

Approved February 20, 1991  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Rick Bowden at  
Chairperson

3:30 ~~XXX~~ a.m./p.m. on February 13, 1991 in room 519-S of the Capitol.

All members were present except:

All present

Committee staff present:

Avis Swartzman, Revisor of Statutes Office  
Ben Barrett, Legislative Research  
Dale Dennis, State Department of Education  
Donna Luttjohann, Secretary to the Committee

Conferees appearing before the committee:

Peg Dunlap, KNEA  
Barbara Maughmer, USD 383  
John Koepke, Executive Director, KSAB  
Gerald Henderson, Executive Director, USA

The meeting was called to order by Chairman Bowden. He reminded committee members of tomorrow, Technology Day then opened hearing on HB 2107.

Peg Dunlap, KNEA was the first conferee, proponent of the bill. She explained that there are five schools presently participating in this reform. She explained how the schools are utilizing the 1988 authorization of the building-based education plan and encouraged support of the bill (Attachment 1).

Ms. Dunlap introduced Barbara Maughmer, the second proponent of the bill. Ms. Maughmer teaches at Amanda Arnold Elementary in Manhattan, a recipient of a two-year K-NEA/State Building-Based Educational Grant. She spoke on the benefits of shared decision making from the viewpoint of a teacher and as an assistant teacher (administrative level). Ms. Maughmer specifically highlighted the staff development training, instructional strategies and materials, and formation of an evaluation model of the entire process which was made possible by the grant (Attachment 2).

Chairman Bowden asked how much money was put in the program initially. Ms. Dunlap explained that \$20,000 came from the state and \$10,000 from K-NEA for each of the two years.

The third conferee was John W. Koepke, Executive Director of the Kansas Association of School Boards. Mr. Koepke expressed his support for the legislation, especially since the effect of the program will not be known for 6-10 years. Mr. Koepke also pointed out that these potential reforms are not cheap, but that the state should make a commitment to them. Mr. Koepke also pointed out that the United States spends less on educational research than any other nation and thus, our data is incomplete as to the effects and subsequent successes of our programs (Attachment 3).

The final conferee was Gerald W. Henderson, Executive Director of the United School Administrators of Kansas. Mr. Henderson spoke in favor of the bill and made the point that the school administrators were former opponents of this bill. The program is off to a good start and should not only be

CONTINUATION SHEET

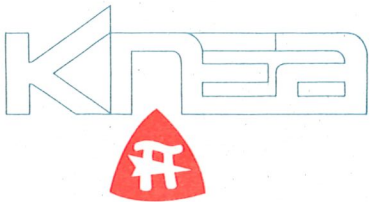
MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,  
room 519-S, Statehouse, at 3:30 ~~XXX~~ a.m./p.m. on February 11, 1991.

extended but expanded. He emphasized that in all reform, there should be someone in the central office who channels the focus of the reform (Attachment 4).

Hearings were closed on HB 2107.

The meeting was adjourned at 4:29 p.m. with the next meeting scheduled for Thursday, February 14, 1991 in the old Supreme Court Room at 3:30 p.m.





Peg Dunlap Testimony before the  
House Education Committee  
Wednesday, February 13, 1991

Mr. Chairman and members of the Committee, I am Peg Dunlap, Director of Instructional Advocacy for Kansas-NEA. Thank you for the opportunity to address the Committee in support of HB 2107 which reauthorizes Building-based Education Plans.

That this bill was scheduled for hearing today is extremely fortunate, in light of the presentation you heard yesterday from John Meyers and his associate from NCSL. They identified key elements of reform and used a video to provide specific examples of programs across the country that are attempting to put those ideas about reform into practice.

I contend that the program authorized by HB 3100 during the 1988 Legislative session, and reauthorized if HB 2107 becomes law, building-based education plans, should have been featured on that video.

Building-based education plans include all the elements of reform mentioned yesterday: restructuring, accountability, assessment, and parental involvement. The building-based education plans authorized in 1988 have allowed at least 5 Kansas schools to participate in significant, lasting efforts to reform education in those buildings.

Representatives of those schools could have been here this afternoon to give testimony from personal experience. They,

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however, are busy teaching school! In their absence, I'd like to take a few minutes to summarize some of the things that happened in those schools because of building-based education.

Franklin Elementary, USD 475, Junction City expanded work begun through the district's Effective Schools Program. A building-level panel, representative of the adults who work at Franklin, led the entire staff through a goals and needs identification process. Language arts was one of those goals. A faculty committee selected the Whole Language approach as the best method of meeting the needs of their students. The building-based education grant was used to fund staff development activities, supplemental teaching materials, and activities involving parents.

Towanda Elementary, USD 375, Towanda began the process of building-based education by establishing an effective schools team, consisting of the principal, teachers, and other adults who work at the school. The team directed a process through which data about the school was collected, goals set, and a plan developed to address those goals. The primary focus turned out to be developing a more positive educational climate for students. In designing staff development activities to help teachers do that better, the staff learned something else: they had to address a positive climate for the adults in the building before they could change the climate for students.

Quail Run Elementary, USD 497, Lawrence wasn't open when they applied for a building-based education grant. During their first

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year of existence, the faculty, parents, and PTO developed and implemented a school improvement plan that addressed issues such as integrating special education students into the regular education program, designing a consistent building-wide discipline plan, coordinating the science and social studies curriculum areas across grade levels, and developing a parent resources section in the media center. Accountability and assessment of students and the school were an additional component of the plan. This work was done with assistance from faculty at KU.

Wiley Elementary, USD 308, Hutchinson was also already involved in school improvement because of previous district-initiated activities. Building-established goals were expanded to include emphasis on integration of higher order thinking skills across grades and across the curriculum. The building-based education grant funded intensive staff development activities, including teachers coaching teachers, as well as supplementary instructional materials.

In this quick overview, I can't tell you everything that happened in these schools because of building-based education. I encourage you to visit them yourselves, talk to the teachers, the administrators, the parents, the students. Find out how school is different now in those places than it was before.

I predict that the answers you'll hear can be categorized into the elements of reform Meyers mentioned yesterday: **restructuring**, to actively involve those most closely involved in implementing

decisions in the making of those decisions; **accountability**, of staff and students for what they do and how they do it; **assessment**, of student progress by more than paper and pencil tests; and, **parental involvement**, so that home and school collaborate to meet student needs and encourage their progress.

House Bill 2107 is deceptive: it looks so simple. What it does, though, is complex. It places the Legislature's stamp of approval on a process that can make a tremendous difference for Kansas schools and Kansas education, a process that encourages and indeed requires, close examination of what school is about and how we go about getting there. Meyers and K-NEA and many others call it "restructuring". HB 2107 calls it "building-based education". Whatever you call it, it holds the highest promise I'm aware of for better educating Kansas students. I urge you to support this bill.

My name is Barbara Maughmer and I'm here in support of House Bill #2107 I am a teacher at Amanda Arnold Elementary in Manhattan, Ks. November, 1988 we applied for and received a two-year K-NEA/State Building-Based Educational Grant for approximately \$12,000. Using myself as an example as one of many professionals at Amanda Arnold Elementary, I hope to show you how a small educational grant has/ and will continue to make a difference to meet the complex needs of education for the 21st century.

Building-based management and shared-decision making are based on the premise that individual schools should implement a governing model which allows major decision to be made at the building level which will, in turn, impact teaching and learning in that building. Those affected by the decisions are the ones who make the decisions. Under this model all schools will not look exactly alike, but the freedom is extended to more effectively meet the individual needs of each learning community.

Six years ago I was teaching first grade - just as I am today. However, today I have many more opportunities available to me to impact the future of education. This is partially due to site-based decision making. In addition to teaching first-grade in the mornings, I am the Assisting Teacher in the afternoons. The Assisting Teacher position was created by our district when Assistant principals were dropped at the elementary levels five years ago. In this position I work with public relations, communication, curriculum development, and staff development. I am also the teacher



facilitator for our School Improvement Team. This committee includes certified and non-certified staff, parents, and community people (one of which is a member of this House of Representatives). The School Improvement Team is involved in all major decisions which will affect Amanda Arnold Elementary.

In addition to my responsibilities at school, teacher decision-making has expanded to other levels in my professional life. Currently I am coordinating a district committee to review the K-12 language-arts curriculum and I chair the evaluation sub-committee of the Professional Development Council. Both of these positions were controlled by district staff less than five years ago. My interest in educational reform has allowed me to become a consultant in the field of whole language providing workshop and inservice training to teachers in all parts of the state. As chair of our State Representative's Educational Advisory Board, I keep a keen ear to the accomplishments of State government.

I am telling you about myself not to boast but to testify to the power and effectiveness of site-based decision making. I am one of many teachers on our staff who could effectively testify that site-based management has not only made a difference in our students, but it has added a sense of professionalism that was missing in education in the past. It has caused each member of our staff to become a professional educator who believes systemic (lasting) change has to come at the grassroots level. Collaboration and shared decision-making have become a way of life to us. We are providing a

tremendous model and establishing a learning climate that will make success possible for every child and adult at Amanda Arnold Elementary. That will happen because we (the teachers) are given the opportunities to learn skills and develop a process that will be modeled to our students. This is the learning agenda for the 21st century. It is not a quick fix to a complex problem. It will take a lot of time, commitment, and of course money.

The \$12,000 we have received over the past two years as a grant recipient has been used wisely. Teachers have a lot of experience in how to take a little money and make it go a long, long way. The dollars were first spent to help establish our building plan. This plan is the backbone of everything we do and will continue to do in the future. The money has helped us provide

staff development training to our staff

implementation of instructional strategies and materials

and provide an evaluation model of the entire process.

This fall Peg Dunlap from K-NEA nominated Amanda Arnold Elementary to become part of the NEA Center of Innovation. This Center was formed less than one year ago to design, establish, and support schools and projects which will lead education into the 21st century. Amanda Arnold has been named one of five schools in the United States to lead the national school-based restructuring movement. The other four schools are in California, Maine, North Carolina, and Washington. We are all linked together with an IBM School Renewal Computer Network System. I spent four days last week in Washington

DC with people who have a passion for educational reform in this nation. The one common component of all schools who wish to restructure is the commitment to site-based management and shared decision making.

I encourage you to extend this house bill.

**KANSAS  
ASSOCIATION**



**OF  
SCHOOL  
BOARDS**

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**Testimony on H.B. 2107  
before the  
House Committee on Education**

**by**

**John W. Koepke, Executive Director  
Kansas Association of School Boards**

**February 13, 1991**

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the member boards of education of the Kansas Association of School Boards in support of House Bill 2107.

We testified in support of the original legislation which created this pilot effort on building based education. Due to the late start which the program faced at its inception, we would support passage of this legislation in order to give the program a fair opportunity to succeed and to insure that the report the legislature receives on the program is based on a substantive trial period.

We thank you again for the opportunity to express these views on behalf of our members and I would be happy to attempt to answer any questions.

HOUSE EDUCATION  
Attachment 3  
February 13, 1991



**HB 2107**

February 13, 1991

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

Mister Chairman and members of the committee, United School Administrators of Kansas is pleased to support the extension of the program which pilots building-based education plans in Kansas. Learning how to effectively collaborate on solving the issues facing Kansas schools is vitally important to the success of any move toward lasting reform. The successes of the four schools thus far involved in the pilot suggest that we need not only to extend the program but to expand it.

We urge the committee to report **HB 2107** favorably.

HB2107/GWH

HOUSE EDUCATION  
Attachment 4  
February 13, 1991