

Approved 3/13/89
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

3:30 ~~xxx~~/p.m. on March 1, 1989 in room 519-S of the Capitol.

All members were present except:

Committee staff present:

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

Conferees appearing before the committee:

Representative Baker
Dr. Tony Redwood, Executive Director, Institute of Public Policy and Business Research,
University of Kansas
Ms. Pat Baker, Kansas Association of School Boards
Mr. Craig Grant, Kansas National Education Association
Mr. Gerald Henderson, United School Administrators
Dr. Merle Hill, Kansas Association of Community Colleges

The meeting was called to order by Chairman Crumbaker.

Hearings were opened by the chairman on HB 2150, concerning minimum duration of school terms.

Representative Baker spoke in support of HB 2150. Representative Baker pointed out most other highly technological industrialized nations of the world utilize a longer school year than our country. She said her intention for introducing HB 2150 was to provide additional building blocks within our educational system. (Attachment 1)

Dr. Redwood testified in support of HB 2150. Dr. Redwood said the work force has changed dramatically and robots now do unskilled work. He said the work skills required now are much more educationally demanding. Dr. Redwood believes we need to find measures that will upgrade the capacity of our high school graduates. (Attachment 2)

Ms. Pat Baker spoke in support of HB 2150. Ms. Baker said the vast amount of information we seek to impart to our students does require more time. Ms. Baker asked for an amendment to reinstate the flexibility offered to school districts in determining the school year in hours rather than days. This could be done in a graduated manner. (Attachment 3)

Craig Grant testified in opposition to HB 2150. Mr. Grant said Kansas-NEA feels the implementation of the option of utilizing hours instead of days to compute the school year is a wise decision. Mr. Grant encourages utilizing and funding the present system before making changes. (Attachment 4)

Gerald Henderson spoke in opposition to HB 2150. Mr. Henderson feels the school districts in Kansas are already taking advantage of improving the hours spent in school. He suggested an interim study be made of the concepts introduced in HB 2150. (Attachment 5).

Dr. Merle Hill asked permission to share his experience of teaching in Germany 25 years ago. Dr. Hill said the school year consisted of a 6-hour day Monday through Friday and 4 hours on Saturday with salaries paid the year round.

Hearings on HB 2150 were declared closed by the chairman. Chairman Crumbaker said the sponsor of HB 2150 had asked for an interim study on that bill.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 519-S, Statehouse, at 3:30 ~~a.m.~~ p.m. on March 1, 1989

The chairman drew attention to HB 2201, concerning competitive bid requirements in school districts. Representative R. D. Miller moved HB 2201 be passed out favorably and put on the consent calendar. Seconded by Representative Harder. Motion carried.

Chairman Crumbaker asked the committee to consider HB 2267, regarding children's attendance at school, noncompliance. Representative R. D. Miller moved HB 2267 be passed out favorably and placed on consent calendar. Representative Lane seconded the motion. Motion carried.

The chairman said HB 2202 and HB 2204 will not be acted on at this time. Chairman Crumbaker also said he may call a meeting next Monday or Tuesday to get an update from the Property Valuation Department as to when figures will be available to begin work on school finance.

The chair recognized Representative Pottorff to speak on HB 2218, concerning parent education programs and grants of state moneys to school districts. Representative Pottorff gave a resume of the bill and reminded the committee of the large number of proponents who had appeared the day of the hearing.

Representative Pottorff moved HB 2218 be passed favorably. Seconded by Representative Blumenthal. After a period of discussion the motion carried.

HB 2086, concerning the composition of boards of trustees for community colleges, was the next bill for consideration. Representative Blumenthal offered an amendment which would allow the individual community college boards the discretion to go to the seven member board and also provide for a protest petition if the community did not approve this. Representative Blumenthal moved the amendment be accepted. Seconded by Representative Reardon. Motion carried. Representative David Miller moved to further amend HB 2218 on page 3 of the amendment by changing 10% to 5% of the qualified electors. Seconded by Representative Reardon. Motion carried. (Attachment 6). Representative Blumenthal moved to pass HB 2086 favorably as amended. Seconded by Representative David Miller. Motion carried.

Chairman Crumbaker recognized Representative Blumenthal who offered an amendment to HB 2234, concerning the Student Freedom of Expression Act. Ms. Baker of the Kansas Association of School Boards explained the amendment (Attachment 7). A period of discussion followed. Representative Lane made a motion to table HB 2234. Seconded by Representative Ramirez. Motion lost on an 8 to 14 vote. Representative Blumenthal moved to accept the amendment. Seconded by Representative Branson. Motion to accept the amendment carried. Representative Blumenthal moved HB 2234 be passed as amended. Representative Branson seconded the motion. Motion carried. When a division was called for 15 voted in favor of the motion. Representative Flottman asked to be recorded as voting NO.

Chairman Crumbaker announced he would have an amendment to present for HB 2152 at tomorrow's meeting.

The meeting was adjourned at 5:12 p.m.

The next meeting will be March 2, 1989 in Room 519-S at 3:30 p.m.

ELIZABETH BAKER
REPRESENTATIVE, EIGHTY-SECOND DISTRICT
SEDGWICK COUNTY
601 HONEYBROOK LANE
DERBY, KANSAS 67037



TOPEKA

HOUSE OF
REPRESENTATIVES

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

March 1, 1989

TO: House Education Committee

FROM: Elizabeth Baker

RE: H.B. 2150

"Crisis in the Classroom," "Educational Reform," "Education at a Crossroads" are titles of recent articles that dot the newstands indicating the public's increasing concern with public education. As an educator recently involved in the classroom experience I am acutely aware of the criticisms leveled at educators and our system of delivery. As a legislator I feel a profound sense of responsibility to attempt to address the problem, thus H.B. 2150.

All the original reasons for a school year lasting 9 months have vanished with time. We are no longer an agricultural society where the children are needed on the farm in the summer months. Other statistics that scream reform surround us. Illiteracy rates of 20% plus, minority illiteracy rates in urban areas as high as 40%, drop out rates in high schools at 30%.







Most other highly technological industrialized nations of the world utilize a longer school year. Japan, the recognized leader in economic circles, requires 243 days a year. West Germany, another high-tech oriented nation, requires between 210-220 days a year. The U.S.S.R. requires 211 days, Britain 192 days, France 185 days and the U.S. 180 days. No state is an island, countries cannot operate independently. Our economy is global and changing rapidly. Technology is advancing at an unprecedented rate. Our nation can ill afford to be left behind. Kansans would be on the cutting edge by the passage of this legislation.

*Attachment 1
House Education
3/1/89*

One of the legislators asked me why I wanted to stretch the school year in this fashion. My response was that my intention is not to stretch anything, my intention is to provide additional building blocks within our educational system.

I encourage you to deliberate this issue in a most thoughtful manner. Our children are our future.

Days in an eighth grader's school year





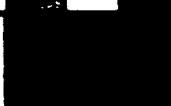

Japan		243
West Germany		210-220
U.S.S.R.		211
Britain		192
France		185
U.S.		180

Note: School holidays in West Germany vary from state to state.

USN&WR—Basic data: International Association for the Evaluation of Educational Achievement, Soviet and West German governments

TEACHER LOADS

Average number of pupils per teacher

West Germany		15 to 1
Britain		17 to 1
U.S.		18 to 1
France		18 to 1
U.S.S.R.		19 to 1
Japan		21 to 1

Note: Ratios are averages for public and private primary and secondary schools.

USN&WR—Basic data: U.S. Dept. of Education, *U.S.S.R. Facts and Figures Annual*

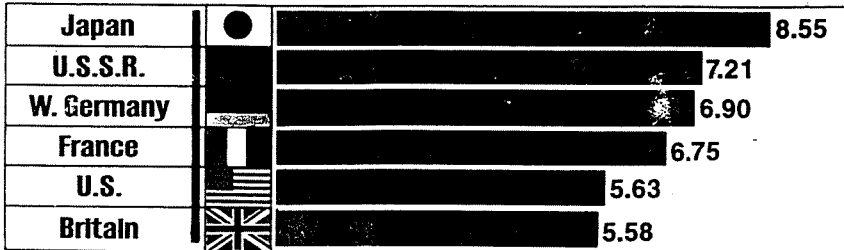
2-1-3
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WHO'S AT THE HEAD OF THE CLASS

"On a scale of 1 to 10, with 10 the best, how would you rate the jobs the elementary and secondary schools of these countries do in these subjects?" *U.S. News* put that question to 22 experts on

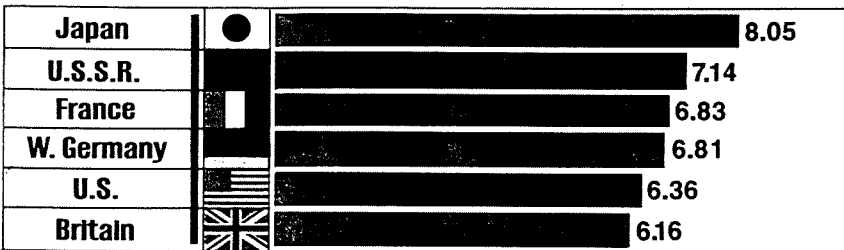
comparative education. Twelve of the scholars are based in the United States, the others in Western Europe and Japan. Here's how the nations stacked up—

MATHEMATICS



Remarks: Japanese high-school students take more advanced math—including calculus—than most American college students. . . . The Soviets are making instruction in computer use mandatory for all students. . . . In France, the routes to prestige and power are through the study of mathematics and science, not law and politics.

SCIENCE



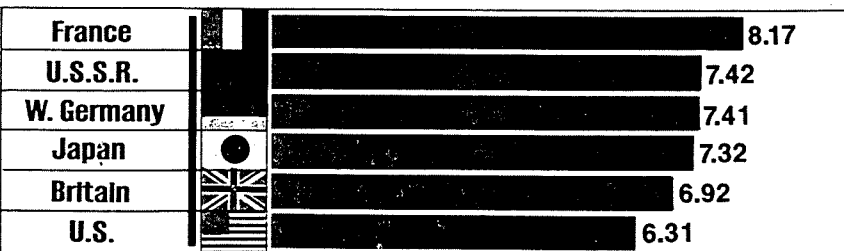
Remarks: The Japanese know how to inspire curiosity in kids about the way things work. . . . France, West Germany and the Soviet Union all require four years of chemistry, biology and physics. . . . Prime Minister Thatcher has warned that for Britain to survive, there must be fewer people reading classics and more studying science.

SOCIAL STUDIES



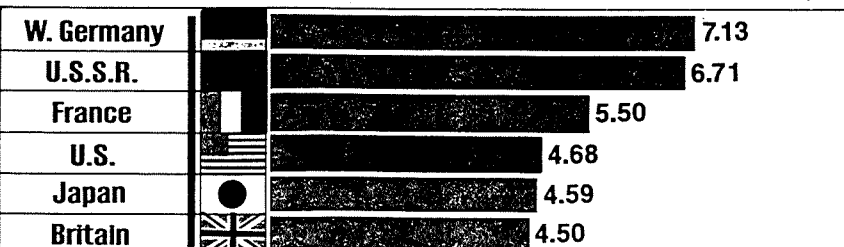
Remarks: West Germans are acutely conscious of their past. . . . All Soviet children participate in political education, studying the life of Lenin and Communist ideology. . . . In France, students worried about jobs have abandoned the humanities, which used to be called "the royal way."

OWN LANGUAGE



Remarks: France is obsessed with the importance of the French language for maintaining national identity. . . . School is taught in 42 different native languages in the Soviet Union, but all students must also learn Russian. . . . West Germany, like the United States, is struggling with many non-native-language students.

FOREIGN LANGUAGE



Remarks: All students in West Germany must take four to eight years of English. . . . Teachers in Japan lack experience speaking English; many read Shakespeare aloud in an incomprehensible accent. . . . Since so few Americans read Japanese, Japan's scientific discoveries often go unreported in the United States.

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The University of Kansas

Institute for Public Policy
and Business Research

February 27, 1989

Anthony L. Redwood,
Executive Director

Representative Don Crumbaker,
Chairman, House Education Committee
State Capitol,
Topeka, Kansas

Dear Representative Crumbaker:

These comments relate to House Bill 2150, which proposes to extend the school year for Kansas public schools over a period of years in the future. While my personal expertise is admittedly not in the specific area of primary and secondary education, I would like to take this opportunity to offer some of my thoughts regarding the possible impact of this bill as it may apply to economic development in our state.

Clearly the ability of our state to provide a competent and productive workforce is of direct and vital importance to the state's ability to attract industry and to foster entrepreneurship and new business growth. Perhaps the most important single aspect of a workforce is the level and quality of its underlying education. In Workforce 2000, the Hudson Institute gave a distribution of the education required for employment in 1986, as well as projections of the education level that they predict will be required of the workforce for the year 2000:

Education Composition of Current and Projected Employment, 1986

	1986 Jobs	1986-2000 New Jobs
TOTAL	100%	100%
8 years or less	6%	4%
1-3 years of High School	12%	10%
4 years of High School	40%	35%
1-3 years of College	20%	22%
4 years of College or more	22%	30%
Median Years of School	12.8	13.5

Source: Bureau of Labor Statistics, Hudson Institute, 1987

This data indicates that the proportion of jobs requiring at least some college is expected to increase to 52% by the year 2000. It shows the dramatic change that will occur in the level of education needed for the types of jobs that will exist just ten years from now.

In a report prepared for the National Governors Association in December 1988, the Institute for Public Policy and Business Research addressed this issue, and came to several conclusions:

-The upcoming decade will bring about rapid changes in both products and processes, reflecting accelerating scientific and technological innovation.

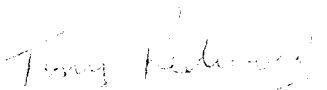
-There will likely be a relative, though not absolute, decline in manufacturing employment, but more importantly there will be a transition from "homogenous product, assembly-line mass production to customized, job batch, human capital processes."

These changes in the nature of employment will require employers to find the kind of adaptive, flexible, and multi-skilled workforce that is the product of a strong educational system. As noted in the **Hudson Institute** report, even manufacturing jobs will require much greater reading, mathematical, and analytical skills than has been the case in the past. The typical operative worker will need at the very least 12 years of public education, and a greater capacity to reason and think logically. No longer will there be a large number of jobs that can be performed by high school dropouts with meager educational skills, as these simple, repetitive tasks will become automated processes. Future workers in all job areas will need the capacity to control and understand the machines used for such automation, as well as the abilities to interact with other workers and to adapt quickly to changes in their environment.

Although a great deal of the concentration is on the need for college education, primary and secondary educational systems are critical as well, as they form the foundation and create the inputs for all subsequent education. Basic education is the key to the future success of all individuals, as well as to the future competitiveness of our state and nation in the increasingly global economy in which we find ourselves.

From an economic development perspective, Kansas is dependent on the quality of its high school graduates to be competitive and succeed in its environment. I do not know if extending the school year is in itself the best way to upgrade the capacity of our high school graduates to meet this challenge, but I am in favor of measures such as this one that will serve to improve the overall quality of the Kansas workforce.

Sincerely,


Anthony Redwood
Professor of Business
Executive Director

cc: Representative Elizabeth Baker

A-2-2
3/1/89



Testimony on HB 2150
before the
House Education Committee

by

Patricia Baker, Associate Executive Director/General Counsel
Kansas Association of School Boards

March 1, 1989

Mr. Chairman, committee members, thank you for the opportunity to appear in support of the concept contained in House Bill 2150.

The Kansas Association of School Boards supports the lengthening of the school year over a gradual period of time. We would, however, request that the bill be amended to retain the flexibility allowed by current law to provide for a school term measured in hours rather than days. The goal of the legislation could still be accomplished by increasing the minimum hour requirement over a ten-year period. This flexibility has been beneficial to school districts and employees in planning their calendars.

It is also our hope that in increasing the length of the school year, the legislature will follow through with appropriations to fund the additional costs.

I have attached some information from our research department on the current status of school calendars and also on some of the issues which will need to be addressed if House Bill 2150 becomes law.

Thank you.

*Attachment 3
House Education
3/1/89*

TABLE 21
NUMBER OF CONTRACT DAYS IN THE DISTRICT AGREEMENT

HIGH	190
Top 10%	186
Top 20%	185
Top 30%	185
Top 40%	185
MEDIAN	185
Bottom 40%	184
Bottom 30%	183
Bottom 20%	182
Bottom 10%	180
LOW	169

TABLE 22
HOURS IN THE TEACHERS WORK DAY AND THE
NUMBER AND PERCENTAGE OF DISTRICTS REPORTING

Work Day Hours	USDs	% of 304
8.5	1	0.3%
8.0	43	14.1%
7.9	1	0.3%
7.8	12	3.9%
7.7	6	2.0%
7.6	11	3.6%
7.5	68	22.3%
7.4	8	2.6%
7.3	20	6.6%
7.2	14	4.6%
7.1	6	2.0%
7.0	64	21.1%
6.9	4	1.3%
6.8	9	3.0%
6.7	4	1.3%
6.6	1	0.3%
6.5	18	5.9%
Less than 6.5	14	4.6%

AND
IN THE WAY OF

The Number of Possible School Days
Between Labor Day and May 31

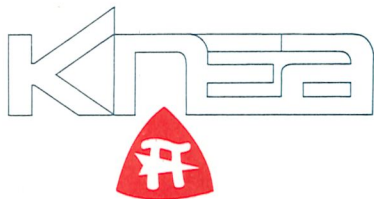
- ... 1986-87 calendar is the best for comparison
 - Labor Day is on September 1
 - this allows the maximum days for school use
- ... 1986-87 calendar
 - maximum available days for school, 190 between September 2 and May 29
 - if only one day's vacation is taken for Labor Day, Thanksgiving, Christmas, New Year's and Memorial Day observed
 - if school is ended on Friday before Memorial Day observed, there are only 185 days available with the above named vacation days taken
 - if the standard vacation days are taken

190	185
subtract one more day Thanksgiving	189 184
subtract six more days Christmas	183 178
subtract two more days Easter	181 176
 - if the other days needed are removed

inservice during the year subtract three days	178 173
spring vacation (negotiated) subtract three days	175 170
snow days if needed subtract five days	170 165
 - at best and worst

2.2 minutes must be added to each remaining day for each calendar day scheduled below 180 days. If a fraction of a minute develops in the computation, the added time is taken to the next full minute, i.e., one day, three minutes; five days, eleven minutes; ten days, twenty-two minutes. Failure to meet the 180 day or 1080 hour requirement could cause the district to lose the authority to levy taxes as provided in KSA 72-7032c. (As advised by the Kansas State Department of Education.)

$$1080 \times 60 \div 175 \div 60 = 6 \text{ hours } 11 \text{ minutes days}$$
$$1080 \times 60 \div 165 \div 60 = 6 \text{ hours } 33 \text{ minutes days}$$



Craig Grant Testimony Before The
House Education Committee
Wednesday, March 1, 1989

Thank you, Mr. Chairman. My name is Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to visit with the committee about HB 2150.

Kansas-NEA has concerns with HB-2150. First, we believe that ^{implementation} ~~elimination~~ of the option of utilizing hours instead of days to compute the school year was a wise decision which should be kept in the bill. The flexibility that school boards have in dealing with the school term is supported by our teachers. Some have even gone to longer days with more instruction per day to save on other expenses. We see no problems continuing to operate in this manner.

We also have problems with the extension of the school year. Our association's policy statement indicates that we should better utilize and fund our existing 180 instructional days before we extend the school term. We do not believe we have done a good enough job of utilizing or funding our present system yet to warrant the change. It would cost additional dollars to make the change--dollars the legislature has not seen fit to fund yet.

Because of our policy speaking to this issue, Kansas-NEA is forced to oppose HB 2150. Thank you for listening to our concerns.

Attachment 4
Blouse Education
3/1/89



HB 2150

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

March 1, 1989

Mister Chairman and members of the committee:

United School Administrators of Kansas is not opposed to the concepts outlined in HB 2150. We understand the purpose of the bill to be the provision of added learning opportunities for Kansas children, and we applaud that. We are concerned, however, with the number of questions that HB 2150 raises.

1. What will be the effect on negotiated contracts across the state?
2. What will be the state's response to the need for additional revenues school districts will need to pay staff for the longer contract year? The Administrators in Kansas are supportive of adding more teaching days to contracts, but are not in favor of asking staff to work more days for the same salary. To attempt to negotiate such contracts would guarantee impasse in every Kansas district.
3. What allowances can be made for partial days? Many districts dismiss school due to bad weather which begins after all the students are in school. Under the provisions of HB 2150 a district which sent students home at 2:00 p.m. would not be able to credit any of that day as a teaching day. Likewise if temperatures reach 90-95 degrees in late August or early September, will districts lose a day taught if students are dismissed an hour early?
4. What capital outlay assistance will be available to districts needing to air condition classrooms in mid-August or early June?

Because of these unanswered questions alone we would urge that the committee recommend this issue for interim study. We believe time is needed to work through the potential problems posed by full implementation of HB 2150.

GWH/ed

*Attachment 5
House Education
3/1/89*

Proposed Amendment to House Bill No. 2086

On page 1, in line 37, by striking "seven";

On page 2, in line 58, by striking all after the period; by striking all of lines 59 through 67; following line 67, by inserting a new subsection as follows:

"(b) (1) Subject to provision (2), the board of trustees of a community college shall be composed of six members.

(2) When a community college has adopted a seven member board of trustees plan, the board of trustees of the community college shall be composed of seven members.";

Also on page 2, in line 68, by striking "(b)" and inserting "(c)"; in line 71, by striking "(c)" and inserting "(d)"; in line 75, by striking "(d)" and inserting "(e)";

On page 3, in line 102, by striking "The"; by striking all of line 103; in line 104, by striking all before "In"; following line 118, by inserting a new paragraph as follows:

"When a community college has adopted and implemented a seven member board of trustees plan, the at-large position shall not be numbered. The at-large member may be a resident of any member district.";

On page 7, in line 263, before "If", by inserting "(a)"; also in line 263, by striking "the" and inserting "a";

On page 8, in line 267, by striking all after "district"; in line 268, by striking all before the period; also in line 268, by striking all after the period; by striking all of lines 269 through 283; following line 283, by inserting 3 new subsections and two new sections as follows:

"(b) Subject to the provisions of subsection (c), at an election next following the approval of a proposition to consolidate, six new trustees shall be elected. The three candidates receiving the highest number of votes at the general community college election shall serve as trustees for four-year terms commencing on the July 1 following such election and the

*Attachment 6
House Education
3/1/89*

three candidates receiving the next highest number of votes shall serve for two-year terms commencing on the July 1 following such election, except where a member-district method of election is in effect in which case persons elected to even-numbered trustee positions shall serve for two-year terms commencing on the July 1 following such election and persons elected to odd-numbered member positions shall serve for four-year terms commencing on the July 1 following such election. At community college elections in odd-numbered years thereafter, successor trustees shall be elected to serve for four-year terms.

"(c) At an election next following the approval of a proposition to consolidate when a seven member board of trustees plan has been provided in the agreement for the consolidated community college district, seven new trustees shall be elected. The four candidates receiving the highest number of votes at the general community college election shall serve as trustees for four-year terms commencing on the July 1 following such election and the three candidates receiving the next highest number of votes shall serve for two-year terms commencing on the July 1 following such election, except where a member-district method of election is in effect in which case persons elected to even-numbered trustee positions shall serve for two-year terms commencing on the July 1 following such election and persons elected to odd-numbered member positions and to the at-large position shall serve for four-year terms commencing on the July 1 following such election. At community college elections in odd-numbered years thereafter, successor trustees shall be elected to serve for four-year terms.

"(d) Trustees shall hold office until a successor is elected or appointed and qualified.

"Sec. 10. K.S.A. 71-1302 is hereby amended to read as follows: 71-1302. Any agreement entered into under authority of article 13 of chapter 71 of Kansas Statutes Annotated shall specify the following:

(a) The name of the community college district.

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3/1/89

(b) The date of election for approval of consolidation.

(c) Composition of the board of trustees.

~~(e)~~ (d) The method of election and voting plan.

~~(d)~~ (e) Describe member districts, if needed.

~~(e)~~ (f) Specify agreement as to the membership of a temporary board of trustees to serve until a board of trustees is elected as provided in ~~article--13--of--chapter--71--of--Kansas Statutes--Annotated~~ K.S.A. 71-1306, and amendments thereto.

"New Sec. 11. (a) Any board of trustees may adopt and implement, in the manner provided in this section, a seven member board of trustees plan. The board of trustees may resolve upon its own motion its intention to adopt a seven member board of trustees plan. The resolution shall be published once each week for three consecutive weeks in a newspaper having general circulation in the community college district. The board of trustees may adopt the plan and provide for implementation thereof at the next community college elections unless, within 30 days after the last publication of the resolution, a petition in opposition to the plan, signed by not less than 10% of the qualified electors of the college district, is filed with the board of trustees. If such a petition is filed, the board of trustees shall request the county election officer to submit the question of whether a seven member board of trustees plan should be adopted to the qualified electors of the college district at an election which shall be called for such purpose. All qualified electors of the college district may vote at the election. If a majority of those voting at the election are in favor of adopting the plan, the board of trustees shall adopt and implement the same at the next community college elections. If a majority of those voting at the election are not in favor of adopting the plan, the same shall not be adopted and no like plan shall be proposed by the board of trustees within a period of two years from the date of the election.

(b) In college districts where a district method of election is in effect, a seven member board of trustees plan

shall provide for the seventh member to be an at-large member.";

Also on page 8, by renumbering sections 10 and 11 as sections 12 and 13, respectively; in line 284, after "K.S.A.", by inserting "71-1302,";

In the title, in line 18, after "K.S.A.", by inserting "71-1302,"

HOUSE BILL No. 2234

By Representatives Blumenthal, Amos, Freeman, Hurt,
Lowther, Reinhardt, Roper, Schauf and Williams

(By Request)

2-7

Attachment 7
House Education
3/1/89

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AN ACT enacting the student freedom of expression act.

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

Section 1. This act shall be known and may be cited as the student freedom of expression act.

Sec. 2. As used in this act:

(a) ~~"Student" means any person who is regularly enrolled in and attending any of the grades nine through 12 maintained by a school district.~~

(a)

(b) ~~"School district" means any public school district organized and operating under the laws of this state.~~

(b)

(c) ~~"Student publications" means any matter published or otherwise expressed by students in journalism, newspaper, yearbook, or writing classes, and distributed to the student body either free of charge or for a fee.~~

and which is prepared under the direction of a certificated employee.

Sec. 3. ~~The liberty of the press in student publications, whether or not such publications are supported financially by a school district or by use of school district facilities, shall be inviolate and all students may freely speak, write or publish their sentiments on all subjects, being responsible for the abuse of such rights. Abuse of the rights conferred on students by the provisions of this act shall include publication or other expression of matter that is libelous,~~

protected. Material shall not be suppressed solely because it involves political or controversial subject matter.

[P]

~~slanderous or obscene, or matter that commands, requests, induces, encourages, commends or promotes conduct that is defined by law as a crime or conduct that constitutes a ground or grounds for the suspension or expulsion of students as enumerated in K.S.A. 72-8901, and amendments thereto. No board of education shall adopt~~

or which creates a material or substantial disruption of the normal school activity is not protected by this act.

45 or approve any policy, rule or regulation that abridges, violates, or
46 is in derogation of the rights of liberty of the press in student
47 publications or the rights of students to freely express their senti-
48 ments ~~on any subject~~, to the extent that such rights are granted by
49 this act. No publication or other expression of matter by students
50 in the exercise of rights under this act shall be deemed to be a
51 publication or an expression of school district policy. No member of
52 the board of education of a school district and no employee thereof
53 shall be held responsible in any civil or criminal action for any
54 publication or other expression of matter by students in the exercise
55 of rights under this act.

56 Sec. 4. This act shall take effect and be in force from and after
57 its publication in the statute book.

Delete: "on any subject"

A-7-2
3/1/89