

Approved February 16, 1988
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 Monday, February 15, 1988 in room 123-S of the Capitol.

All members were present except:

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:

SB 568 - School districts, building-based education plans, grants of state moneys.

Proponents:

Mr. Craig Grant, Director of Political Action, Kansas-National Education Association
Ms. Carolyn Schmitt, President, Kansas-National Education Association
Dr. Max Heim, Superintendent of Schools, USD 475, Junction City
Mr. James E. Copple, Director, Kansas Federation of Teachers

Opponents:

Dr. Richard Funk, Assistant Executive Director, Kansas Association of School Boards
Mr. Gerald Henderson, Executive Director, United School Administrators of Kansas

Following a call to order by the Chairman, Senator Arasmith moved that minutes of the committee meetings of Tuesday, February 9 and Thursday, February 11 be approved. Senator Allen seconded the motion, and the motion carried.

The Chairman recognized Mr. Craig Grant of the Kansas-National Education Association whose organization, Mr. Grant explained, had requested introduction of SB 568. Mr. Grant, while reviewing the key parts of the bill, referred the Committee's attention to lines 0037 through 0045 which, he stated, define building-based education. (Attachment 1)

Ms. Carolyn Schmitt, Kansas-National Education Association president, stated that building-based education is not a new concept but blamed lack of time and lack of support, including appropriate training, as the two major factors which have prevented development of such programs. She further stated that research from a variety of sources shows that children fare better when district goals are tailored to meet specific student needs by a faculty actively engaged in making these professional decisions at the building level. (Attachment 2) In responding to a question, Ms. Schmitt replied that the State Board of Education had not yet taken a position on building-based education. Several Committee members, however, mentioned that they knew of school districts which currently are implementing the building-based concept.

Dr. Max Heim, Superintendent of Schools at Junction City, told the Committee that although the concept of building-based education has had many different labels, its basic philosophy is to involve people in the decisions that affect them. He pointed out, as did Ms. Schmitt, that shared decision-making is not a new concept but has been accepted as a sound business practice in industry. He described how members of his district had gone out of state to look at pilot programs before implementing such a program in his district. Dr. Heim said that his

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,

room 123-S Statehouse, at 1:30 ~~xx~~ p.m. on Monday, February 15, 1988

district had budgeted for the program and conceded that other districts could do likewise. He felt, however, that the four pilot programs as described in SB 568 would be a good investment by the state for school districts to emulate.

Mr. James E. Copple, Director, Kansas Federation of Teachers, expressed hope of a change from a bureaucratic school system to one in which a shared decision-making process prevails. He emphasized the importance of taking the decision-making process to the place where the people (teachers) are actually in contact with the children. Mr. Copple recommended amending the bill in Sec. 3 (2) so as to include a member of the Kansas Federation of Teachers on the advisory committee for the selection of school districts.

Dr. Richard Funk, Kansas Association of School Boards, testified that his organization opposes SB 568, because pilot projects implementing the building-based concept already exist in Kansas. Further testimony by Dr. Funk is found in Attachment 3.

Mr. Gerald Henderson, United School Administrators Executive Director, agreed with other conferees who stated that the concept of building-based education was not new. He, too, said he felt the bill was unnecessary and described a school wherein this concept had been implemented. He noted that one of the focuses of inservice education was to make such concepts available for study by administrators.

The Chairman asked if there were further conferees to testify on SB 568, but there was no response. He then announced that the hearing on SB 568 was concluded and that the bill would be taken under consideration. The Chairman then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Monday, February 15, 1988

GUEST LIST

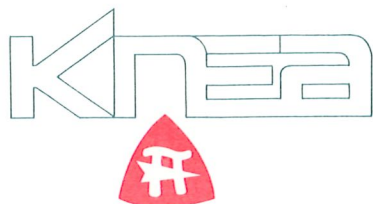
<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Ron Cochran	WICHITA	Boring
Muriel Heasley	Topeka	Sen. Langworthy's Office
Mark Entermill	Topeka	KCON
Mark Tallman	Topeka	ASK
Nancy Wells	Americus	North Lyon Co. School Board
Amy Love	Wichita	Wichita Federation of Teachers
Brenda Satterlee	Wichita	KS Federation of Teachers
Jay Elgin	Wichita	KS Federation of Teachers
Robert B Elliott	Wichita	KS Federation of Teachers
Ron Savage	Wichita	KS Federation of Teachers
Bryla Highline/Seth	Topeka	USA
Glenn Anderson	Topeka	USA
Comis + Shaeel	Topeka	St. Dept of Ed.
Ken Ferguson	Topeka	KS Vocational Assn.
David P. Wey	Topeka	KCOVE
Richard Funk	"	KASB
Ken Royce	SOE	Pauley
Debra Stephen	Topeka	K.C. USD 508

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Monday, February 15, 1988

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
May Hemin	Box 370	USD 475, Junction City, K.
Jan Corzatt	411 University	NEA - Wichita
Claudia Lewis	RR 3 Rose Hill Ks	NEA - Wichita
M. Haaver	Topoka	Cap-Juni
Kay Colts	Topoka	K-NEA
Craig Grant	Topoka	K-NEA
Carolyn Schmitt	Topoka	K-NEA
Reg Dunlap	Topoka	K-NEA
Allene Stemmman		Leg Apt
Ann Durnett	Topoka	U.S.D. 301 H
Jan Erickson	Holcomb, Ks.	Fed. Teachers of Holcomb
Carol Keh	Topoka	KFT
Jan Copple	Wichita	KFT
Nancy A. Tasm	9031 Funston WICHITA 67207	WFT - Wichita
Spencer Lindberg	Topoka	Attorney General
Paul Babich	Wichita	KFT



Craig Grant Testimony Before The
Senate Education Committee
Monday, February 15, 1988

Thank you, Mr. Chairman. Members of the Committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to visit with the committee about SB 568. We also thank the committee for introducing this bill at our request.

My task today will be just to review the key parts of the bill for you. Others who follow will present more of the philosophy behind our request. Kansas-NEA believes that this type of restructuring in our schools can be a key element in the next wave of "reform" type measures in Kansas and in the nation. This element is more important than the previous "reforms" as it focuses on how and what we are teaching the children in our schools.

Lines 37 through 45 define building-based education as a plan which is developed by the employees in the building. Those employees would identify the educational goals and needs of the pupils in that particular school. We would find that those goals and needs would certainly be different from building to building as students certainly come to us with differing abilities and backgrounds. Once those goals and needs were identified, those professionals would formulate (as stated in lines 41 through 45) the curricular objectives and design and implement the instructional strategies, techniques, and procedures.

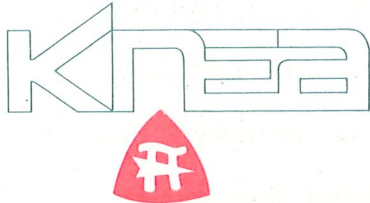
Attachment 1, 2/15/88

Lines 46 through 61 on page two indicate that a district could apply to the state board for a grant of money to reimburse the district for development and implementation of the plan. Guarantees of employee and board agreement to participate in the plan are written into the bill. Skipping to line 99 on page three one notices that the bill calls for four districts to receive the grants for their building-based plan.

Other parts of the bill are basically procedural in nature. The desire of Kansas-NEA is to pilot this process in four building sites for a two year period of time. We believe strongly in this process and believe that the results of the pilot studies will encourage other districts to utilize their resources in this manner. We believe these "lighthouse" districts will provide us the data to spread the concept throughout the state.

Conferees speaking after me will speak more to the types of things which could result from this type of process. Kansas-NEA believes strongly that we can best utilize the talents of the professionals in the buildings by allowing them the chance to make decisions affecting the educational goals and objectives taught in that particular building. The private sector has utilized concepts similar to this and we believe that it is time to transfer this process to the public schools in Kansas. We have asked for appropriations of \$50,000 a year for two years to fund the projects. This funding would "buy" the quality time needed to develop these plans and would fund a professional facilitator to assist in the process.

Kansas-NEA urges the Senate Ed Committee to pass SB 568 favorably. We believe the concepts contained in the bill will improve our educational offerings in this state. Thank you for listening to our concerns.



Carolyn J. Schmitt, President,
K-NEA, Testimony Before the House
Senate Education Committee on
Senate Bill 568.

Monday, February 15, 1988

Mr. Chairman and members of the committee, I am Carolyn Schmitt, president of the Kansas-National Education Association. I appreciate this opportunity to talk with you about building based education and our request for state support for this concept.

The concept of collaborative decision-making, decentralized decision-making, or building based education is not a new one. It has been implemented in industry over the last twenty years, and it is beginning to occur with more regularity in the public sector.

Research from a variety of sources shows that children fare better when district goals are tailored to meet specific student needs by a faculty actively engaged in making these professional decisions at the building level. This kind of decision-making also leads to a faculty which offers support to all students and to each other as colleagues. However, if this is such a good notion, why isn't it already happening at many sites across Kansas?

From my point of view, there are two major factors which prevent the development of such programs: lack of time and lack of support, including appropriate training. Let me describe to you some of the projects that I am familiar with, and clearly show why time and training/support are vital.

Attachment 2, 2/15/88

The schools I have visited across the country are all quite different; their students have very different characteristics and backgrounds, and the schools vary by size, location, and faculty. However, each school started with the same process to achieve its own unique goals. It is that process which we want to foster in Kansas schools.

The first step in the process is bringing the faculty and administration together to contemplate what happens to students at that school. Focusing on the questions of the **best** things and the **worst** things that happen to students at the school, the faculty moves on to the issues of what **should** happen to students. This kind of professional discussion and consideration -- even with a faculty as small as 30 -- cannot take place in the traditional faculty meeting mode. Thirty minutes after school before the ball game or play rehearsal just will not provide the kind of consideration our students deserve.

Once building goals have been set within the framework of district goals, the faculty begins to look to educational research and the latest and best information about teaching methodologies to implement that program. This exploration of relevant research and the attempt to bring it to the faculty in very usable form is a unique aspect of the programs I've visited, and an aspect we hope to implement here in Kansas.

I visited a middle school where 40% of the students had failed one, two, or three years. To best serve this student population as well as the 60% who were at the "right" grade level was a real challenge to this faculty. As they entered the process, they begin to discover that the school day could be restructured for students and teachers both. They changed the way they assigned students to groups and also arranged the schedule so that common planning time was provided for each grade level and each subject area, allowing much greater coordination of programs. While these changes may not solve all the difficulties for this student population, an attempt was made to adjust the program to best fit their needs. That attempt has the support of 29 of the 30 faculty members.

I also visited a very large high school in Phoenix, a high school with a high at risk population. This faculty has focused on their school policies regarding tardies and absenteeism. The question is, were they encouraging students to be at school, or in fact were they pushing these students out?

The challenges facing the schools of the late 1980's, the 1990's, and the 21st century are many, complex, and ever changing. Yet we seem to expect school faculties to be able to respond without coming together to study these challenges, and without the time necessary. All of our traditional roles must continue to be filled, we must cope with added burdens, such as education about AIDS, and we we must deal with all these changes. It cannot be done without providing time and support.

Why would people who are well-trained educators need more training to be able to work with their colleagues? Precisely because very little of our training was in working with adults or in building group consensus or making group decisions. Additionally, the experience of most educators has been isolation rather than working together, so practical experience has not helped overcome the training deficiencies.

In order for faculties to make the changes needed for the sake of the students, time must be provided as must administrative support. That support must consist of training in group processes for administrators and faculty and the provision of a consultant to foster the process in its initial stages. Administrative support must also include making available necessary research and allowing appropriate decisions to be made at the building level.

What is the purpose of the pilot projects we propose? To demonstrate that this process can work under the right conditions and that it is best for students. If our pilots are successful, then that success will encourage other districts to devote their own resources to similar projects.

In my mind this program is much like the state-wide inservice plan. When that program was proposed and implemented, nearly every school district had something they called "inservice." In all too many cases it didn't meet the need of teachers or students. The state plan has encouraged the provision of relevant assistance to faculty. Even in districts that have not received state monies, I

Page Five
Carolyn J. Schmitt Testimony

believe this reform movement in inservice education or staff development has had a positive impact. We can have a similar positive impact on students and faculties in this state through demonstrated success in pilot projects.

It is not easy to overcome the natural inertia associated with "we've always done it this way" and "I already have too much to do." If we're going to truly provide the best for Kansas students we must give support to innovative, workable ideas.

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

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

TESTIMONY ON S.B. 568

by

Richard S. Funk, Assistant Executive Director
Kansas Association of School Boards

February 15, 1988

Mr. Chairman and members of the committee, we appreciate the opportunity to appear today on behalf of the 302 members of the Kansas Association of School Boards. KASB opposes the provisions found in S.B. 568.

While the Delegate Assembly of the Kansas Association of School Boards has not taken an official legislative position on the concept of "building based education," as is often the case with many legislative proposals, we feel that we must take a position in opposition to S.B. 568.

We feel that S.B. 568 does not make good law. You are being asked to legislate a concept that is already in place in at least two Kansas school districts: Manhattan and Junction City. You are being asked to approve pilot projects that already are in existence.

We feel that a more appropriate approach may be for K-NEA, KASB, and USA to jointly apply for a grant from, let's say, the Ford Foundation or the Carnegie Foundation to fund pilot projects. School district or school management plans and styles need not be legislated, neither the concept nor the actuality.

Mr. Chairman and members of the committee, we ask that you either do not act upon S.B. 568 or report it unfavorably.