Commonwealth* (334 F. Supp. 1257) in 1971. Ruling in a class action filed for mentally retarded children, a federal district court in Philadelphia overturned a Pennsylvania law that relieved schools of the responsibility to enroll "uneducable" or "untrainable" children. After hearing extensive expert testimony, the court found that mentally retarded children can benefit from education.

'The groundbreaking lightning bolt there was (the notion) that these kids could learn,' said Reed Martin, an attorney with Advocacy Inc., in Texas. 'Up until then we warehoused our kids in institutions, because 'those poor kids aren't educable, God bless them.'

On November 29, 1975, President Gerald Ford climbed on an airplane for China. Left behind in the White House was a bill he had just, reluctantly, signed into law.

After the president was airborne, his aides announced that Ford had signed the Education for All Handicapped Children Act, P.L. 94-142.

Ford had planned to veto the bill because he feared its high price tag - estimated to reach \$3 billion to \$4 billion - would further push up the country's growing inflation rate. Instead, after Ford's aids apparently convinced the president his veto would be overturned, Ford put his name on the landmark legislation." ¹

These were the beginnings. That high price tag of concern felt by President Ford has followed special education down the road to today's hearings. The rationale behind HB 2184 that is being offered by its proponents is the supposition that it is an alternative solution to these rising costs and therefore it will supposedly address some of the problems with special education funding.

Special education funding is truly a concern to all legislators. It is imperative that we examine the program and determine what would provide full equality of opportunity for growth of the special child.

From the findings of Education of the Handicapped, 20 U.S.C. Sec. 1400, 1974, "more than half of the handicapped children in the U.S. do not receive appropriate educational services which would enable them to have full equality of opportunity"... "...state and local agencies have a responsibility to provide education for all handicapped children, "

In 1974 the Kansas Legislature enacted legislation that provided for the reimbursement of special education costs based on FTE teachers, rather than student enrollment in special services. At that time the rationale given for instituting this type of funding formulae was that it was difficult to determine accurate pupil/teacher ratio, e.g., many times a student might see a teacher 30 minutes, 3 times a week and/or once a week for an hour. The legislature believed this was a reasonable approach to assure that equal educational opportunity would be available to all children in need of special services. The result of this funding formulae has been a much smaller pupil/teacher ratio in rural areas while urban numbers are larger and continue to grow.

Associated with the reimbursement problems are the results of the mandate of PL-94-142 that de-institutionalized many children. Again from the findings of Education of the Handicapped, "one million of the handicapped children in the U.S. are excluded entirely from the public school system and will not go through the educational process with their peers."

Those children, once institutionalized are now being educated in the public schools and form the majority of students in severely mentally handicapped (SMA) classrooms. Those children many times need medical services that are only available at regional health care centers located in urban areas. Their parents have re-located both jobs and homes in an effort to meet those needs. In addition, parents and their children who suffer from varying physical and mental handicaps and who were not part of the de-institutionalizing process, have also migrated towards the urban areas because of this availability of a wide spectrum of special services.

Another area of fiscal concern centers around districts that have established inter-local agreements. These districts have formed additional layers of administration contributing heavily to increased costs. Parenthetically, it should be noted that an additional inequity exists in the costs of paraprofessionals in rural areas in contrast to paraprofessionals in urban areas, although reimbursement is the same.

¹Weiner, Roberta, P.L. 94-142: Impact on the Schools, Capitol Publications, Arlington, Virginia, 1985, p. 13.

Today, I appear before you to testify that there are many problems surrounding special education funding, but HB 2184 will not resolve or partially resolve these problems. This bill is a parsimonious pretext for discriminating against special education in urban districts while maintaining adequate funding for rural districts.

This bill slashes 54 positions from the Wichita School District. thirty of those are social workers. This bill slashes 32 plus positions from Shawnee Mission School District. Twelve of those are social workers. This bill slashes 30 plus positions from the Topeka School district. Sixteen of those are social workers. Although the Derby District has only 3 social workers, my district is adamant in their opposition to this bill. I visited with my superintendent at length as to the ramifications of this legislation and what the loss of those 3 social workers would mean to our district. I also visited with the elementary principal in whose school the social workers spend considerable time. Those social workers are critical to our special education program. My superintendent and the principal were emphatic in their support of the continuance of these positions and they were unshaken in their opposition to this bill.

This bill represents a departure from the present policy of the Kansas Legislature of providing equal educational opportunity for all children, e.g., the strange twilight world of the autistic child may only be entered through the teaching model used by the music educator.

This proposed legislation is obviously an attempt by rural legislators and superintendents to modify the Governor's plan in their favor and at the expense of the urban districts. We must address both rural and urban needs equally and fairly.

Your vote concerning this issue will send a message to those wretched victims of disability concerning the extent to which you as legislators are truly dedicated to equality in education. I urge you to vote NO on HB 2184.

EB/bs

HA

DISTRICT	#	ART THERAPY		DANCE/ MOVEMENT THERAPY		MUSIC THERAPY/ SPECIAL MUSIC EDUCATION		RECREATION THERAPY		WORK STUDY/ VOCATIONAL	
		PROF	PARA	PROF	PARA	PROF	PARA	PROF	PARA	PROF	PARA
LEROY-GRIDLEY	D0245	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHEAST	D0246	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHEROKEE	D0247	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GIRARD	D0248	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FRONTENAC PUBLIC SCHOOLS	D0249	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PITTSBURG	D0250	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTH LYON COUNTY	D0251	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTHERN LYON COUNTY	D0252	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EMPORIA	D0253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BARBER COUNTY NORTH	D0254	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH BARBER	D0255	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARMATON VALLEY	D0256	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IOLA	D0257	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
HUMBOLDT	D0258	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WICHITA	D0259	1.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00
DERBY	D0260	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
HAYSVILLE	D0261	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VALLEY CENTER PUBLIC SCHOO	D0262	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MULVANE	D0263	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CLEARWATER	D0264	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GODDARD	D0265	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAIZE	D0266	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RENWICK	D0267	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHENEY	D0268	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALCO	D0269	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PLAINVILLE	D0270	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
STOCKTON	D0271	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WACONDA	D0272	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BELOIT	D0273	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OAKLEY	D0274	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRIPLAINS	D0275	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MANKATO	D0278	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JEWELL	D0279	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST GRAHAM-MORLAND	D0280	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
HILL CITY	D0281	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST ELK	D0282	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ELK VALLEY	D0283	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHASE COUNTY	D0284	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CEDAR VALE	D0285	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHAUTAUGUA COUNTY COMMUNIT	D0286	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST FRANKLIN	D0287	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CENTRAL HEIGHTS	D0288	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WELLSVILLE	D0289	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTTAWA	D0290	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GRINNELL PUBLIC SCHOOLS	D0291	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GRAINFIELD	D0292	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
QUINTER PUBLIC SCHOOLS	D0293	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OBERLIN	D0294	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PRAIRIE HEIGHTS	D0295	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

HA

HA

HA

HA

HA

DISTRICT	#	ART THERAPY		DANCE/ MOVEMENT THERAPY		MUSIC THERAPY/ SPECIAL MUSIC EDUCATION		RECREATION THERAPY		WORK STUDY/ VOCATIONAL	
		PROF	PARA	PROF	PARA	PROF	PARA	PROF	PARA	PROF	PARA
KANSAS CITY	D0500	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00	0.00
TOPEKA PUBLIC SCHOOLS	D0501	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00
LEWIS	D0502	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PARSONS	D0503	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OSWEGO	D0504	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHETOPA	D0505	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LABETTE COUNTY	D0506	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SATANTA	D0507	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BAXTER SPRINGS	D0508	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH HAVEN	D0509	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ATTICA	D0511	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SHAWNEE MISSION PUBLIC SCH	D0512	0.40	0.40	0.00	0.00	1.00	2.00	0.00	0.00	3.00	1.50
ALLEN COUNTY EDUCATIONAL C	D0601	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHWEST KANSAS EDUC COOP	D0602	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ANW SPECIAL EDUCATION COOP	D0603	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2-COUNTY CAREER EDUCATION	D0604	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CENTRAL KS SPEC ED C	D0605	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUTLER COUNTY EDUCATIONAL	D0606	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRI-COUNTY SPECIAL EDUC CO	D0607	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ATCHINSON-JEFFERSON EDUC C	D0608	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SE KS REG EDUC SERVICES CT	D0609	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RENO CO EDUC COOPERATIVE	D0610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.80
HIGH PLAINS SPECIAL ED COO	D0611	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EAST CENTRAL VOCATIONAL CO	D0612	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTHWEST AREA SP ED PROJE	D0613	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EAST CENTRAL KS COOP IN ED	D0614	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00	0.00
BROWN CO KS SPECIAL ED COO	D0615	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DONIPHAN CO EDUCATION COOP	D0616	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.00
MARION COUNTY SPECIAL ED.	D0617	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SEDWICK CO AREA ED SERV CO	D0618	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUMNER CO SPECIAL ED COOP	D0619	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00
***** STATE TOTALS		1.40	0.40	0.00	0.00	7.00	2.00	0.00	0.00	16.10	10.60

Wichita Federation of Teachers

Local 725, American Federation of Teachers, AFL-CIO



TESTIMONY IN OPPOSITION TO HOUSE BILL NO. 2184

James E. Copple
Legislative Director
Wichita Federation of Teachers

Madame Chairman, members of the House Education Committee, recent discussion related to the funding and definition of special education programs is of concern to teachers in Wichita. The bill before us would jeopardize the integrity of fifty positions, thirty of which are social workers, in a district whose needs for special education services continue to grow. We are being asked to remove from the definition of Special Education, positions that are vitally important, if we are to meet the needs of children in the changing urban setting. If House Bill No. 2184 is read favorably, in order to maintain vital and mandated services, districts will eventually be forced to fund programs from sources that currently support instructional and salary needs of all teachers.

Madame Chairman, it is difficult for us to believe that our only alternative to the Governor's proposed cuts in Special Education is House Bill No. 2184. To embrace the current proposals would be to cut the legs out from under programs that address the needs of children, who, by virtue of their exceptionalities, are already disenfranchised from the mainstream of education. We will utilize the language of economic development and yet, turn our backs on its most critical component - education. We will build highways and fund bridges but place many of our districts in the awkward position of choosing between 85% funding for all special education programs or 95% funding for some special education programs.

We empathize with the predicament of the legislature. Over the past thirteen years, you have witnessed dramatic increases in the funding of special education. If those increases reflect waste or the development of superfluous programs, then

Attachment II
House Education 2/17/87

let us address those specific issues. However, the positions being recommended for removal from the special education category are essential to the education of children, both urban and rural. We cannot separate services that are given to a child outside of the classroom from his/her performance inside the classroom. Over 85% of the case load of Wichita School District Social Workers are related to the needs of children who fall far below the poverty level. Those children suffer from poverty; in some cases they suffer from abuse; and as a consequence, they suffer from educational neglect. Social Workers and psychologists, to name only of two of the positions being threatened, are essential to the districts if we are to maintain our mandate. We will need to do this without jeopardizing the existing instructional and staff needs of the main educational mission of a district. House Bill No. 2184 will produce that threat.

The Wichita Federation of Teachers believes that we must again ask the legislature to examine its priorities. If the economic development measures before the legislature are to have credibility, we will need to convince industry and business that we are serious about education. House Bill No. 2184 and similar proposals send the wrong signal. In the long run, we cannot afford House Bill No. 2184, nor will we be able to afford the social costs for failing to serve children who need the professional skills of the positions we are redefining.

TO: House Education Committee

FROM: Kathy Johnson, Parent, and Resource Coordinator
for Families Together, Inc.

RE: House Bill 2184

Madame Chairperson and Members of the House Committee on Education:

I am the parent of a five year old girl with Cerebral Palsy, who attends the Capper Foundation.

In both my professional capacity and my role as a parent I urge you to maintain funding as it has been under the federal law Public Law 94-142 and the current State Statutes.

As an educator and a parent I value such school programs as physical education, music, art, and sports as an important opportunity for all children to grow and learn to their potential. I feel it is just as important, if not more important, for my daughter with a physical impairment to participate in these activities as it is for my six year old daughter in regular education. The only way my physically impaired daughter can ever participate in these activities is with the help of trained therapists.

It is my opinion that a decrease in state aide, or the elimination or reduction of personnel would have an adverse affect on my child and other special needs children. I would like to ask this committee to maintain the current law, thus complying with the full intent of P.L. 94-142.

Attachment III
House Education 2/17/87

4

Laura McCall, LSCSW
School Social Worker
Legislative Chairperson
Kansas Association of School Social Workers
232-0551
266-9345

I am here to voice my opposition to HB 2184 which proposes to exclude social workers from state reimbursement. I am aware of the financial problems facing Kansas. I work with families who are struggling to find jobs and provide for their basic needs of food, water, and shelter. Families are already straining under the stresses of inadequate budgets. HB 2184 is not an adequate solution to our problems.

According to Public Law 94-142, handicapped children have the right to special education and related services. Social Work is a related service that has been written into many students' Individual Education Plans (IEP's) to enhance and support their educational program. Usually this is individual counseling, group work, or assisting in behavior management programs. These services must continue to be provided regardless of state aid.

School Social Work services are necessary to the effective implementation of special education programs required by law (KSA 72-96, 72-980, and 72-933). Kansas Administrative Regulation K.A.R. 91-12-55 states, "The services of a school social worker certificated and endorsed by the State Board of Education or a clinical social worker certified by the Kansas Behavioral Sciences Regulatory Board shall be available to each behavior disorders program." These services will continue despite state reimbursement.

School social workers provide preventitive services in the schools they serve. They work with individual students, do crisis intervention, group work, social skills training, and parenting groups. These services can support students and keep them out of special education programs.

Social workers are vital to special education and regular education. Their training is unique. They are often the first person to establish contact with parents from the special education staff. They act as a liaison between the school, home, and community. They have been trained to assist schools in understanding social, economic, and cultured factors that can influence a child's educational performance. This frame of reference is a valuable tool in guaranteeing that a child receives a complete, multifaceted nondiscriminatory evaluation.

Schools need social workers. I realize the issues and problems facing us are complex.

Please reconsider this bill. I am willing to serve on a committee or assist in any way that I can to help you reconsider the options.

Testimony Before
The Kansas House Education Committee
February 17, 1987

Chairman Apt, Members of the Education Committee

My name is Mary Burke. I reside at 9208 W. 112th Street, Overland Park, Kansas. I am here today, representing the Kansas Federation Council for Exceptional Children an organization of 1000 members from across the State of Kansas who are teachers and related services staff who work with exceptional children and youth.

We are opposed to House Bill 2184, which recommends the elimination of state reimbursement to local school districts for specific categories of personnel who deliver mandated services. The personnel designated in this bill deliver services to those students who are the most severely disabled and dependent on the services. The Severely Multiply Handicapped population are an example of those most in need of these related services.

Parents of Severely Multiply Handicapped students need the services of the school social worker in assisting them in dealing with having a totally dependent child in need of 24 hour care in the home. Parents have to use a wide range of services in the community and since they are already overburdened with the care of a severely handicapped child attempting to access those services becomes very confusing and overwhelming. Social workers are the key resource for parents in finding those needed services. They also provide counseling to parents in times of crisis and in adjusting to their child's handicap. Because multiply handicapped students have many chronic illnesses, take continual medications and have frequent hospitalizations the school nurse is an essential part of the school team. She must dispense medications, monitor health needs, assist with transitions to and from the hospital and provide support to the educational staff in the daily care of the child. Adaptive physical education, music and art therapy are an integral part of the educational program for severely handicapped students. Many Individual Education Programs, which are legal documents, have these services specified within them.

While we realize your concern about the continued rise in costs of special education, we are opposed to this bill which arbitrarily chooses selected mandated services for elimination of support.

We would be happy to provide any additional information, at your request.

Kansas Association for the Blind and Visually Impaired, Inc.

TO: House Committee on Education, Kansas Legislature

FROM: Michael J. Byington, Registered Kansas Lobbyist

SUBJECT: HB2184

DATE: Feb 18, 1987

I am delivering this testimony on behalf of the Education Committee of the Kansas Association for the Blind and Visually Impaired Inc., Esther V. Taylor, Chairperson. I also have an intense personal interest in the bill. The Kansas Association for the Blind and Visually Impaired Inc. urges you to kill this measure with utmost haste.

First of all, let me explain that, as well as lobbying, which I do essentially on a volunteer basis, I practice drama therapy with disabled individuals. I am a Master's level Registered Drama Therapist accredited through the National Association for Drama Therapy. I thus have first hand experience with the arts in special education; yet I am in an extremely appropriate position to deliver this testimony as I do not sell any of my services to any State of Kansas unified school district. My practice is limited to disabled adults served through a center for independent living.

This bill removes virtually everything except the three "R"s from special education funding. We have worked long and hard in Kansas to assure that special education programming is comprehensive, to assure that it truly offers students a well rounded education equal in quality to that offered to the non-disabled. If a special education student needs special assistance in the math and/or reading areas, then it certainly follows that special assistance will also be needed in the arts, or in physical education.

Given the above, the question then becomes, do special education students really need more than just the basics? Do such services as training in the creative arts, physical education, social work, vocational training, and counseling actually make a difference in the lives of special education students. This line of questioning can receive responses at a number of levels. Firstly, it has been well documented that we encourage arts in our communities because a strong arts orientation attracts business, tourism, and money to an area. As we, most appropriately, continue to deinstitutionalize our State's disabled population, it is important to remember that these individuals are becoming a part of the community. To participate fully, the arts and physical striving are both essential. Secondly, special education most certainly should be in the business of attempting to mold the disabled child into the most functional, productive adult possible. It is thus essential that disfunctional

aspects of the child's environment be identified and dealt with while the child is still in the formative learning process. Thirdly, most certainly vocational training and a vocational orientation should start as a part of the educational process. This is the entire spirit of House Bill 2300 which the Kansas Legislature, in its wisdom, adopted into law in the 1986 session.

As a drama therapist working with young adults, I see virtually weekly the impact which the arts have on the rehabilitation process. I work with a number of individuals who are currently institutionalized, and who are severely multiply handicapped. I see tremendous improvements in such abilities as verbal expression and range of motion through the use of drama therapy and other creative arts therapies practiced through the services of my agency's Certified Recreation Therapist. It certainly occurs to me that, had we gotten to work with these institutionalized adults earlier in life, they would probably not be institutionalized today.

We hear so much these days about the work ethic in Japan; it is interesting to me to note that while the education system of Japan does require more math than does the average graduation requirement in the United States, more of the creative arts are also required in Japan. This information is from a paper recently presented by Sharon K. Freden, Assistant Commissioner of Education. Its relevance to HB2184 is that, if the arts and leisure are necessities for the non-disabled individual's productivity, then these aspects of life are equally necessary for the disabled to achieve maximum potential.

It is doubtful that anyone would disagree with the concept that a healthy body usually costs its owner less in medical expenses than does an unhealthy one. This is no less true of the disabled. Having a disability does not excuse one from pursuing good health, nor are disabilities and bad health necessarily synonymous with each other. Appropriately adapted physical education administered by qualified professionals must thus remain a part of special education.

Vocational programming can benefit even the most severely handicapped individual making him or her more productive and less of a burden to the tax payers as an adult. Through job coaching and other supported employment programming applied as the individual is transitioning from special education to adult services, persons having intelligence quotients as low as 24 are being competitively placed in jobs at minimum wage or better. This system of placement was developed by the Research and Training Center on Rehabilitation, Virginia Commonwealth University, 1985/1986.

The above specified needs are of course true of segregated special education programming. These needs also, however, exist, perhaps even to a greater extent, in mainstreamed programming.

To survive in our communities, and certainly to achieve self-sufficiency in them, the disabled individual will be in competition with the non-disabled Jane or John Q. Public. A significant part of special education is the provision special tools in order to compete. The development of a positive self image on the

part of the disabled individual will not be facilitated if the mainstreamed disabled student always must finish last or feel that he/she was the one who screwed up the play or art project due to the disability. This situation can in fact instill a false sense of hopelessness which is counterproductive to future independence and self-sufficiency.

Special arts, counseling and physical education can make the difference. Such programming allows the disabled individual to develop pride in accomplishments and assists in assessing strengths.

This Committee is now faced with a choice. It can return special education to the dark ages of only the three "R"s and watch our next generation of disabled individuals sit in academic bliss as they vegetate in our institutions at great expense to the tax payers, or it can keep special education a comprehensive program and watch as children transition to more independent, productive, and self sufficient lives in our Kansas communities. I am keenly aware of the financial picture currently facing us in Kansas. That shaky picture for the future, however, is the vary reason I tell the Committee, it can not afford to support this bill. It will cost much more to do so down the road.

I would like to close with a story from my own childhood. Medical science has been good to me over the past few years of my life. Gadgets have been developed which give me much more usable vision than I originally had. When I was mainstreamed in elementary school, my best corrected vision was about 20/400 or five percent of normal. Art classes were, at that time, graded one, two, or three, rather than "A", "B", or "C", with one being the best and three the worst. One day, when I was in the fourth grade, the teacher was having the class members all work on art projects. This was actually more of a craft assignment as the end products were all to be quite intricate, and were all to look essentially alike. I remember my teacher walking along the isles inspecting progress on various projects. When she came to mine, she threw it on the floor, stomped on it, and screamed, "If I could give you a four, I'd give you a four!" She was of course criticizing my inability to see well enough to do the work as everyone else was doing it. I told her I did not have to take that kind of abuse from anybody and walked out of the room, not a good idea, I discovered, for a fourth grader. Nonetheless, I have not changed much over the years. I feel about HB2184 much the same as my teacher felt about my art project. If I could give it a four, I'd give it a four! The disabled should not have to take this kind of abuse from anyone!

I am Tami Rose, the Adaptive Physical Education Itinerant at the South Central Kansas Special Education Cooperative in Iuka, Kansas. I am here to speak against H.B. 2184.

I presently serve 39 students in a four county, eight district cooperative with Adaptive Physical Education Services. I have seen great strides in this area by providing service to students who were not able to leap, jump, skip, or hop; but with this categorical area, I have seen an Autistic SMH student learn to leap, jump, skip hop and even bowl. If this would have not been provided basic locomotor skills and motor development would have not taken place. Some of these accomplishments or success would of not been possible. All students need plenty of daily physical activity in order to develop their movement abilities, however they will fail to take place due to lack of opportunities, lack of motivation and lack of qualified instruction.

Every special education student is to receive physical education, especially designed if necessary, and available to every handicapped child, who is to receive a free appropriate public education. I sincerely feel that this bill eliminates important services to handicapped students, and if once these are out of categorical status, they will probably never be replaced.

We need not forget that this program is mandated at the state level, but also under P.L. 94-142. I urge all of you to consider the needs of the handicapped students that will be non-serviced by passage of H.B. 2184.

Thank you for your time and attention.

Attachment VII
House Education 2/17/87

I am Pam Gleason the IMC Director at the South Central Kansas Special Education Coop in Iuka, KS. I am here to speak against H.B. 2184.

Our IMC consists of 10,000 items that value at \$250,000. at purchased price, not replacement cost. These materials are circulated around four counties which includes eight school districts. These districts are K-12 and consist of 5400 students and 500 handicapped students.

The IMC is budgeted \$10,000. a year which gives the regular education teachers and special education teachers a wide variety of materials to use with unique needs of handicapped students because they do not work at grade level. There would be a great demand for duplication of these materials if the IMC was not available so material could be circulated.

I urge all of you to consider the needs of the handicapped students that will be non-serviced by passage H.B. 2184. I sincerely feel this bill eliminates important services to handicapped students and once these are out of categorical status, they will probably never be replaced.

Thank you for your time and attention.

9

Thank you for the opportunity to express my views on an educational issue that concerns me, H.B. 2184

Historically, education has been a vehicle with which we can improve ourselves in all ways and especially for the work force. It has been a way to enable us to provide a better living for ourselves and our family.

The cutting of vocational special needs, I feel, will have a detrimental effect upon helping prepare special ed. students for the world of work. Many of these students can become wage earning adults if given the opportunity to gain training and skills necessary to become competitively employed. Without the extra help from vocational special needs programs, a large majority of students graduate from high school without any idea of what they will or can do to become gainfully employed. These students are lost to the work force and join the ranks of the unemployed welfare recipients. Instead of becoming independent, productive citizens, these students are added to the rolls of the unemployed, unable to make a contribution to society. Unfortunately, this cycle is perpetuated with each generation until the number of people that will be affected is mind boggling.

To me, it makes more sense to spend the dollars now to save the big dollars later. As you know, once programs are cut it is extremely difficult to reinstate them in the future.

I challenge the Committee on Education with its resources, experience and knowledge, to be creative and find other alternatives rather than cutting these beneficial programs.

Iva Lou Dunn
602 S. Washington
Pratt, KS

Attachment IX
House Education 2/17/87

I AM MARK MCGUIRE, COORDINATOR OF THE VOCATIONAL EDUCATION PROGRAM FOR THE ATCHISON-JEFFERSON EDUCATIONAL COOPERATIVE IN OSKALOOSA. OUR COOPERATIVE SERVES APPROXIMATELY 660 HANDICAPPED STUDENTS IN A SEVEN SCHOOL DISTRICT AREA.

I AM HERE TODAY TO TESTIFY AGAINST HOUSE BILL 2184 AS IT IS WRITTEN, ON THE BASIS THAT, AS IT CURRENTLY READS, MANY IMPORTANT NON-MANDATED PROGRAMS WILL BE ELIMINATED. I PRESENTLY HOLD A POSITION IN ONE OF THOSE PROGRAMS FACING ELIMINATION.

THE HANDOUT I HAVE JUST GIVEN YOU LISTS THE DUTIES THAT A VOCATIONAL SPECIAL NEEDS COORDINATOR PERFORMS. WITHOUT FUNDING FOR THE NON-MANDATED PROGRAMS, STUDENTS WILL NO LONGER RECEIVE THESE SERVICES AND TO ILLUSTRATE, I WOULD LIKE TO SHARE A SHORT STORY OF ONE EXCEPTIONAL CHILD.

"WHATEVER HAPPENED TO MARY?"

MARY WAS NOT YOUR USUAL AVERAGE STUDENT. SHE WAS SLOW TO LEARN AND SOCIALLY IMMATURE. THE SCHOOL STAFF BECAME CONCERNED AND, AT AN EARLY AGE, SHE WAS DIAGNOSED "EXCEPTIONAL". WITH LOTS OF HELP, MARY MANAGED TO GET THROUGH THE ELEMENTARY ACADEMICS. BUT LO AND BEHOLD, MARY ARRIVED AT HIGH SCHOOL. WITH SO MUCH MORE AT STAKE, THE SCHOOL STAFF KNEW EXTRA HELP WAS NEEDED.

LUCKILY FOR MARY, THROUGH THE WISDOM OF EDUCATORS AND GOVERNMENT, VOCATIONAL EDUCATION HAD BEEN FUNDED. MARY RECEIVED VOCATIONAL TESTING, INSTRUCTION IN SURVIVAL SKILLS AND HOW TO GET AND HOLD A JOB. SHE WAS COUNSELED BY A VOCATIONAL EDUCATION COORDINATOR WHO HELPED MARY DECIDE TO ATTEND VO-TECH TO DEVELOP SOME EMPLOYABILITY SKILLS. MARY WAS PLEASED BECAUSE SOME OF HER FRIENDS HAD ALSO BEEN HELPED BY THE VOC-ED COORDINATOR TO FIND JOBS THAT BUILT THEIR CONFIDENCE AND SENSE OF RESPONSIBILITY THROUGH THOSE JOBS.

MARY DID WELL AT VO-TECH. SHE FINISHED THE SPECIAL TRAINING AND WAS ALLOWED TO ENTER THE REGULAR VO-TECH PROGRAM. WITH SUPPORT FROM THE VOC-ED COORDINATOR, MARY IS SUCCESSFULLY MAKING THE TRANSITION FROM STUDENT TO CONTRIBUTING MEMBER OF HER COMMUNITY.

MARY'S PARENTS ARE VERY GRATEFUL BECAUSE THEY REMEMBER LITTLE JOE WHO LIVES ON FOURTH STREET WITH HIS ELDERLY MOTHER. IT WAS NOT SO LONG AGO THAT NO VOCATIONAL HELP WAS PROVIDED FOR "EXCEPTIONAL" CHILDREN. JOE WAS A CANDIDATE FOR SHELTERED LIVING WORKSHOPS BUT THERE WAS NO ONE TO HELP THE FAMILY OR MAKE THEM AWARE OF HIS OPTIONS. WHAT WILL HAPPEN TO JOE WHEN HIS MOTHER IS NO LONGER AROUND?

SAM IS ANOTHER "EXCEPTIONAL CHILD", NOW AN ADULT, WHO WANDERS AIMLESSLY THROUGH TOWN. HE TRIED TO GET A DISHWASHING JOB AT THE LOCAL CAFE BUT SINCE HE HAD RECEIVED NO TRAINING, IT WAS TOO MUCH FOR THE OWNER TO HANDLE. SAM NEVER HAD THE OPPORTUNITY TO DEVELOP SOCIALLY ACCEPTABLE BEHAVIORS AND REAL KNOWLEDGE OF THE SKILLS REQUIRED TO HOLD JOBS. HE NEVER HAD THE OPPORTUNITY TO BE TRAINED IN A HANDS-ON SITUATION. WHAT WILL HAPPEN TO SAM?

MARY'S STORY HAS A HAPPY ENDING. SHE AND HER "EXCEPTIONAL" FRIENDS ARE ON THEIR WAY TO BECOMING SELF-SUFFICIENT PRODUCTIVE MEMBERS OF SOCIETY. WHAT ABOUT THE "EXCEPTIONAL" CHILDREN WHO WILL FALL INTO THE ABYSS CREATED BY ABOLISHING VOCATIONAL FUNDING?

SOME STUDENTS ARE TRANSPORTED TO SCHOOLS OUTSIDE THEIR HOME DISTRICTS; WHO WILL HELP THEM WITH VOCATIONAL DECISIONS? REGULAR EDUCATION COUNSELORS HAVE LITTLE ENOUGH TIME TO SPREAD AMONG ALL THE HIGH SCHOOL STUDENTS. WILL THEY BE ABLE TO SPEND THE REQUIRED TIME TO COUNSEL, TEST, ADVISE, ASSIST IN OBTAINING SPECIALIZED MATERIALS, AND DO FOLLOW-UP FOR A HANDFUL OF SPECIAL STUDENTS' VOCATIONAL NEEDS?

NO ONE WOULD WANT TO TAKE AWAY THE DIGNITY OF A HANDICAPPED PERSON IN HOLDING A JOB, NOR THE RIGHT TO FUNCTION AS A CONTRIBUTING INDIVIDUAL. VOCATIONAL EDUCATION FUNDING PROVIDES ALL THE NECESSARY INGREDIENTS TO ACCOMPLISH THE TASK OF EDUCATING, TRAINING, PLACING AND FOLLOW UP TO "EXCEPTIONAL" STUDENTS.

Atchison-Jefferson Educational Cooperative

Cooperating Schools

USD 338 Valley Falls
USD 339 Jefferson Co. North
USD 340 Meriden
USD 341 Oskaloosa
USD 342 McLouth
USD 343 Perry
USD 377 Effingham

Box 488 — 404 Park Street
Oskaloosa, Kansas 66066
Phone (913) 863-2919

John McFarland, *Director*
Noreen Cole, *Clerk*
Gary L. Nott, *Treasurer*

BENEFITS PROVIDED TO HANDICAPPED STUDENTS THROUGH VOCATIONAL EDUCATION

Vocational Curriculum:

- A. Provides assistance to Special Ed Departments in developing Coop wide curriculum in the skill areas of:
 1. survival
 2. daily living
 3. banking/budgeting
 4. interviewing
 5. recreation
 6. successfully obtain/maintain employment
- B. Provides discussion of individual classroom curriculum needs with teachers.
- C. Suggests specific specialized material for classroom needs.
- D. Conducts video-taped mock employment interviews and allows students the opportunity to critique his/her performance.

Vocational Education Testing:

- A. All sophomores of all exceptionalities excluding gifted are tested.
- B. Test results are scored and reviewed with student, parents, and classroom teacher.
- C. Activities are suggested that will enhance the student's abilities and correct any deficit areas.

Vocational Counseling:

- A. Disseminate information regarding vocational options provided by the Cooperative to all junior high Special Ed students and their parents.
- B. Conference with high school Special Ed students in respect to their participation in the Vocational Education Program.
- C. Provide intervention services to students who experience difficulties on the job or in Vo-Tech placements.
- D. Obtain information and contact related service agencies for students and/or parents.

Work/Student Program:

- A. Research possible work sites.
- B. Interview student as prospective employee.
- C. Correlate student abilities with job requirements.
- D. Match students and available placements.
- E. Place students in appropriate job stations.
- F. Provide on-going supervision and liaison between school and employers.
- G. Provide counseling for students, when necessary, to improve any deficit skill areas.

Coordination of Vo-Tech School Placements:

- A. Discuss with individual students their interest in attending Vo-Tech School, either Topeka Area or Northeast Kansas Vo-Techs.
- B. Contact the parents concerning their student's interest in Vo-Tech attendance and explain guidelines for participation.
- C. Confer with Vo-Tech counselors regarding student placements.
- D. Assist students with application processes.
- E. Monitor students' progress and report to the classroom teacher.

Related Services and Transition Programs:

- A. Determine student eligibility for alternative programs, both before and after graduation.
- B. The following agencies cooperate with and are coordinated through the Vocational Education Program:
 - 1. Cottonwood Sheltered Living
 - 2. Topeka Association for Retarded Citizens - The Work Center
 - 3. Achievement Services for Northeast Kansas, Inc.
 - 4. Job Training and Partnership Act
 - 5. Vocational Rehabilitation
- C. The Vocational Education Coordinator works closely with students, teachers and parents in the above services. Information and tours are provided to parents, as well as transportation services to and from the facility chosen to visit. Tours to both Vo-Tech schools are also arranged and transportation provided by the Vo-Ed Coordinator.

OPPOSITION TO H.B. 2184

BY NANCY MCGINNIS, PAST PRESIDENT

ON BEHALF OF KANSAS ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS
PERSONNEL

MY SPECIFIC CONCERN IS THE REMOVAL OF WORK/STUDY - VOCATIONAL EDUCATION FROM THE DEFINITION OF A SPECIAL TEACHER. TO REMOVE CATEGORICAL REIMBURSEMENT FOR THIS SPECIAL EDUCATION POSITION WOULD MEAN ELIMINATION OF MANY QUALITY JOB PREPARATION PROGRAMS IN KANSAS FOR HANDICAPPED STUDENTS. VOCATIONAL EDUCATION IS MANDATED. SURE THIS MANDATE CAN BE MET BY GIVING LIP SERVICE TO SUCCESS IN THE JOB MARKET, BUT THIS DOES NOT MEET THE NEEDS OF HANDICAPPED STUDENTS.

HANDICAPPED STUDENTS NEED TO PRACTICE JOB SKILLS. THEY CANNOT LEARN AS OTHERS, BY MERELY READING FROM A TEXTBOOK. THEY MUST EXPERIENCE HANDS-ON TRAINING SUCH AS PROVIDED BY THE WORK/STUDY PROGRAMS IN KANSAS. TO PRODUCE INDIVIDUALS READY TO BE TAX PAYERS, NOT TAX RECIPIENTS, WE MUST PREPARE HANDICAPPED STUDENTS FOR THE JOB MARKET.

TWO YEARS AGO IN SALINA, OUR ORGANIZATION INVITED A PANEL OF EMPLOYERS FROM THE KANSAS WORK FORCE TO ADDRESS WHAT WE, AS SPECIAL EDUCATORS, COULD DO TO MAKE OUR SPECIAL POPULATION MORE MARKETABLE. THE RESPONSE WAS LOUD AND CLEAR, **TEACH THEM HOW TO GET ALONG ON THE JOB!!** SUCH SKILLS AS GETTING TO WORK ON TIME, TAKING DIRECTIONS FROM THE SUPERVISOR, CALL IN WHEN SICK AND HOW TO INQUIRE ABOUT NEEDED INFORMATION. THESE SKILLS MUST BE TAUGHT TO THE HANDICAPPED EMPLOYEE, THEY CANNOT BE ASSUMED.

MANY KANSAS EMPLOYERS HAVE GIVEN OUR STUDENTS JOBS AND THE FEEDBACK IS GOOD. WE ARE DOING A BETTER JOB TODAY PREPARING HANDICAPPED INDIVIDUALS FOR EMPLOYMENT THAN A FEW YEARS AGO. PLEASE DO NOT INTERRUPT THIS PROGRESS BY MAKING IT DIFFICULT FOR WORK/STUDY TO EXIST.

THIS BILL WILL EFFECT THE QUALITY OF EDUCATION OF OVER 7,000 SPECIAL NEEDS STUDENTS. AT LEAST 21 SCHOOL DISTRICTS PROVIDE VOCATIONAL WORK/STUDY PROGRAMS. ALSO, THE CARL PERKINS MONEY IS MATCHING FUNDS. IF SPECIAL NEEDS FUNDS ARE REDUCED TO THE POINT OF ELIMINATION, IN MANY DISTRICTS THERE WILL BE NO FUNDS TO MATCH, THEREFORE, NO CARL PERKINS FUNDS. THE QUALITY OF EDUCATION FOR SPECIAL NEEDS STUDENTS MIGHT VERY WELL MEET SUBSTANDARD LEVEL.

AS A PAST PRESIDENT OF THE KANSAS ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS PERSONNEL, I CHALLENGE YOU TO RECONSIDER THIS BILL. I ASK THAT YOU **NOT INCLUDE** VOCATIONAL WORK/STUDY IN HOUSE BILL 2184.

THANK YOU!

12

February 17, 1987

Kansas House of Representatives,
House Education Committee

Attn: Denise C. Apt, Chairperson

Madam Chairperson and Committee Members:

Robert Stinson, President of the Kansas Vocational Association,
Speaking in opposition to passage of House Bill 2184

The passage of this bill would eliminate the following:

1. Mandated Vocational Special Needs Programs for the handicapped.
2. Special Education Cooperatives, Work Placement Coordinators.
3. Categorical Aid as match monies for the Carl Perkins Funds.


IMPACT OF HB2184 ON
OLATHE DISTRICT SCHOOLS

Madam Chairman, ladies and gentlemen, I am here this afternoon to speak in opposition to HB2184. While I recognize the tremendous responsibility placed upon this committee and the legislature to be fiscally responsible, H.B.2184 places an unequal burden upon the Olathe District Schools. My purpose today is to share this with you and ask your help in reducing the financial burden this bill will place upon my district and the students we serve.

Olathe presently employs 13.7 teachers and 5 paraprofessionals that would be eliminated from receiving categorical aid by H.B.2184. Of the 18.7 staff members 5 are social workers, 5.7 are work study and vocational teachers, 1.5 work in our Instructional Materials Center, 1 is a nurse, .5 is a music therapist and 5 paras that work with handicapped students enrolled in vocational programs.

H.B.2184 will at a minimum impact the special education budget for my district by \$215,589. I say minimum because, while categorical aid is based on 95% of excess cost, seldom has it generated that amount of dollars. When H.B.2184 is compared to the Governor's recommendation, the bill would still have a substantial impact of \$81,000 upon my district.

What will happen in Olathe if this bill passes as written? I'm not sure. I do know that it will be much more difficult to provide quality services in these areas to a segment of our handicapped population most in need.

Sincerely,

Herman Cline, Director
Special Education

IMPACT OF HB2184
ON OLATHE DISTRICT SCHOOLS

PROFESSIONAL STAFF

Administration	2
Teachers	120.2
Social Workers	5
Nurses	1
Music Therapist	.5
SEIMC	1.5
Work Study/Vocational	5.7
	135.9

PARAPROFESSIONAL STAFF

80.5
5
85.5

HB2184	122.2
Governor's Plan	135.9

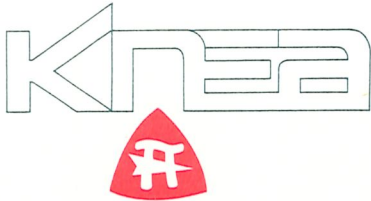
80.5
85.5

HB2184	(95%) \$13,308 = \$1,626,237
Governor's Plan	(85%) \$12,557 = \$1,706,496

\$6,654 = \$535,647
\$6,278 = \$536,769

<u>HB2184</u>	<u>Governor's Plan</u>
1,626,237	1,706,496
535,647	536,769
2,161,884	2,243,265

(\$81,381 Cost)



Testimony before the House Education Committee

February 17, 1987

Thank you Madame Chairman. Members of the Committee, my name is Kay Coles and I am here today representing Kansas-NEA.

Kansas-NEA rises in opposition to HB 2184. Our Association does not believe that the provisions of HB 2184 address the true concerns about the costs of special education. Removing nurses, social workers, counselors, therapists and others from the categories of special education personnel funded, in part, by the state is simply a "blue smoke and mirrors" attempt to maintain the perception that special education will be funded at 95% of excess costs.

In fact, removing these individuals from the list does not bring the funding for special education back up to 95% -- for these individuals still will need to be employed by school districts to provide special education services. HB 2184 would reduce the state commitment to special education to somewhere in the range of 85% to 90% of excess costs. Kansas-NEA cannot support such a move.

Because special education is mandated by both the federal and state governments, districts must continue to provide educational services for "exceptional" children. To meet the mandates -- which speak to quality of service as well as quantity -- districts

Attachment XIV
House Education 2/17/87

must fund these positions. Without state support, the entire funding falls to local districts. This will take money out of local district general funds -- money that could be used to provide educational opportunities to all children and money that could be used to increase teachers' salaries.

In fiscal year 1986, the FTE count for the individuals outlined in HB 2184 totaled about 445 people. At a funding level of \$12,500 per FTE, that equates to about \$5.6 million. Placing this additional funding burden on local districts will be added strains on already-tight resources.

Since the inception of federal and state mandates requiring special education services, neither the federal government nor the state government has been willing to provide full funding for these programs. Yet the need exists -- now more than ever -- for special education services that provide equal educational opportunities for all children. Our special children have needs that must be met if our nation is to continue to prosper economically and if we are to remain competitive in the worldwide marketplace. And, as Kansas faces the task of restructuring our economic growth, we must be able to maintain the quality of education that holds a promise for the future.

If it is the Kansas Legislature's wish to maintain special education funding at 95% of excess costs then the Legislature should make -- and meet -- that commitment. HB 2184 does not accomplish that goal.

Thank you for listening to our concerns. I would be glad to answer any questions.

February 15, 1987

SUBJECT: Information paper concerning the financing of special education: prepared for the Board of Education.

Administrative Priorities for the funding of special education in 1987-88 and the future:

1. To maintain funding at a level which maintains our program with no loss of jobs or loss of necessary services to exceptional children.
2. To maintain a special education fund with balanced revenues including state, local and federal sources, with the state abiding with the federal mandate, to provide "excess cost" funding to the local education agency.
3. To maintain a consistency of state appropriations at a level of 95% of excess cost or above in order that the state will never be in a position of having to "catch up" due to inadequate funding in a previous year and/or the state will never have to deficit fund programs for exceptional children.

Dollar Facts in 1987-88 Current Projections:

<u>Proposal</u>	<u>100% Excess Cost</u>	<u>95% Excess Cost</u>
Actual excess cost as computed with services available as in school year 1987-88	\$14,773.00	\$14,034.00
The Executive proposal as reflected in the budget is to distribute at 85% of excess cost or \$12,557.00		
The Legislative proposal as adjusted by H.B. 2184	\$14,000.00	\$13,300.00

(Actual excess cost for 1986-87 given that the real payment to the district is \$11,500, or 87%)	\$13,124.00	\$12,488.00
--------------------------------------------------------------------------------------------------	-------------	-------------

EFFECTS IN WICHITA KANSAS

Current Status: At the current time Wichita has 435.43 reimbursable certified positions and 199.22 reimbursable classified positions. Given that each certified worker counts 1.0 reimbursable unit and each classified worker counts 0.5 reimbursable unit, then 535.04 reimbursable units should be used in any discussions.

Utilizing 535.04 the various proposals result in revenue computations as follows:

<u>Proposal</u>	<u>100% Excess Cost</u>	<u>95% Excess Cost</u>
Actual excess cost as computed with services available as in school year 1987-88	\$7,904,146	\$7,508,751
The Executive proposal as reflected in the budget is to distribute at 85% of excess cost or \$12,557.00 -----(\$6,718,497)	Not Applicable	Not Applicable
The Legislative proposal as units are adjusted by H.B. 2184 (delete reimbursement for:	\$6,842,080	\$6,499,976
Nurses 14.72		
Adapted P.E. 3.0		
Social Work 16.7		
Art Therapy 1.0		
SEIMC 1.0		
Music Ther. 3.0		
Soc. Wrk. Para 6.15		
SEIMC Para .75		

(Actual excess cost for 1986-87 given that the real payment to the district is \$11,500, or 87% -----\$6,152,960)	\$7,021,864	\$6,670,878
-------------------------------------------------------------------------------------------------------------------	-------------	-------------

Analysis of Proposals:

Actual Excess Cost: This proposal would serve our district with the most positive potential outcomes. Transfers from the General Fund would only be required to approximate salary increases given to the total staff, programs to children would not be effected and the employment status of individual workers would not change. To fully fund this proposal would require state funding of \$79,163,969 for special education. This amount is \$8,331,564 more than the amount available under the Executive Proposal.

The Executive Proposal: This proposal would bring in additional money to the district as compared to the actual revenues available in 1986-87 (\$565,537) and would be slightly higher in revenues available than the 95% entitlement we should have received in 1986-87 (\$47,619 more). BUT, this proposal establishes a dangerous precedent, that the State of Kansas should define excess cost of special education at only 85% of what the true excess cost is computed to be. In years to come legislators and executives would have to budget inordinate amounts of money to "catch up" to even a 95% funding level. This proposal would require \$70,832,404 in state funding for special education.

The Legislative Proposal: It is difficult to truly analyze the financial impact of this proposal on the district as the proposal also effects staffing patterns. The positive aspect of the proposal is a continuing commitment to funding special education at a 95% of excess cost level. BUT, this proposal effects large districts to a greater extent than other districts; this proposal could dictate staffing patterns which significantly alter program delivery without changing either federal or state regulatory requirements; and, this proposal could alter the employment status of various employees. It is felt the state requirements would remain at \$70,832,404; the district would decrease its overall revenue from the state by \$218,521 as compared to the Executive Proposal and by \$1,008,775 from our Actual Excess Cost entitlement.

DYK'S RECOMMENDATION

That the district seek ACTUAL EXCESS COST ENTITLEMENTS.

and,

That the district seek 100% of transportation costs for general education,

and,

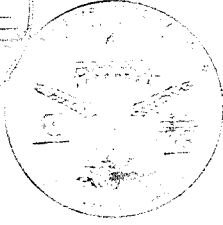
That the district be willing to accept even further shortfalls in general school finance to achieve the above missions understanding that the amount of actual revenue received from the state will be more in the two entitlement programs than the amount the district would receive if the same amount of money distributed through the equalization formula.

STATE VS. WICHITA SPED WORKERS

	STATE	BUDGET	FILLED	REIMBLE.
PROFESSIONAL				
EMH	349.40	60.00	59.90	56.40
TMH	131.00	17.00	15.60	14.90
E. C.	91.10	6.00	6.00	6.00
NURSE	38.50	12.50	12.50	14.72
L. D.	869.90	110.50	105.00	101.40
H. I.	63.70	10.00	10.00	8.90
P. I.	16.50	6.00	6.00	5.00
GIFTED	380.10	43.50	42.60	37.90
B. D.	440.50	57.50	63.50	60.10
VISION	20.50	3.00	3.00	3.00
S. M. H.	95.00	13.00	13.00	11.00
AUDIOLOGY	15.60	2.00	2.00	2.00
A. P. E.	29.00	4.00	4.00	3.00
PSYCH.	324.40	36.50	36.60	36.20
SOC. WRK.	108.70	32.50	32.50	16.70
SPEECH	434.00	40.00	40.00	38.00
SEIMC	25.00	1.00	1.00	1.00
ADMIN	104.00	9.00	9.00	8.40
HOMEBOUND	24.00	18.00	8.00	4.00
COUNSELORS	21.00	0.00	0.00	0.00
O. T.	52.00	3.00	4.00	1.32
P. T.	31.30	5.50	3.30	1.40
I RELATED	597.10	0.00	0.00	0.00
SPECIAL NEEDS	34.30	0.00	0.00	0.00
ART THER.	2.00	1.00	1.00	1.00
DANCE	1.50	0.00	0.00	0.00
MUSIC	11.50	3.00	3.00	3.00
REC. THER.	1.00	0.00	0.00	0.00
WORK STUDY	18.10	0.00	0.00	0.00
TOTAL	4,383.30	494.50	481.50	435.43
% of STATE		(11.28%)	(10.91%)	(9.9%)
% of BUDGETED			(96.76%)	(88.1%)
% of FILLED				(90.4%)

STATE VS. WICHITA SPED WORKERS

	STATE	BUDGET	FILLED	REIMBLE.
PARAS				
EMH	241.30	27.87	38.00	38.87
TMH	175.92	15.53	15.00	14.60
E.C.	126.81	6.00	7.00	2.00
NURSE	1.50	0.00	0.00	0.00
L.D.	459.50	37.47	37.00	36.70
H.I.	74.10	13.14	11.00	10.90
P.I.	29.30	6.11	7.00	6.00
GIFTED	73.20	3.20	3.00	2.50
B.D.	337.90	49.63	57.00	51.65
V.I.	20.80	2.27	2.00	2.00
S.M.H.	187.50	17.14	26.00	19.80
AUDIOLOGY	10.50	0.00	0.00	0.00
A.P.E.	12.40	0.00	0.00	0.00
PSYCH.	17.60	0.00	0.00	0.00
SOC.WRK.	14.00	0.00	1.00	12.30
SPEECH	109.10	0.00	0.00	0.00
SEIMC	58.20	1.40	2.00	1.50
ADMIN.	24.31	0.00	0.00	0.00
H&H	4.00	0.00	0.00	1.00
COUNSELORS	1.60	0.00	0.00	0.00
O.T.	23.50	0.00	0.00	0.00
P.T.	22.00	0.90	1.00	0.40
INTERRRLATED	454.80	0.00	0.00	0.00
SPECIAL NEEDS	14.30	0.00	0.00	0.00
ART	1.00	0.00	0.00	0.00
DANCE	1.00	0.00	0.00	0.00
MUSIC	3.00	0.00	0.00	0.00
REC.	0.00	0.00	0.00	0.00
WORK STUDY	12.00	0.00	0.00	0.00
?????	3.80	0.00	0.00	0.00
TOTAL	2,515.14	180.66	207.01	199.22
% of STATE		(7.2%)	(8.2%)	(7.9%)
% of BUDGETED			OVER	OVER



Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

Mildred McMillon
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Sheila Frahm
District 5

Richard M. Robl
District 7

Robert J. Clemons
District 9

Paul D. Adams
District 3

February 17, 1987

Marion (Mick) Stevens
District 10

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1987 House Bill 2184

My name is Connie Hubbell, Legislative Chairman of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board of Education.

House Bill 2184 excludes from the definition of special teacher several of the special education services currently receiving state reimbursement. State and federal laws require that special education services be provided to all students enrolled in unified school districts and meet the criteria developed through individual education plans (IEP's). The IEP is developed through a cooperative effort between the professional staff and the student's parent/guardian. In many cases, the services being excluded in House Bill 2184 must be provided in accordance with the IEP's.

The State Board recommends that special education services be funded at 95 percent of excess cost. We understand that such funding would increase appropriations but believe that state mandates should be adequately funded.

Attachment XVI

House Education 2/17/87

17

TO: House Education Committee

RE: House Bill 2184

DATE: February 17, 1987

Madame Chairperson and Members of the
House Committee on Education:

The children of Kansas, both non-handicapped and handicapped, are it's greatest natural resource. If we continue to make cuts in educating our children we will be selling our most precious resource short.

My husband and I are parents of a 7½ year old handicapped child. Craig is a student in a trainable mentally handicapped classroom at Hageman Public School in Salina. One day Craig will be a valuable resource to his community and to his state which has paid for his public education. He, in turn, will pay taxes to help educate the students that will follow him. To accomplish this Craig must continue to receive needed support services such as social workers and work study and vocational counseling.

Our public school district has eleven severely multiply handicapped students at this time and will be receiving at least four more students in the next two years. The students in this classroom range from a student who seizures 5-10 times per day to students who are fed by tubes. The staff must have support services of a nurse, recreation therapist, music therapist, and social worker to provide a complete education for these children which they are entitled to by law. The education of these students in the public school system is a great savings to the state of Kansas as opposed to placement in our institutions. These students can be a resource for the state of Kansas.

We ask that you vote no on House Bill 2184.

Respectfully,

Don and Dawn Merriman
Salina, Kansas

Attachment XVII
House Education 2/17/87

Gerard Buckley
Kansas Advisory Council on Arts with the Handicapped
1128 North Walker
Olathe, KS 66061
(913) 829-3174 (V/TDD)

Mr. Chairman and members of the committee. My name is Gerry Buckley and I am here today as a representative of the Kansas Advisory Council on Arts with the Handicapped. This council is made up of more than 40 parents and professional representatives from throughout the state. We have reviewed House Bill No. 2184 concerning special education services for exceptional children and wish to go on record as opposing this bill. Our reasons for this action are as follows:

- Reason 1 The services specifically targeted for elimination - nursing, adaptive physical education, social work, instructional materials center, counselor, special needs, art therapy, dance/movement therapy, music therapy/education, recreation therapy, and work study/vocational are what make special education meaningful and appropriate. This proposal is a step backward - not forward - in preparing disabled students for the world in which we live. The services now provided are necessary for special education to be meaningful and appropriate.
- Reason 2 This proposal on the surface seems to present an opportunity to save the state money. However in addition to having a moral responsibility to provide appropriate services, we have federal mandates to do so. We will have to provide these services and they will have to be paid for by our tax dollars. There is no real savings of state dollars to be gained by passage of this bill.
- Reason 3 We are proud of Kansas' commitment to providing quality education to its special populations. This bill represents a retreat in that commitment. We believe that such a move does not represent the intent or desire of the people of this state.

As a citizen of Kansas, a member of the Council, a Deaf professional who has benefited enormously from the excellent range of Special Education services now provided, I thank you for your support of Special Education in years past. I ask you to continue to support the provision of these services. Thank you for your time and consideration.



HOUSE BILL 2184

Testimony presented before the House Education Committee
by Howard Shuler, Legislative Committee Chairman
United School Administrators

February 17, 1987

Madam Chairman and members of the committee.

The United School Administrators of Kansas appreciates the opportunity to speak in support of H.B. 2184.

Our position has always been for 100% funding of the excess cost for all Mandated Special Education Programs. Being fully aware that the 95% level of funding has been the most realistic figure over the past few years, we would like to at least remain at that level of funding.

We are cognizant of the economic plight the State of Kansas is currently in, and we in education are willing to do our fair share in getting us through these hard times. Fully realizing that funds are not and probably will not be available to continue the 95% level of funding for the 1987-88 school year, this bill speaks to some alternatives that would allow for the 95% funding concept to remain intact. The proposed alternative is to remove certain special teachers from the computation for funding thus keeping the increased cost within the proposed budget.

We support this concept and the insight of the leadership of this committee and we respect the work on this bill by the entire committee.

The legislative task force for the United School Administrators voted to support 2184 and to recommend that the exclusion of certain special teachers from the funding formula be for only one year. And they hope for improvement in the state's economy for increase funding in the future.

For everyone present today, we feel it is absolutely necessary that the fundamental changes being proposed be totally understood from the standpoint of budgeting.

If we go to an 85% funding level the loss in revenue may be reinstated or covered by three methods:

1. An increased transfer from the General Fund.
2. The placement of interest from idle funds into Special Education Fund. (A somewhat dangerous procedure, using an unknown revenue.)
3. Non-funding of certain positions. (An administrative/board decision.)

Should 2184 be successful, the positions that would be removed from the funding formula and the loss in revenue could be reinstated or covered by three methods.

1. An increased transfer from the General Fund.
2. The placement of interest on idle funds in the special Education Fund.
3. Non-funding of certain positions. (An administrative/board decision.)

Therefore, we are looking at our own reflection in a mirror. It is identically the same picture with one major difference that under 2184 we would be retaining the absolutely necessary concept of the 95% funding level.

To: House Education Committee Members

From: Judy Parker JP

Subject: HB 2184 Proposed cuts in Special Education reimbursements

I would like to address my comments specifically to the proposed cuts in reimbursements to districts for school social workers. To cut the reimbursements would effectively eliminate those positions, as districts will most likely be unable to continue that level of service on their own.

Currently, school social workers provide both diagnostic and direct services to districts, both of which have been valuable to students and families, as well as to departments of special education. Diagnostic services will be of increasing value, as placement criteria are becoming more restrictive. Increased emphasis will be placed on the assessment of emotional status, behavioral issues, and cultural factors as special education programs seek to tighten their criteria for placement. The training of social workers make them unique in their ability to assess the interplay of these factors and how they effect a child's learning experiences. Direct services to students and their families are also of increased importance, in that many other agencies are facing cuts in their programs, and will be unable to reach out to families who need their help. Please be cautioned against assuming that if school social work services are cut, community agency social workers will fill the gaps in services to students. Even if they had the personnel, their agendas are not educationally focused, and equal access to educational opportunities for all students would be low on their list of priorities. It would be unreasonable to expect them to place the same value on educational access that someone committed to that goal would do. With their unique position in the schools, school social workers are able to mobilize and coordinate community resources on behalf of the students and families, and in a way that keeps educational issues a top priority.

Social work services are irreplaceable by any other profession, and an educationally supportive and relevant position will be lost if state reimbursement is eliminated. I urge you to consider the long term loss if this action is taken. Thank you for your thoughtful consideration to these points.

Testimony brought to
Chairman Apt at the close
of the meeting 2/17/87