

Approved May 15, 1991
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~/p.m. on Thursday, February 21, 1991 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 48 - Concerning special education for exceptional children, affecting the
Kansas State School for the Deaf and the Kansas State School for the
Visually Handicapped

Proponents:

Mr. Rod Bieker, Director of Legal Services, State Board of Education

SB 47 - Concerning school districts; authorizing boards of education to sched-
ule the school days or school hours of the school term on a trimestral
or quarterly basis.

Proponents:

Mr. Harold Beedles, Vice President, USD 394 School Board, Rose Hill

SB 26 - School finance (by Special Committee on School Finance)

SB 110 - School finance (Governor's proposal)

Mr. Craig Grant, Director of Political Action, Kansas-National Education
Association

Mr. Gerry Henderson, Executive Director, United School Administrators
of Kansas

Mr. John Koepke, Executive Director, Kansas Association of School Boards

Ms. Denise Apt, Legislative Liaison, USD 500, Kansas City

Mr. Paul Fleener, Director, Public Affairs Division, Kansas Farm Bureau

Ms. Jacque Oakes, Schools for Quality Education

Mr. Onan Burnett, USD 501, Topeka

SB 48

After calling the meeting to order, Chairman Joseph C. Harder recognized
Mr. Rod Bieker, Director of Legal Services for the State Board of Education,
a conferee on SB 48.

Mr. Bieker explained that SB 48 is an attempt to clarify that the State
School for the Deaf and the State School for the Visually Handicapped are
educational placement centers for the local school districts. The students,
he said, would remain under the responsibility of their local home school
districts, and the school district of the student would be responsible for
the administration of any due process hearings that might occur. He
explained that currently the State Board of Education is responsible for
the administration of due process hearings. The bill, he said, would remove
those two state schools from the definition of "state institution" for
purposes of the Special Education Act. (Attachment 1)

In reply to a question, Mr. Bieker said that during his six years with the
department, no due process cases had arisen.

Following a call for additional conferees, the Chair announced that he would

Unless specifically noted, the individual remarks recorded herein have not
been transcribed verbatim. Individual remarks as reported herein have not
been submitted to the individuals appearing before the committee for
editing or corrections.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 123-S, Statehouse, at 1:30 ~~xx~~ a.m./p.m. on Thursday, February 21, 1991

hold SB 48 in Committee for consideration at a later time.

SB 47

The Chair asked the Committee to turn its attention to SB 47, relating to scheduling school days or hours of the school term on a trimestral or quarterly basis. He called upon Mr. Harold Beedles, vice-president of the USD 394 School Board, Rose Hill.

Mr. Beedles explained that his district is having a growth problem whereby enrollment growth is outpacing increased facilities, and "there is no place to go". He said the current 7.18% growth increase is expected to be surpassed by an eight percent annual growth increase for the next five to ten years. The current mill levy, he stated, is 92 mills, and the voters have turned down the last three bond issue attempts. Mr. Beedles said that although other options have been considered, community response has least rejected the alternative trimestral/quarterly school term which he is asking the Committee to consider in SB 47. Mr. Beedles pointed out that his testimony provides information regarding the advantages and disadvantages of the various proposals that have been considered by the district. (Attachment 2) Mr. Beedles noted that Colorado and California schools use the trimestral/quarterly system, and teachers in his district are ready to move into the new "year-round" school year. Mr. Beedles commented that Kansas is one of the few states which does not have a school finance formula to help with building school facilities.

The Chairman commended Mr. Beedles on the innovative approach his board is considering to counter Rose Hill's growth problems and thanked him for coming to testify.

The chair announced he would recess the hearing on SB 47 in order that the Committee could complete its hearings on SB 26 and SB 110, relating to school finance. He apologized to the conferees who were not called upon to testify on SB 47 today and requested they return at a later time.

SB 26 and SB 110 - School finance

The Chair recognized Mr. Craig Grant, Director of Political Action, to present testimony on behalf of his organization, Kansas-National Education Association.

Mr. Grant said he would summarize his testimony (Attachment 3) and would talk more about school finance in general rather than just the concepts contained in SB 26 and SB 110. Mr. Grant stated that probably the most important issue is allowing more and greater flexibility in local districts. Mr. Grant stated support for a 3% to 9% budget increase in order to meet the needs of students.

When the Chairman recognized Mr. Gerry Henderson, Executive Director of the United School Administrators of Kansas, Mr. Henderson commended the 1990 Interim Committee on School Finance for the work it had done in its preparation for recommending SB 26 to the Legislature. However, Mr. Henderson said he agrees with Mr. Grant's recommendation to use a percentage of the median statewide school district tax levy rather than a standard mill levy in the SDEA formula. (Attachment 4) Mr. Henderson said that the U.S.A. Task Force on School Finance has defined equity as "opportunity in education for kids and taxpayer effort".

An equitable school finance distribution formula is his Association's Number 1 legislative priority during this legislative session, stated Mr. John Koepke, Executive Director of the Kansas Association of School Boards, when he was called upon to testify. (Attachment 5) Stating that he shares the same concern that other conferees have expressed, Mr. Koepke pointed out that constitutionally, the obligation for establishing a system for funding of public education in Kansas is a state, not local,

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
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responsibility. He informed members that his Association has defined equity in school finance as "the opportunity for every school district in this state to spend the same amount per pupil by making the same amount of effort at the local level". He commented that the school finance formula has done a fairly good job of equalizing spending opportunities over the last 17 years but noted that the range of spending per pupil in the school districts of Kansas is considerably narrower than it was in 1973. He contrasted this to the range in effort which is considerably wider than it was in 1973. Mr. Koepke suggested two methods by which to narrow the disparity of mill levies across the state: 1) the infusion of state money to drive the cost down so everyone approaches the bottom level, or 2) address the bottom level to narrow the range of the mill levy. Mr. Koepke called attention to the study of pupil weighting, recommended to the State Board by the Interim Committee, and thought this system might address some of the concerns expressed by Mr. Beedles from Rose Hill.

Ms. Denise Apt, Legislative Liaison for USD 500, Kansas City, expressed concern not only for budget lids, but also for property tax relief. She explained that both Kansas City, Kansas and Wyandotte County have large aggregate mill levies while USD 500 has experienced a \$28million drop in valuation during the last budget year. (Attachment 6)

The Director of the Public Affairs Division of the Kansas Farm Bureau, Mr. Paul E. Fleener, expressed concern that the Interim Committee's definition of district wealth is inappropriate and "SB 26 is flawed, as it does not achieve equity". (Attachment 7)

Ms. Jacque Oakes, Schools for Quality Education, urged the Committee to consider budget lids of either 102%-106% as provided in SB 26 or current law budget lids of 103%-109%. (Attachment 8)

Mr. Onan Burnett, USD 501, expressed concern regarding funding of the Fourth Enrollment Category if the schools in that Category do not use the additional money to fund similar programs as we offer in USB 501. (Attachment 9)

The Chair thanked conferees who testified today and announced that the hearing on SB 47 will continue on Monday. The Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Thursday, February 21, 1991

GUEST LIST

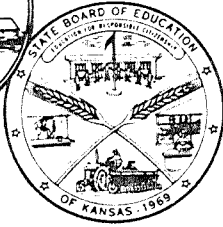
<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Alison Lawrence	20814 W. 45th Ave Shawnee, KS 66218	Page
Riley White	405 N. Olive Wellington, Ks 67152	Page
Jeremy McDonald	R.R. 3 Wellington, Ks 67153	Page
Nate Baxter	1102 N. Olive Wellington, Ks	Page
Erik Eberhart	7520 Allman Rd, Lenexa, KS 66217	Page
Diana Swenson	6750 S. 159 E. Rose Hill, Ks.	USD #394
HAROLD BEECHES	210 BROWNIE ROSE HILL, KS	USD # 394
PAT MADDEN-BERAN	11431 Hallmark Cr. Derby, Ks 67037	USD # 394
Rod Bieker	Ks Dept of Education 120 E 10th Topeka	
HAROLD PITTS	TOPEKA	KRTIA
Denise C. Axt	Topeka	USD # 500
Paul E. Fleener	Manhattan	Kansas Farm Bureau
Don C. Burnett	Topeka	USD 50 (#)
Jacque Oakes	Topeka	SQE
Don Home	Topeka	BUDGET
ROBIN NICHOLS	W. Anita	USD 259
Kay Cole	Topeka	KNEA
Craig Grant	Topeka	K-NEA
Ken Baker	Topeka	4th Enrollment USD's
John Keppeler	Topeka	KASB
Jimi Keller	Douglas	Principal High School
Rudy Mills	Pratt, Ks	USD 382
Scott Wojcikowski	Pratt	Page USD 382
Merle Hae	Topeka	KACC

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Thursday, February 21, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Dan Haas	Overland Park	KCPK
Jerry Conrad	Lawrence	KGE
Betty Hoffman Smith	Topeka	USA
Gerald Sudman	Topeka	USA
Judith Stuby	Burlington	USD 244
Dave Griffith	Burlington	USD # 244
Jim Yonally	Overland Park	USD # 512
Ada Ligia R. Paquette	Junction City	USD 475
Mark Tallman	Topeka	KAR
Whitney Barman	Topeka	Coffey County Coalition



Kansas State Board of Education

Kansas State Education Building (913) 296-3203

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

I. B. "Sonny" Rundell
District 5

Wanda Morrison
District 7

Timothy R. Emert
District 9

Paul D. Adams
District 3

Gwen Nelson
District 10

February 21, 1991

TO: Senate Education Committee
FROM: State Board of Education
SUBJECT: 1991 Senate Bill 48

My name is Rod Bieker. I am Director of Legal Services for the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

Senate Bill 48 concerns special education. The bill deletes the Kansas State School for the Deaf (KSSD) and the Kansas State School for the Visually Handicapped (KSSVH) from the definition of "state institution," so it is clear that the education of children in these schools remains the responsibility of their home school district.

Unlike other state institutions mentioned in this statutory definition, the two state schools are educational institutions, not treatment or correctional facilities. The two state schools are educational placement options for local boards of education as they determine the appropriate educational placements for exceptional children. However, in the opinion of the State Board, a local board of education should remain responsible for each child placed in a state school. This includes responsibility for conducting any due process hearing that may be requested and paying for transportation to and from the state school.

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2/21/91
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ROSE HILL PUBLIC SCHOOLS

UNIFIED SCHOOL DISTRICT No. 394

TERRY MCGREEVY
Superintendent of Schools

OFFICE OF THE SUPERINTENDENT
315 S. ROSE HILL ROAD
ROSE HILL, KANSAS 67133
(316) 776-2197

WESLEY S. DREYER
Associate Superintendent
For Administration

Year Round School

The enrollment in the Rose Hill U.S.D. 394 district has increased 100% since the 1975-76 school term from 720 to 1484. The enrollment increase for the 1990-91 school term was 7.14% or 96 new students. Enrollment projections for the district indicate 2200 students by the year 2000. This projected enrollment for the year 2000 is based on a conservative 3-5% growth over the next ten years. However, the district is concerned that the current year increase of 7.18% might be an indication of future growth in light of the number of new housing starts in the district. The city of Rose Hill led all communities in Butler County in new housing starting in 1989 with 41 new homes. Since January there have been 23 new homes built as well as plans by developers to begin a major push to develop two platted areas within the city limits.

The increase in facilities has not been able to keep pace with the increase in enrollment. Although the district does have authority to levy the four mill capital outlay levy, this four mill levy raises only \$54,995 per year. The yearly income total is approximately \$250,000 including all other sources of income for the capital outlay fund, i.e. interest and general fund transfer. Therefore, the capital outlay fund is not a viable source for major construction. During the past five years the Rose Hill district has failed at three attempts to pass a major bond to provide additional facilities. The most recent bond issue in November, 1990, would have raised the mill levy 26 mills for a \$5,750,000 issue. The district's low tax base, \$18,805,852, requires a large mill levy for any building proposal. Alternatives, other than facility construction, such as split sessions and Year Round School have been studied in depth. The split session alternative was met with major opposition from patrons at a public forum in January, 1989. Therefore, Year Round School is under serious consideration by the Rose Hill Board of Education.

The Year Round School program under consideration is not an extension of the tradition school term but would be a multi-track using either a 45-15 concept or concept six to provide relief for the district's crowded facilities. Specific advantages and disadvantages of either choice is given in the attached handouts. With either of these choices, there would be 1/4 or 1/3 of the student population not in attendance at any one time. This would provide the district with additional classrooms for a period of approximately five to seven years, based on current conservative enrollment growth projections. The Rose Hill district is aware that the implementation of a Year Round School program is not without additional costs. Estimates, see an attached handout, project the costs to be from \$542,028 to \$664,424 total cost with the state share estimated at 65% and local costs 35% or from 10 to 12.3 additional mills. The Rose Hill district is also aware that to fund such a budget increase would take a special election to approve the increase. However, there must be special provision for enrollment count before the Rose Hill district would even consider proposing the program for a special election.

If, as in the case of Rose Hill, Year Round School would be implemented to ease a facility shortage, then it would be readily apparent that not all students in the district would be able to be in attendance on the current September 20th enrollment count date. Therefore, a second date for enrollment count would be necessary or the district would face drastic cuts in budget authority and state aid. The proposed legislation of permitting districts with quarterly or trimester calendars to use both September 20 and February 20 as the official count days would remove one of the major obstacles to planning for implementation of Year Round School for the Rose Hill district.

We thank you for the opportunity to address this issue with the committee and for your consideration in this matter.

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A 2-1

Advantages and Disadvantages of Year-Round Calendars

Three-track calendars:

Concept-Six

Advantages

- Increases capacity by 50%
- Long instructional blocks
- Time and space for intersession is increased
- Less moves for roving elementary teachers when compared to 45/15

Disadvantages

- Longer academic day
- One week off for winter vacation
- 163 days of instruction instead of 180
- Admissions day is not observed

Four-track calendars:

45/15

- Short vacation periods
- 180 days of instruction available
- Increases a school's capacity by 33%

- Large number of moves for each roving elementary teacher
- Short blocks of instructional time on Tracks B and C
- Start-up and endings for each track are numerous

60/20

- Longer vacation (4 weeks) than in 45/15
- Longer blocks of instructional time than in 45/15
- Teachers are more willing to substitute than in 45/15
- Intersession is easier to schedule when compared to the 45/15 calendar
- One less in/out for each track than in 45/15
- Twenty-five percent fewer moves for roving elementary teachers compared to the 45/15
- 180 days of instruction available
- Increases a school's capacity by 33%

- Number of moves for each roving elementary teacher is more than in the 90/30 or Quarter-System calendars
- Standardized testing and state testing window

90/30

- Longer instructional blocks than 60/20 or 45/15
- Intersession easier to schedule than in 60/20 or 45/15
- Fewer changes for roving elementary teachers and affected students than in 60/20 or 45/15
- 180 days of instruction available
- Increases a school's capacity by 33%

- All terms do not have summer break

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Quarter System

(Four-term)

- Longer instructional blocks than 45/15, 60/20 or 90/30
 - Fewer changes for moving elementary teachers and affected students than 45/15, 60/20 or 90/30
 - 180 days of instruction available
 - Intersession is easily scheduled
 - Increases a school's capacity by 33%
 - Opportunity to access course offerings at the secondary-level are maximized
 - Increased opportunity for enrollment in remediation and enrichment courses
- Uses, essentially, all calendar dates, i.e. there is no opportunity for a "break" between school years
 - Requires the re-calculation of course credits for secondary schools
 - only one term (track) has summer break
 - Short instructional blocks/vacation periods are not available

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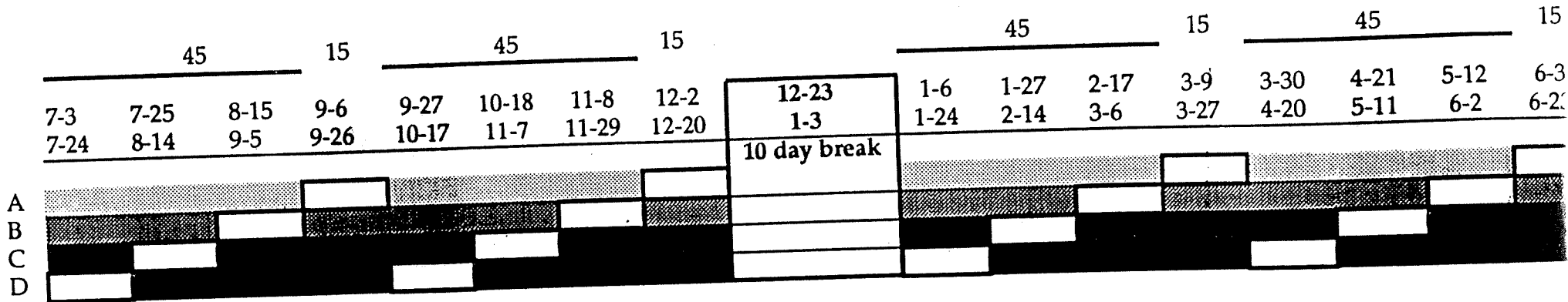
Advantages and Disadvantages of Year-Round Calendars

Summary

	45/15	60/20	90/30	C-6 82/41	Four-Term Quarter
Capacity increase	25/33%	25/33%	25/33%	33/50%	33%
Number of changes affecting roving teachers	15	12	7	5	3
180 days of instruction available	Yes	Yes	Yes	No	Yes
Vacation available during summer months - all terms	Yes	Yes	No	No	No
Access of course offerings maximized	N/A	N/A	No	No	Yes
Winter recess - same as traditional calendar	Yes	Yes	Yes	No	No
Ability to shut school down 3 weeks during summer	No	No	No	No	No
Semester concept for course credit retained	N/A	N/A	Yes	Yes	No
Long, uninterrupted instructional blocks	No	No	No	No	Yes
Short vacations/ instructional blocks	Yes	Yes	No	No	No
Ability to extend school year beyond 180 days	No	No	No	No	No
Length of school 1080 hr.	6:00	6:00	6:00	6:38	
Instructional 1140 hr.	6:20	6:20	6:20	7:00	8:00 - 3:40
Current instructional 1125 hr.	6:15	6:15	6:15	6:54	

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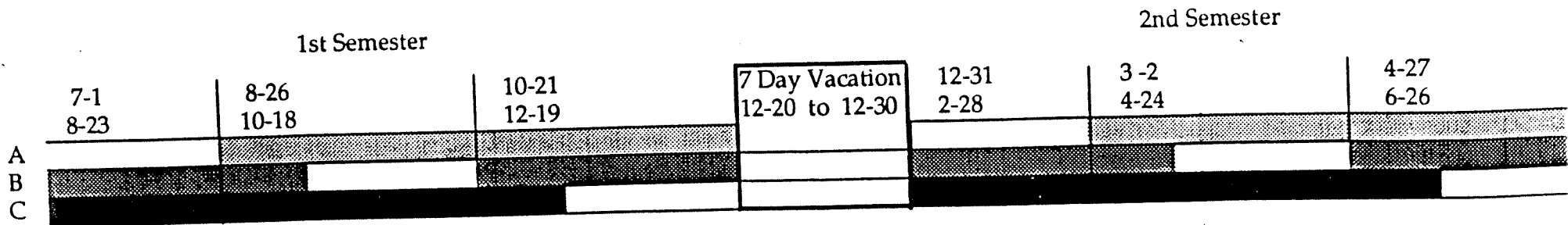
45/15 Calendar - Year Round School



Holidays excluded:

July 4	Sept. 2 - Labor Day	Nov. 28 - Thanksgiving Day	Dec. 25 - Christmas Day
January 1 - New Years Day	April 17 - Good Friday	May 25 - Memorial Day	

Concept 6 Calendar - Year Round School



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N2-5

Enrollment Projections Sept 20 Enrollment with 3 Yr Avg Proj

Year	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	SpEd	HDCT	FTE	HDCT Inr	Pct Inc
1974-75	45	43	54	34	47	55	50	55	54	64	54	62	61	12	690	667.5		
1975-76	51	57	47	54	46	45	56	53	53	63	72	52	58	13	720	694.5	30.0	4.35%
1976-77	53	56	61	57	67	53	62	62	56	61	70	68	47	12	785	758.5	65.0	9.03%
1977-78	59	64	64	68	64	67	55	67	53	58	68	63	63	20	833	803.5	48.0	6.11%
1978-79	67	67	73	80	79	77	62	69	83	74	67	69	62	22	951	917.5	118.0	14.17%
1979-80	71	79	68	81	88	88	86	67	78	93	78	62	64	20	1023	987.5	72.0	7.57%
1980-81	69	81	82	72	94	92	92	92	75	81	95	68	64	17	1074	1039.5	51.0	4.99%
1981-82	79	79	85	90	77	100	101	92	97	75	88	91	62	14	1130	1090.5	56.0	5.21%
1982-83	105	78	76	84	91	77	97	93	93	98	73	84	85	14	1148	1095.5	18.0	1.59%
1983-84	95	105	80	80	85	96	74	106	98	91	98	69	81	17	1175	1127.5	27.0	2.35%
1984-85	107	100	109	89	80	94	102	78	105	93	89	94	63	14	1217	1163.5	42.0	3.57%
1985-86	78	113	91	109	98	87	88	98	78	106	91	88	92	15	1232	1193.0	15.0	1.23%
1986-87	100	81	114	95	110	104	92	90	100	78	104	87	84	15	1254	1204.0	22.0	1.79%
1987-88	98	131	81	109	107	112	110	84	89	93	81	96.8	79	11	1282	1232.8	27.8	2.22%
1988-89	98	126	114	91	110	122	110	108	91	95	93	82	95.5	8.5	1344	1295.0	62.2	4.85%
1989-90	110	120	120	113	100	120	132	110	106	86	93	93	77	8	1388	1333.0	44.0	3.27%
1990-91	119	129	121	128	124	106	123	131	115	103	87	93	93	12	1484	1423.0	96.0	7.14%
1991-92	123	136	123	125	134	133	109	126	135	116	103	87	91	15	1556	1494.5	72.0	4.85%
1992-93	127	141	129	127	131	144	137	112	130	136	116	103	85	18	1636	1572.5	80.0	5.14%
1993-94	131	145	134	133	133	140	148	140	116	131	136	116	101	14	1718	1652.5	82.0	5.01%
1994-95	135	150	138	138	140	143	144	152	145	117	131	136	114	14	1797	1729.5	79.0	4.60%
1995-96	139	154	142	142	145	150	147	148	157	146	117	131	133	10	1861	1791.5	64.0	3.56%
1996-97	144	159	146	147	149	156	154	151	153	159	146	117	128	12	1921	1849.0	60.0	3.22%
1997-98	149	165	151	151	154	160	161	158	156	155	159	146	115	9	1989	1914.5	68.0	3.54%
1998-99	154	170	157	156	159	165	165	165	163	158	155	159	143	9	2078	2001.0	89.0	4.47%
99-2000	159	176	162	162	164	171	170	169	170	165	158	155	156	5	2142	2062.5	64.0	3.08%
2000-01	164	182	167	167	170	176	176	174	174	172	165	158	152	3	2200	2118.0	58.0	2.71%
Average	7.21%	14.38%	2.03%	7.36%	10.46%	7.22%	4.71%	3.69%	3.71%	4.81%	3.80%	-4.22%	-5.00%					
6 Yr Avg	3.25%	18.12%	-4.17%	3.02%	7.37%	7.63%	2.34%	-2.15%	1.99%	-1.27%	-0.19%	-1.87%	-3.88%					
3 Yr Avg	6.81%	22.76%	-5.64%	6.05%	6.85%	9.70%	2.97%	-0.86%	3.68%	-0.53%	-0.31%	0.41%	-2.48%					
Proj Pct	3.25%	14.25%	-5.00%	3.25%	5.00%	7.25%	3.00%	2.50%	3.25%	1.00%	0.00%	0.00%	-2.00%					

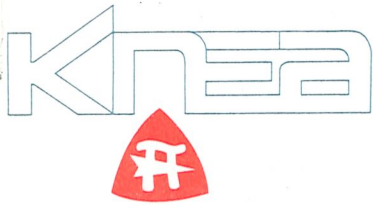
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YRS Est Cost K-12 Summary

			240	252	Cum Total	Cum Total	Mills Eq	Mills Eq
	Total	Daily Avg	Days	Days	Days	Days	Days	Days
Instructional Salaries		\$169.20	\$255,824	\$310,643	\$255,824	\$310,643	4.761	5.782
Administration	\$211,120	\$197.43	\$25,796	\$37,643	\$281,620	\$348,286	5.241	6.482
Support Staff	\$234,400	\$168.84	\$49,255	\$63,439	\$330,875	\$411,725	6.158	7.663
Clerical	\$96,044	\$90.91	\$13,046	\$18,500	\$343,921	\$430,225	6.401	8.007
Food Service	\$127,230	\$176.15	\$41,869	\$50,325	\$385,790	\$480,550	7.180	8.944
Paras	\$62,967	\$179.45	\$23,169	\$27,476	\$408,959	\$508,026	7.611	9.455
Fixed Charges @10%			\$40,896	\$50,803	\$449,855	\$558,829	8.372	10.401
Utilities	\$172,060	\$839.32	\$29,376	\$39,448	\$479,231	\$598,277	8.919	11.135
Transportation	\$216,198	\$1,249.70	\$62,797	\$66,147	\$542,028	\$664,424	10.088	12.366

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Craig Grant Testimony Before The
Senate Education Committee
Thursday, February 14, 1991

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to appear before the committee and discuss the Association's views on school finance. I will talk about school finance in general rather than specifically about SB 26 and SB 110. I hope that you will find my comments of assistance as you deliberate on the important topic of school finance.

I cannot think of a more important topic to be discussed. This state's future rests in its ability to provide a sound education for its youth and adults. There is not a bigger economic development tool for a state than a well-trained, well-educated work force and a solid education system. Even more basic to the political world in which we all live is a school finance system which has a direct influence on property taxes in the state.

I hope to approach this topic from three or four directions, hopefully with some suggestions to consider. The list of suggestions is not exhaustive, but certainly these would be helpful to the schools in this state. No single thing will meet all the challenges. A combination of many adjustments will make the needed changes.

Basic to improving schools in this state is the granting of greater flexibility to local school districts and buildings. Specifically, we need to raise the allowable increases in budget per pupil for each district. We have so drastically lowered the ability of the schools to cope with rising costs that some have and many are on the verge of cutting back essential services. The legislature keeps talking about wanting our schools to reform, but with a 1% increase allowed when the cost of living increased over 6%, little energy at the local level can be devoted to reform when officials are worried about the cost of utilities, transportation, and even paper.

Last summer when researching for a similar presentation I found that the average general fund expenditure per student in Kansas was \$4,404. That amount may seem like a lot, but when divided by the 180 day school term, that figures to be about \$24.46 a day to educate our youth (\$4.07 an hour)--not very much to spend on a child when we spend over \$80 a day to incarcerate a criminal. I have enclosed a chart to illustrate this statistic.

Kansas can, and must, spend more on its education system. Additionally, if we want to allow the lower spending districts to "catch up" some to the high-spending districts, we need to increase the range of budget lid increases allowed. If we are to make changes (reform) in what we are doing in our schools, districts need the flexibility to try new things. Last March I was called by a resident of USD 501, Topeka, who had a student at Topeka High School. I do not know his name, nor did I know the person. The gentleman's sophomore son had been participating in an after school (I believe evening) tutoring program in which students could return voluntarily for extra assistance in subjects giving them difficulty. The son had improved from a D+ the first quarter to a B and B+ the second

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and third quarters in an advanced science course. The man was terribly upset because the evening before it was announced that it would be the last session for the program because the district did not have enough funds to continue it. The district had run out of the flexibility it needed to continue to provide all the programs desired. I could only listen and sympathize with the patron knowing that 1-2% budget lids would only make matters worse this year. We need at least a 3-9% budget lid for next year if we want to maintain our programs.

Some might say that the teachers are just being selfish in requesting higher lids as it probably would mean higher salaries for them. I do not apologize for the positive effect higher lids have on salaries. Frankly, even with as much effort as some districts are and have been making, salaries in Kansas have not kept pace recently with the national growth in salaries, and our teachers, better prepared than most, lag significantly behind the national average.

While the national average salary looks like it increased over 6% again this year, Kansas salaries increased about 4.0% to 4.1%. A year ago it appeared that Kansas had made a great leap forward when we went from 33rd to 27th in ranking. I would submit to you that the only reason for the increase was the inclusion of fringe benefits into the Kansas totals for salary. As far as we have discovered from the NEA, who collects the data, and our other state affiliates, Kansas is the only state which artificially increases our salary totals in this manner. We do not apologize for asking for salary increases. In fact, we would agree with the most recent Gallop Poll in which over 50% of the people surveyed believed that the quality of education would improve if salaries were increased.

Obviously, budget flexibility is only part of the picture. Kansas, as a state, needs to assume a greater share of the cost of general education. Currently, Kansas pays for about 44% of the general fund costs. The national average has climbed to between 49-50% as more states have used state resources to assist in equalizing educational opportunity. To do that, it is obvious that we must increase state revenues to help relieve local property taxes. I have appeared before committees of both Houses asking that the sales tax be increased for education, that the income tax be increased for certain groups and the money spent for education, that we start taxing certain services for help education funding, and that we remove certain exemptions from the tax statutes to enhance state revenues. None of these requests were implemented. We would hope that the 1991 legislative session will be one which realizes that the state's financial commitment toward education must be greater and we must do what is necessary to find the resources.

That leads me to the next question facing you--how should that money be distributed? The equalization formula in Kansas has been copied by many states because of its basic philosophy--that two students in Kansas, one from a rich and one from a poor district, should have opportunity to equal expenditure for their education with the same local effort from the local patrons in the two districts.

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The obvious key is what makes a rich or poor district. We agree with the interim report which suggests that property valuation and income of the residents should continue to be measures of wealth. We also agree that a definition of district wealth logically might be property valuation plus 24% of the taxable income of the residents in the district. If a higher rebate and/or an income tax increase dedicated to education would be enacted, then district wealth could be adjusted to reflect what a district has access to when determining its wealth.

Kansas-NEA further agrees with the interim committee report that there be a minimum mill levy in the state and that any additional funds generated over and above what is needed to fund the local district budget be recaptured by the state for distribution to "poorer" districts through whatever formula is devised. We believe that a formula of "60% of the median mill levy" rather than the 30 mills might be more logical. The logic is really similar to using the high income districts' revenue over and above the 24% rebate to help fund the "poorer" districts.

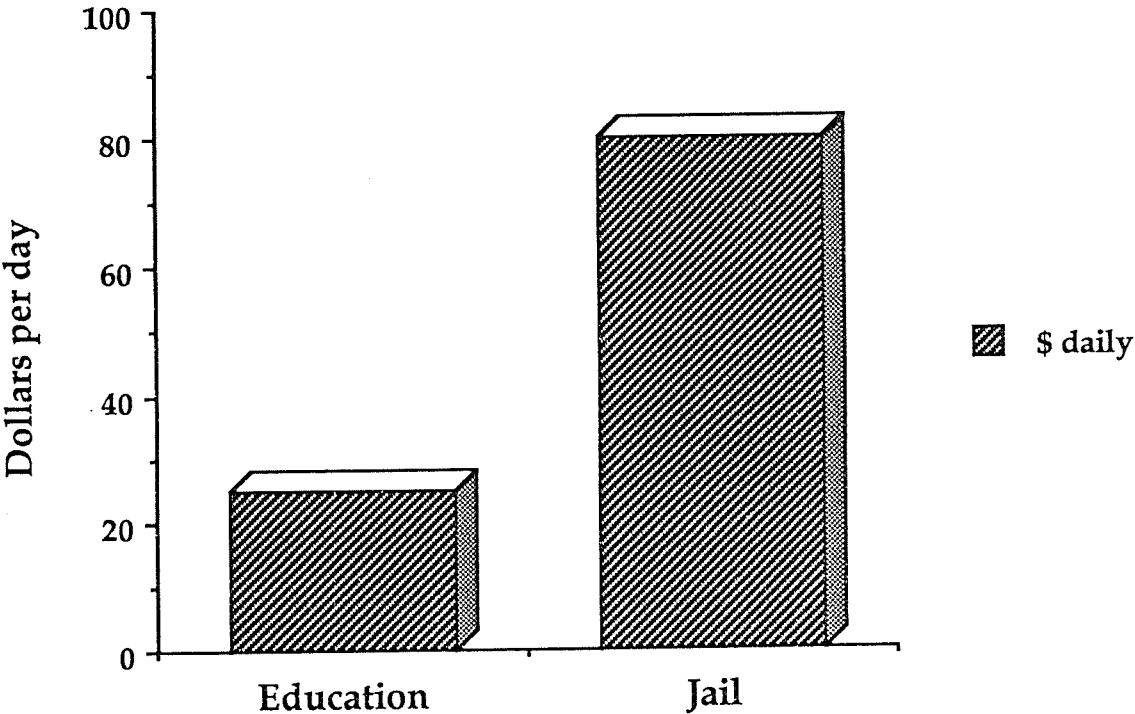
A word or two about the fourth enrollment category. We have tried to adjust the situation to assist the 4th enrollment schools for the past few years. That attempt has proved to be futile when the range of budget lids has been so narrow. Even with a 7.1% artificial increase in the median budget per pupil, districts still were limited to a 2% increase which did not allow them to catch up. Some of these districts also have unused budget authority which could not be completely utilized because of the limitations imposed. In reality, size is not always the best indicator of economy of scale. Sparsity, density, number of special students, students below the poverty line, advanced placement students are all elements which could and might be used to weight budget needs. Kansas-NEA would support such a weighting of pupils in this manner and/or using other criteria. A phase in as suggested by the interim committee would be supported. Certainly the 3-9% budget lids would allow the catch up over a three-year period.

I realize I have taken a bit of time, but this issue is of utmost importance to the members I represent. Our 24,000 educational employees hope that this committee and/or the legislature will find a way to strengthen our school finance formula and will fund it adequately. We believe a legislative solution is preferred to having the courts involved in the issue. But even more important than whether the courts are involved, our state needs to revitalize the interest in our schools and put them back on the top of our priority list. The investment we make will pay this state tremendous dividends in the long run. Our citizens, young and old, must be turned into assets rather than allowed to become liabilities. We stand ready to work with you to achieve our common goals.

Thank you for listening to the concerns of our members.

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Daily costs of education vs incarceration



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SB 26 and SB 110

February 20, 1991

Testimony presented before the Senate Committee on Education
by Charles L. "Chuck" Stuart, Legislative Liaison
United School Administrators of Kansas

Mr. Chairman and members of the committee, United School Administrators appreciate the opportunity of sharing with you our formal positions on school finance. We are grateful that our concerns and possible solutions to this problems were so graciously received and acted upon by the 1990 Interim Committee on School Finance. The statesmanship and inter-party cooperation shown by members of the Interim Committee gives us great hope that there is a solution for an equitable and adequately financed school finance formula.

We see the influence of the Interim Committee work in both of these proposals, and as would be expected, we have selected parts of both proposals to mold what we feel is the best solution to one section of our current education crisis.

Before listing these choices, however, I would like to share an observation based on 12 years of teaching, 29 years of school administration and nearly 3 years of full-time observation of the Kansas legislative process in this magnificent structure.

I have never seen legislators more concerned with all phases of education needs, or public school leaders more determined to bring meaningful change, than I have seen in the last two years. Legislators will not immediately see the dramatic change they desire, and public school leaders will not receive the funding and solution to the equity issues as quickly as they had hoped. But out of cooperative efforts of those involved there will come a solution which will move Kansas education forward.

In keeping with our representative system of government, it will not be done without dialogue. It will not be done quickly. But it will be done when a majority of the Senators and Representatives elected by the people do what is best for the State of Kansas. And that day will come.

Not every legislator or every school administrator will think it is the best solution. Not every group of taxpayers will think it is equitable, but it will be a solution for this time. And all those involved will continue to seek what I have observed for the past 44 years as an ultimate goal--an educational system which gives each child the best educational opportunity possible, and in so doing, moves the State of Kansas forward for the next year, next generation, and the next century.

(over)

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Now from the philosophical to the task for today, how we propose to solve the school finance problem. As you might expect, optimists will hope for the best of both worlds, and United School Administrators of Kansas members are optimists. We would therefore urge your consideration of the following:

1. Use the definition of district wealth proposed in both bills.
2. Provide permanent budget lids which are in multiples of three, and set the 1991-92 budget limits at 102% to 106%
3. Allow fourth enrollment category districts budget authority of 4.4% above their budget limit, provided that it does not elevate the budget per pupil above the budget per pupil of the fifth enrollment category.
4. Provide full funding of the transportation formula which allows half of the districts to receive full payment for transporting pupils to and from school.
5. Provide full funding for excess costs of Special Education. If a change must be made in the program for gifted students as exceptional, eliminate the mandate and fund those districts which continue an approved program. In changes which may cause the termination of programs and teachers involved in those programs, keep in mind the notification date of April 10.

Having taken the liberty to choose the best of both bills, you are no doubt waiting to ask about funding for such an ambitious program. The United School Administrators Task Force on School Finance has spent a great deal of time and study on the issue. The Task Force has concluded it does not have sufficient knowledge of the overall effect of the many sales tax exemptions under consideration to make a recommendation. We must defer to those who have studied the issues in greater detail. We continue, however, to favor a mix of sales and income tax as determined by the legislature.

United School administrators also has mixed feelings about the minimum mill levy. If sufficient funds are infused into the SDEA, 30 mills will be too high to recover funds from only the very wealthy districts. Perhaps setting the minimum levy at a percentage of the median statewide school district tax levy would be a method which could better stand the test of time. It may also be an additional issue which will bog down the legislative process this year and could be better dealt with in the future.

We will however support the elimination of sales tax exemptions and an increase in the Kansas income tax rates necessary to fund the state aid portion of **SB 110**. Although equity is a major issue with us, we recognize the political reality of the School District Ad Valorem Tax Reduction Fund as provided in **SB 110**. If funds provided are significantly less than the \$250,000,000 in **SB 110**, equity funding should be a first priority and thus funds distributed through the SDEA formula.

There are few simple solutions for complex problems, and school finance is no exception. United School Administrators of Kansas is ready and willing to be of assistance to you as you proceed with this deliberation.

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS



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

Testimony on S.B. 26 and S.B. 110
before the
Senate Committee on Education

by

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

February 20, 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 on a topic of vital interest to our members. We have identified the return to an equitable distribution formula for school district general funds as our number one priority for this legislative session. We also recognize that in order for us to achieve this priority, a significant infusion of new state dollars will be necessary. With that caveat in mind, we would share our view of the proposed changes to the School District Equalization Act found in Senate Bills 26 and 110.

In general, Mr. Chairman and members of the Committee, we support the SDEA changes embodied in the proposal put forward by the interim Special Committee on School Finance which are found in Senate Bill 26. The most critical of these changes are, of course, found in the new definition of district wealth. That definition, which is also found in identical form in S.B. 110, meets our test that the wealth of a school district should only reflect those resources to which a local school

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district has access. We support the definition found in both these bills.

The second major change in the SDEA found in these two bills deals with the treatment of school districts in the so-called fourth enrollment category. The interim committee and our members both have concluded that our distribution formula has unfairly disadvantaged school districts in this enrollment category for many years. They should no longer have to make their case and steps should be taken to alleviate the disadvantage they have suffered. Provided sufficient resources are made available to deal with SDEA changes, we would support the accelerated approach to the fourth enrollment category problem found in S.B. 110, but in no case should we do less than the assistance found for these districts in S.B. 26.

The third major change recommended by the interim committee found in S.B. 26 is the requirement for a minimum mill levy of 30 mills by all school districts. While we support the notion of a minimum level of local effort, we believe expressing that level in terms of mills may be too restrictive. We would suggest that the Committee look instead at a concept considered only briefly by the interim committee, of expressing that minimum mill levy effort in terms of its relationship to the median mill levy of all school districts. In that manner, as the median mill levy is reduced through additional state funding, the minimum mill levy requirement is also reduced. Put in real terms, we would suggest that the minimum mill levy effort be expressed as 60% of the median mill levy, rather than as a 30 mill requirement.

Having expressed our support for that concept, Mr. Chairman and members of the Committee, we would express our concern for the concept of the School District Ad Valorem Tax Reduction Fund found in S.B. 110. As the interim committee learned, one of the significant flaws in

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Kansas City, Kansas Public Schools

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Jerry P. Franklin
Assistant Superintendent
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Sharon K. Layman
Director of Food Service

Ron Jost
Director of Transportation

Kelly D. Lowman
Director of Physical
Properties

Charles T. O'Neal
Comptroller and Treasurer

Robert Young
Purchasing Agent

Testimony on S.B. 26 and S.B. 110
before the
Senate Education Committee

by
Denise Apt
Legislative Liaison for Kansas City, Kansas Public Schools

Mr. Chairman, members of the Committee, I appreciate the opportunity to appear before you on behalf of U.S.D. 500. Kansas City, Kansas Public Schools system is the third largest school district in Kansas and educates over 22,000 students yearly. It has many unique features, ranging from a high percentage of special education students to a next-century school (one of 15 in the nation). The district is not unique in its deep concern for the education of its students and shares this concern with you.

We believe that district wealth had to be redefined and applaud the efforts of the Interim Committee on School Finance in this and other endeavors, and we understand the Fourth Enrollment Category has special problems.

Budget limitations are a concern for us, but so is property tax relief, for both Kansas City, Kansas and Wyandotte County have large aggregate mill levies. U.S.D. 500 has experienced a \$28million drop in valuation during the last budget year.

Finally, we believe an equitable school finance formula should be resolved by the legislature and not the courts and stand ready to assist you in this extremely difficult task in any way that we can.

Thank you again for the opportunity to appear before you, and I'll be happy to stand for questions.



PUBLIC POLICY STATEMENT

SENATE COMMITTEE ON SCHOOL FINANCE

RE: School Finance -- S.B. 26 and S.B. 110

February 20, 1991
Topeka, Kansas

Presented by:
Paul E. Fleener, Director
Public Affairs Division
Kansas Farm Bureau

Mr. Chairman and Members of the Committee:

We sincerely appreciate the opportunity to make a statement to your Committee today on behalf of the farmers and ranchers in Kansas who are members of Farm Bureau. For the record, my name is Paul Fleener. I am the Director of Public Affairs for Farm Bureau. I want to state early and often in this testimony that we are **opposed** to Sec. 8 of S.B. 26. This is the section which requires every school district in the state to levy 30 mills against the assessed valuation in the district.

Mr. Chairman, we want to include some things in this statement today that really are as much for our own edification as for the members of this Committee. Perhaps it will be beneficial if together we look at some of the constitutional provisions relating to education and the funding of our schools. We include here some of the provisions from Article 6 of the Kansas Constitution concerning education. In Section 1 of Article 6 it says:

The Legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law.

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Section 2 of Article 6 relates to the State Board of Education, and says, in part:

The Legislature shall provide for a State Board of Education which shall have general supervision of public schools ...

There is important language in Section 5 which speaks to local public schools.

Local public schools under the general supervision of the State Board of Education shall be maintained, developed and operated by locally-elected boards. When authorized by law, such boards may make and carry out agreements for cooperative operation and administration of educational programs under the general supervision of the State Board of Education, but such agreements shall be subject to limitation, change or termination by the Legislature.

Finally, in regard to the constitution, one portion of Section 6, Article 6, sets forth the matter of finance:

(b) the Legislature shall make suitable provision for finance of the educational interests of the state. No tuition shall be charged for attendance at any public school to pupils required by law to attend such school, except such fees or supplemental charges as may be authorized by law.

Refinements or major changes in the SDEA need to square with the constitutional directives to the Legislature. There have been major changes in valuation, significant changes in income, recognizable changes in all of the revenue sources, and changes in enrollment in the school districts of our state. Our population is on the move.

It should be as enlightening and as important to every member of this committee as it is to us to review the Governor's Economic and Demographic Report for 1990-1991. We want to give you a picture of agricultural income. Our information is taken from the Governor's report, page 29. In the table showing Kansas Personal Income for the years 1987, 1988 and 1989 totals for the state are impressive. Total personal income has gone up from \$37.029 billion in 1987 to \$39.161 billion in 1988, and to \$41.454 billion in 1989.

In that same time frame farm income in Kansas has gone from \$1.398 billion to \$1.305 billion to \$868 million.

The Governor's report indicates that among "components of personal income" the most striking change was the very large (6.6% in 1988), and the **extraordinary** decline (33.5% in 1989 for farm proprietors' income.)

These figures, Mr. Chairman and Members of the Committee, should help everyone understand the desire of farmers and ranchers to find some **balanced approach** for the funding of elementary and secondary education. There continues to be too great a reliance on the property tax. Since the inception of the School District Equalization Act General Fund levies (and those levies now a part of the General Fund) have gone from \$222.385 million in the first year of the SDEA to \$726.028 million in the 1990-91 school year. Add to that the motor vehicle tax which came into being in 1980-81 at \$12.5 million ... and which has grown to \$122.0 million ... you see a significant contribution of the property tax for funding elementary and secondary schools.

Attached to our testimony you will find the policy positions of our farmers and ranchers concerning: (1) School Finance; (2) Basic Education Requirements; and (3) State and Local Governmental Budgeting, Spending and Taxation. These policy positions give you a clear indication of the support farmers and ranchers have for educational excellence and equal educational opportunity. What they ask of you is maximum effort to achieve excellence, equity and opportunity.

Our members believe the time has come for total re-evaluation of the SDEA. Yes, there was an Interim Committee last summer and fall. Yes, there was a good examination of the issue. The product, however, is flawed. S.B. 26 does not achieve equity. It does not achieve funding balance. It imposes a 30 mill property tax levy on every district. Now,

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of course, we recognize that for sheer numbers of school districts you could vote that in. You can't do it for equity. There are 15 districts in this state which this school year levy less than 30 mills.

That levy, however, is only part of the problem and nothing for the solution. There is not a balance in utilization of resources. This bill and S.B. 110 ... unfunded and likely not during this session to have the resources necessary to fund it at the levels laid out in the State of the State message ... **diminish**, do not increase reliance on but diminishes the significance of a **growing income** in developing a school finance formula that is fair, just and equitable.

If you want to talk minimum levies, cut in half the one proposed in Sec. 8 of S.B. 26 **AND ADD TO IT** a similar requirement (not option) for the exact same levy ... 15 mills or 1.5% on income. Then, after those two major sources of revenue have been tapped in each and every school district, then begin to think about sharing state resources, not the local resources of 15 school districts ... for funding districts which cannot meet their budget using those local revenues.

In conclusion Mr. Chairman let me suggest to this Committee that this may be the year to wean school districts from the COLA known as legislated budget per pupil limits. This may be the year for you to suggest to local school districts to tighten belts, hold the line and do some zero-based budgeting while all of us at the state level in our county governments and in our school districts get our fiscal houses in order.

If you have any questions on our position or this statement I would be pleased to respond to them at this time. We thank you for the opportunity to make this presentation to your Committee today.

School Finance

ED-7

We believe the Kansas Legislature should develop a school finance formula to assist in the delivery of and funding for a "basic education" for every child enrolled in public schools in each unified school district in the state.

In order to facilitate timely preparation of budgets by Unified School Districts in Kansas, we urge the Legislature to set and to meet an appropriate early deadline for passing school finance legislation.

We continue to believe that there should be minimal reliance on the property tax for support of our elementary and secondary schools. As long as property is used as a measure of wealth, then intangible property should be a part of such measurement of wealth.

We support legislation to create a school district income tax to be collected by the state from every resident individual and returned by the state to the school district of residence of the individual taxpayer.

We will oppose the application or use of a local income or earnings tax by any other local unit of government.

We support legislation to place increased reliance on the state sales tax for financing elementary and secondary education in order to reduce reliance on property taxes now levied for school finance.

State General Fund revenues should be enhanced for school finance purposes by increasing the rates of income and privilege taxes imposed on corporations, financial institutions, insurance companies, and non-resident individuals.

We believe that federally and state-mandated programs should be fully funded by the federal or state government, whichever mandates a given program.

We have opposed in the past, and we continue to oppose efforts to establish a statewide property tax levy.

Basic Education Requirements

ED-3

It is our belief there should be a major, in-depth examination of the operation, the goals and objectives of our public schools. This study, done by a special citizen/legislator committee, should focus on the organizational structure, staffing patterns, budgeting and operation of Unified School Districts to determine opportunities for efficiency and economy.

In an effort to optimize educational opportunities at an affordable cost, we support:

1. Outcomes-based accreditation;
2. Competency testing of students;
3. An Agriculture-Business partnership with Education;
4. Adequate salaries for classroom teachers;
5. A reduction in the number of administrative personnel employed by U.S.D.'s;
6. Examination of teacher certification requirements; and
7. Efficient use of classroom instruction hours and time.

We will oppose state-mandated year-around school. Facility and staff utilization should be a local decision.

We support an increased utilization of USD facilities for the purpose of offering adult education classes to help train and retrain adults. Adult students should pay for expenses of adult programs.

State and Local Governmental Budgeting, Spending and Taxation

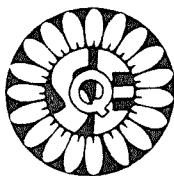
AT-4

It is time in Kansas to write a basic tax policy of taxing people for services to people, and taxing property for services to property. We strongly support reducing the reliance on the property tax, and we likewise support increasing reliance on sales and income taxes for the support of state and local governmental units.

Expenditures by the State of Kansas and by local units of government in Kansas in any fiscal year should never exceed projected revenue receipts for that fiscal year.

Zero-based budgeting is essential to fiscal planning and should be required for all state agencies as well as all local units of government.

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Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

February 20, 1991

TO: SENATE COMMITTEE ON EDUCATION

SUBJECT: SENATE BILL 26 and SENATE BILL 110

Mr. Chairman and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education, an organization of 91 rural schools.

Reverend Holloman once said during the opening prayer on the floor of the Senate how much easier it would be to make a decision that was not black or white or yea or nay. I am in that favorable position today of being able to choose parts of two bills that I like.

Budget limits of 101%-103% in Senate Bill 110 would concern our schools very much. This limit would give us very little money to operate our schools. In fact, there are 101 schools in the first enrollment category. A 101% budget authority would translate in a majority of those schools to receive only \$10,000 to meet the rate of inflation, student increases, and teachers' salaries not to mention other projects such as outcomes based education. Therefore, we would ask you to consider either the 102%-106% of Senate Bill 26 or current law of 103%-109%.

We would request 100% funding of Transportation as proposed in Senate Bill 110, and 95% of excess costs of Special Education as in Senate Bill 26.

Special education is a growing commitment, but it is certainly a necessary one. We know that not only are more borderline babies being saved but also drug babies have now entered the picture. We also know that special education cannot be categorized on a pupil teacher ratio. Some students may need much more individualized attention than others. Special education is extremely hard to measure.

"Rural is Quality"

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It is recognized that problems exist for the fourth enrollment category, and we are sympathetic to the merging of the fourth and fifth categories particularly if that adjustment is made over a three year period with money into the formula.

The definition of district wealth with 24% of taxable income is a minimum percentage that we would consider. In fact, we would like to see a somewhat higher percentage.

Thank you for your time and your consideration.

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A8-2

ONAN BURNETT'S TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE

FEBRUARY 20, 1991

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE:

My name is Onan Burnett, representing USD 501. I support most of the Summer Interim Committee bill and the Governor's bill on school finance, with a few exceptions: one being the removal of gifted from the mandate and the other being the funding of the Fourth Enrollment Category, bringing it up to the medium of the Fifth Enrollment Category. At the same time, I'm not stupid enough to stand on a railroad track and get run over.

But I do want to put you on notice that unless the Fourth Enrollment Category uses the additional money similarly to the programs we offer in USD 501 (see attached list), you will be creating a monster. If this money is used to increase teachers' salaries, the Fifth Enrollment and large, urban school districts will be back here in a year or two requesting money because we will not be able to offer a competitive salary schedule for our teachers, and the results will be that many, if not all, of our good teachers will be moving to the surrounding Fourth Enrollment schools.

I might mention in closing that unless a lot of money is put into the formula, the First, Second and Third Enrollment Categories are going to be proportionately hurt as much as the Fifth in funding the Fourth Enrollment Category.

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PROGRAMS (IN ADDITION TO THE REQUIRED CURRICULUM) PROVIDED TO MEET THE NEEDS OF DISADVANTAGED STUDENTS.

1. Drop-Out Prevention Coordinator
2. 10 Elementary Counselors
3. 8.5 Elementary Social Workers
4. Summer School at all levels
5. Summer School stipends
6. Behavior Intervention Units
7. Comer Project
8. Conflict Resolution Projects
9. Violence Prevention
10. Student Personal Safety Programs (Child Abuse Prevention)
11. Homebound services for partial out patient students in chemical dependent treatment centers.
12. Teen AID
13. Alternative Education Center
14. MACESA (Mid-American Consortium for Engineering and Science Achievement.)
15. Out Door Environmental Education Components.
16. Registered Nurses
17. Security Force
18. Remedial Reading Program
19. English and a Second Language

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