

Approved April 26, 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 Wednesday, March 27, 19⁹¹ in room 123-S of the Capitol.

All members were present except:

Senator Steineger, excused

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:

HB 2388 - Vocational education, state council, functions and duties.

Proponents:

Senator Janis Lee, member, Kansas Council on Vocational Education

HB 2028 - Washburn University; Board of regents authority concerning employment of president and employees.

Proponents:

Mr. David G. Monical, Vice President for Planning and Governmental Relations
Dr. Hugh Thompson, President, Washburn University (written testimony only)

SCR 1618 - Requesting State Board of Education to propose pilot program for school district experimentation with student progress based on concept mastery and demonstration of ability.

Proponents:

Mr. Bill Wagnon, Education Liaison, Governor's office
Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards
Mr. Gerry Henderson, Executive Director, United School Administrators of Kansas
Senator David Kerr, primary sponsor of SCR 1618

HB 2428 - School districts, exempting capital outlay levies and bonds from aggregate limitations.

Proponents:

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards; also speaking on behalf of Schools for Quality Education
Ms. Robin Nichols, USD 259, Wichita
Mr. Charles L. (Chuck) Stuart, United School Administrators of Kansas
Ms. Helen Stephens, USD 229, Blue Valley
Representative Elizabeth Baker (written testimony only)

HB 2388 - Vocational education, state council, functions and duties.

Chairman Joseph C. Harder called the meeting to order and announced that the first bill on today's agenda is HB 2388, relating to vocational education. He then recognized Senator Janis Lee, a proponent of HB 2388.

Senator Lee, one of thirteen members of the Kansas Council on Vocational Education, described the legislative history, the duties, and membership of the Council prior to explaining the need for passage of HB 2388. (Attachment 1) Representative Lee pointed out that the Council is funded completely by federal dollars. She explained that current Kansas legislation essentially refers to enabling federal legislation but does not detail the responsibilities of the Council, and HB 2388 would accomplish this purpose.

Also, because of past difficulties encountered by the Council in fulfilling the classified position of executive director, Senator Lee recommended

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 ~~a.m.~~/p.m. on Wednesday, March 27, 1991

that present statute be amended to declassify this position.

Following a call for additional conferees, the Chairman announced that the hearing on HB 2388 was concluded and that the bill would be taken under advisement.

HB 2028 - Washburn University; board of regents authority concerning employment of president and employees.

The Chairman next called Committee attention to HB 2028, relating to Washburn University, and recognized Mr. David Monical, Vice President in Charge of Planning and Governmental Relations.

Mr. Monical stated that HB 2028 was recommended by the president, supported by the Washburn University Board of Regents, and unanimously endorsed by the County legislative delegation. He explained that HB 2028 is a clean-up measure of language which dates back to the 1920's when Wichita University became the first municipal university in Kansas. He said the bill amends K.S.A. 13-13a12 and will allow the president, under by-laws adopted by the Washburn University Board of Regents, to delegate certain personnel matters in a way that the Regents and president feel is most efficient. (Attachment 2) He informed members that HB 2028 passed the House by a vote of 122-0. Mr. Monical urged that HB 2028 be passed and placed on the Consent Calendar.

On behalf of the president, Mr. Monical apologized for the absence of Dr. Thompson due to a previous commitment. He said Dr. Thompson's written testimony has been distributed to the Committee. (Attachment 3)

After calling for additional conferees on HB 2028, the Chair announced that the hearing on HB 2028 was concluded.

SCR 1618 - Requesting the State Board of Education to propose pilot program for school district experimentation with student progress based on concept mastery and demonstration of ability.

The Chair directed Committee attention to SCR 1618 and called upon Mr. Bill Wagon, Education Liaison from the Governor's office.

Mr. Wagon stated that the Governor eagerly supports passage of SCR 1618 and noted that it would reinforce the concept of outcomes-based education developed by the State Department of Education. (Attachment 4)

Speaking on behalf of the Kansas Association of School Boards, Mr. Mark Tallman also endorsed passage of SCR 1618 and pointed out that "many schools already are well on their way to outcomes-based accountability". (Attachment 5)

The Executive Director of the United School Administrators of Kansas, Mr. Gerry Henderson, encouraged the Committee to support passage of SCR 1618 and termed it a possible "vehicle which may well assist those Kansas schools selected to participate in the pilot program to rid the system of one element which keeps us from thinking creatively - time". (Attachment 6)

The Chair yielded to Senator Dave Kerr, primary sponsor of SCR 1618. Senator Kerr explained that SCR 1618 requests the State Board of Education to develop a pilot program, to be submitted to the 1992 Legislature, whereby school districts would redirect their K-12 program so that student progress through the system is based solely upon the student's mastery of concepts and demonstration of abilities. Senator Kerr, noting that other states have implemented such a system, called Committee attention to a document titled "Connecticut's Common Core of Learning" (Attachment 7) and explained that Connecticut is among the states undertaking similar efforts in trying to develop a vision of expectations for its schools and its youth.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 123-S, Statehouse, at 1:30 ~~xx~~/p.m. on Wednesday, March 27, 19⁹¹

Ms. Connie Hubbell, State Board of Education Legislative Chairman, who was in attendance, responded to a Committee question by saying that the State Board is aware of the resolution and is working on a plan to present to the Legislature next year. She said the resolution reinforces outcomes-based education/accreditation on which many districts already are working.

In response to a Committee concern, Senator Kerr replied that poorer students would be helped the most by this system.

Following a call for additional conferees, the Chair announced that the hearing on SCR 1618 was concluded.

HB 2428 - School districts, exempting capital outlay levies and bonds from aggregate limitations.

The Chair reverted Committee attention to HB 2428, relating to capital outlay levies and called upon the first proponent.

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards, stated that he also is speaking on behalf of Schools for Quality Education. Mr. Tallman requested an amendment to HB 2428, and this is noted in his testimony found in Attachment 8.

Ms. Robin Nichols, representing USD 259, Wichita, urged passage of HB 2428 "to restore to school districts the ability to use up to four mills for capital outlay funding". She said she also supports the amendment proposed by Mr. Tallman of the Kansas Association of School Boards "to protect districts which may be adversely affected by being held down to 4 mills". (Attachment 9)

Also present to testify in support of HB 2428 was Mr. Chuck Stuart, Legislative Liaison for United School Administrators of Kansas. (Attachment 10)

The representative of Blue Valley USD 229, Ms. Helen Stephens, urged passage of HB 2428, because "the present structure for capital outlay has severely limited our ability, and those of other districts, to properly maintain older school buildings". She also stated support for the amendment as recommended by Mr. Mark Tallman. (Attachment 11)

The Chair, commenting that he had received calls from colleagues regarding other taxing units that could be affected by passage of HB 2428 requested Mr. Ben Barrett, Research Department, to address this concern.

Mr. Barrett confirmed that HB 2428 deals only with capital outlay levied for school districts and gave the Committee background information on HB 2428. During Committee discussion it was noted that a proposed amendment to HB 2222 in the Senate Assessment and Taxation Committee would address all taxing units, including school districts.

Written testimony in support of HB 2428 was submitted on behalf of Representative Elizabeth Baker who was unable to attend today's meeting. (Attachment 12)

After inquiring if there was further business for the Committee to consider, the Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Wednesday, March 27, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Anna Eidson	5644 Mission Rd	page
Caroline Yarnovich	5346 Belimander	page
Mark Tuel	Topeka	AP
Chuck Stuart	Topeka	USA
Erika Htewich	Topeka	stater
Linda Clanton	401 Topeka	KDHR
Scott Bruner	Topeka	Sen Hayden
Kristle Wardell	Topeka	ASA
Spencer Dew	Hays	ASSA
Lucinda Dew	Hays	ASSA (FHSU)
Laura Doole	Topeka	City of Topeka
Selen Stephens	PV	USD #229
Mark Tallman	Topeka	KASIB
Robin Nichols	Wichita	USD 259
Jane Blue	Topeka	KCOVE
David Monical	Topeka	Washburn
Ben Wagner	Topeka	Governor's Office
Brilla Highlee Scott	Topeka	USA
Connie Curren	Verba	SL Bd of Ed
Jim Hays	TOPEKA	KASB
Gerald Henderson	Topeka	USA of KS

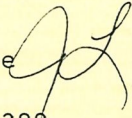
Dr. David L. DePue
 Executive Director

Robert Thiry, Chair
 Coordinator
 Ks. Carpentry Apprenticeship
 Perry

Eddie Estes, Ph.D., Vice Chair
 President, Western Kansas
 Manufacturers Association
 Dodge City

Frances Graham
 Executive Committee Member
 Vocational Counselor
 Johnson County AVTS
 Olathe Center
 Olathe

TO: Chairman Harder and Members, Senate Education
 Committee

FROM: Senator Janis Lee 

SUBJECT: Comments on HB 2388

DATE: March 27, 1991

J.C. "Cash" Bruner
 Business Representative
 International Assn. of Machinists
 and Aerospace Workers
 Wichita

Karen A. Conklin
 Market & Survey Research Analyst
 Johnson Co. Community College
 Overland Park

Allene Knedlik
 Director of Adult Education
 Coffeyville Community College
 Coffeyville

Jule E. Kuhn
 Counselor/Placement Coordinator
 Manhattan AVTS
 Manhattan

Janis Lee
 State Senator
 Farmer/Rancher
 Kensington

D. Joe Mildrexler
 Dean of Community Services
 Colby Community College
 Colby

Carol Nigus, Director
 Brown County Kansas Special
 Education Cooperative
 Hiawatha

Lee Reeve
 Agribusiness Entrepreneur
 Garden City

Dick Rogenmoser
 Senior Vice President
 Martin Tractor Company
 Topeka

Roland Walsh
 President and CEO
 Pratt Regional Medical Center
 Pratt

Legislative History: Congress established Vocational Councils in the 1968 Amendments to the Vocational Education Act. Their established mission was research and policy advisement. The 1976 amendments cleared up operational problems by separating the Council from the State Department of Education, providing more objectiveness in their oversight responsibilities. The 1984 legislation eliminated the term "advisory" from Councils and increased the scope of its reporting and representative audience. Congress further strengthened the role of State Councils in the 1990 legislation. Additional responsibilities include joint meetings with the State Board of Education, providing consultation on the establishment of evaluation criteria, and to review and analyze corrections education.

Duties: The State Council recommends and reports to the Governor, business community and general public. The Council advises the Governor, the State Board of Education, the State Council on Employment and Training (KCET), and the U.S. Secretaries of Education and Labor.

Membership: The Vocational Council's 13 members are appointed by the State Board of Education, each representing one of the constituent groups served by vocational education. The majority of the members as well as the Chair must be from the private sector. It is funded entirely by an annual grant from the U.S. Congress.

The Need for HB 2388: Current Kansas legislation essentially refers to enabling federal legislation. Autonomy and responsibilities have expanded with each new vocational act. However, this is not reflected in State legislation. The Council's work can be impeded by lack of understanding among policy makers. State legislation should spell out the requirements called for in Federal legislation. HB 2388 does this. Additionally, this legislation unclassifies the Council's Executive Director position giving them more control over their key staff position. Attachments are provided in the event committee members desire more information.

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SEC. 112. STATE COUNCIL ON VOCATIONAL EDUCATION

- (a) Each State which desires to participate in vocational education programs authorized by this Act for any fiscal year shall establish a State council, which shall be appointed by the Governor, or in the case of States in which the members of the State board of education are elected (including election by the State legislature), by such board. Each State council shall be composed of 13 individuals, and shall be broadly representative of citizens and groups with the State having an interest in vocational education. Each State council shall consist of--
- (1) seven individuals who are representative of the private sector in the State who shall constitute a majority of the membership--
 - (A) five of whom shall be representative of business, industry, trade organizations and agriculture, including--
 - (i) one member who is representative of small business concerns; and
 - (ii) one member who is a private sector member of the State job training coordinating council (established pursuant to section 122 of the Job Training Partnership Act), and
 - (B) two of whom shall be representatives of labor organizations;
 - (2) six individuals who are representative of secondary and postsecondary vocational institutions (equitably distributed among such institutions), career guidance and counseling organizations within the State, individuals who have special knowledge and qualifications with respect to the special educational and career development needs of special populations (including women, the disadvantaged, the handicapped, individuals with limited English proficiency, and minorities) and of whom one member shall be representative of special education, and may include members of vocational student organizations and school board members. In selecting individuals under subsection (a) to serve on the State council, due consideration shall be given to the appointment of individuals who serve on a private industry council under the Job Training Partnership Act, or on State councils established under other related Federal Acts. No employee of the State board shall serve on the State council.
- (b) The State shall certify to the Secretary the establishment and membership of the State council by the beginning of each State plan period described in section 113(a)(1).
- (c) Each State council shall meet as soon as practical after certification has been accepted by the Secretary and shall select from among its membership a chairperson who shall be representative of the private sector. The time, place, and manner of meeting, as well as council operating procedures and staffing, shall be as provided by the rules of the State council, except that such rules must provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State.
- (d) During each State plan period described in section 113(a)(1), each State council shall--
- (1) meet with the State board or its representatives to advise on the development of the subsequent State plan;

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- (2) make recommendations to the State board and make reports to the Governor, the business community, and general public of the State, concerning--
 - (A) the State plan;
 - (B) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and
 - (C) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;
- (3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;
- (4) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;
- (5) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;
- (6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;
- (7) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;
- (8) report to the State board on the extent to which individuals who are members of special populations are provided with equal access to quality vocational education programs;
- (9) analyze and review corrections education programs; and
- (10)(A) evaluate at least once every 2 years--
 - (i) the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State,
 - (ii) the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 Acts, and
 - (iii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act;
- (B) comment on the adequacy or inadequacy of State action in implementing the State Plan;
- (C) make recommendations to the State board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels; and

- (D) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor regarding such evaluation, findings, and recommendations.
- (e) Each State council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions under this Act and to contract for such services as may be necessary to enable the Council to carry out its evaluation functions, independent of programmatic and administrative control by other State boards, agencies, and individuals. Each State Council may submit a statement to the Secretary reviewing and commenting upon the State plan. Such statement shall be sent to the Secretary with the State Plan.
- (f) (1) (A) Except as provided in subparagraph (B), from the sums appropriated pursuant to section 3(c) the Secretary shall first make grants of \$150,000 to each State council. From the remainder of such sums the Secretary shall allot to each State council an amount in accordance with the method of allotment set forth in section 101(a)(2) of this Act, provided that--
- (i) no State council shall receive more than \$250,000 for each fiscal year;
 - (ii) no State council shall receive less than \$150,000 for each fiscal year; and
 - (iii) no State council shall receive less than such State council was allotted in fiscal year 1990;
- (B) From the sums appropriated pursuant to section 3(c), for each fiscal year, the Secretary shall make grants of--
- (i) \$60,000 to each of the State councils of the Virgin Islands, and Guam; and
 - (ii) \$25,000 to each of the State councils of American Samoa, Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658), and the Commonwealth of the Northern Mariana Islands.
- (2) The expenditure of the funds paid pursuant to this subsection is to be determined solely by the State council for carrying out its functions under this Act, and may not be diverted or reprogrammed for any other purpose by any State board, agency, or individual. Each State council shall designate an appropriate State agency or other public agency, eligible to receive funds under this Act, to act as its fiscal agent for purposes of disbursement, accounting, and auditing.

COUNCIL ORGANIZATION

KEY WORDS:

SHALL

MAY

NO

AUTHORIZED

DETERMINED SOLELY

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SEC. 112(a)

STATE *SHALL*:

- ESTABLISH A STATE COUNCIL

GOVERNOR OR STATE BOARD *SHALL*:

- APPOINT THE MEMBERS

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MAKE UP OF THE COUNCIL *SHALL* BE:

- THIRTEEN INDIVIDUALS

- BROADLY REPRESENTATIVE OF
CITIZENS AND GROUPS HAVING
AN INTEREST IN VOCATIONAL
EDUCATION.

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EACH STATE COUNCIL *SHALL* CONSIST OF:

(1) SEVEN PRIVATE SECTOR

(A) FIVE REPRESENTATIVE OF:

BUSINESS

INDUSTRY

TRADE ORGANIZATIONS

AGRICULTURE

INCLUDING --

(i) ONE SMALL BUSINESS

(ii) ONE JTCC MEMBER

(B) TWO REPRESENTATIVES OF
LABOR ORGANIZATIONS

(2) SIX REPRESENTATIVES OF:

- SECONDARY AND POSTSECONDARY VOCATIONAL INSTITUTIONS
(equitably distributed)
- CAREER GUIDANCE AND COUNSELING ORGANIZATIONS
- INDIVIDUALS WHO HAVE SPECIAL KNOWLEDGE AND QUALIFICATIONS WITH RESPECT TO THE EDUCATIONAL AND CAREER DEVELOPMENT NEEDS OF SPECIAL POPULATIONS
- ONE SPECIAL EDUCATION

- ▶ *MAY* INCLUDE MEMBERS OF VSOs
AND SCHOOL BOARD MEMBERS

- ▶ DUE CONSIDERATION *SHALL* BE GIVEN
TO THE APPOINTMENT OF:
 - PIC MEMBERS

 - MEMBERS OF STATE COUNCILS
UNDER OTHER RELATED ACTS

- ▶ *NO* EMPLOYEE OF THE STATE BOARD
SHALL SERVE

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SEC. 112(b)

THE STATE *SHALL* CERTIFY THE
ESTABLISHMENT AND MEMBERSHIP
OF THE STATE COUNCIL AT LEAST
90 DAYS PRIOR TO THE BEGINNING
OF EACH PLANNING PERIOD.

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SEC. 112(c)

EACH COUNCIL *SHALL*:

- MEET AFTER CERTIFICATION IS ACCEPTED AND SELECT A CHAIRPERSON FROM THE PRIVATE SECTOR.

- ESTABLISH RULES.

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THE RULES *SHALL* PROVIDE:

- THE TIME, PLACE, AND MANNER OF MEETING.
- OPERATING PROCEDURES AND STAFFING.
- NOT LESS THAN ONE PUBLIC MEETING EACH YEAR GIVING THE PUBLIC AN OPPORTUNITY TO EXPRESS THEIR VIEWS ON VOCATIONAL PROGRAMMING.

SEC. 112(e)

EACH COUNCIL IS *AUTHORIZED* TO:

- OBTAIN SERVICES OF PROFESSIONAL, TECHNICAL, AND CLERICAL PERSONNEL.
- CONTRACT FOR SERVICES TO CARRY OUT EVALUATION FUNCTIONS.
- DO THE ABOVE INDEPENDENT OF PROGRAMMATIC AND ADMINISTRATIVE CONTROL BY OTHER STATE BOARDS, AGENCIES, AND INDIVIDUALS.

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SEC. 112(f)(2)

- EXPENDITURE OF FUNDS
DETERMINED SOLELY
BY THE STATE COUNCIL

- EACH STATE COUNCIL *SHALL*
DESIGNATE AN ELIGIBLE
FISCAL AGENT

SEC. 112(d)

DURING STATE PLAN PERIOD, COUNCIL *SHALL*

- (1) ADVISE ON DEVELOPMENT OF THE STATE PLAN
- (2) RECOMMEND TO THE STATE BOARD AND REPORT TO THE:

GOVERNOR

BUSINESS COMMUNITY

GENERAL PUBLIC:

- (a) STATE PLAN
- (b) STRENGTHENING VOCATIONAL EDUCATION (handicapped)
- (c) MODERNIZATION THROUGH PRIVATE SECTOR

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- (3) ANALYZE AND REPORT:
 - distribution of spending
 - availability of vocational education

- (4) FURNISH CONSULTATION ON ESTABLISHMENT OF EVALUATION CRITERIA

- (5) RECOMMEND THE USE OF BUSINESS CONCERNS and LABOR ORGANIZATIONS

- (6) ASSESS FINANCIAL ASSISTANCE FURNISHED TO SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION BY PERKINS

- (7) RECOMMEND PROCEDURES TO ENSURE AND ENHANCE PUBLIC PARTICIPATION -- EMPLOYEES AND LABOR ORGANIZATIONS

- (8) REPORT ON SPECIAL POPULATIONS ACCESS

- (9) ANALYZE AND REVIEW CORRECTIONS EDUCATION

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(10)(A) EVALUATE AT LEAST EVERY 2 YEARS

(i) EXTENT VOCATIONAL EDUCATION,
EMPLOYMENT AND TRAINING
PROGRAMS REPRESENT A

- CONSISTENT
- INTEGRATED
- COORDINATED

APPROACH TO ECONOMIC NEEDS

(ii) ADEQUACY AND EFFECTIVENESS OF

- VOCATIONAL EDUCATION and
- JTPA

IN ACHIEVING THE PURPOSES OF
EACH OF THE ACTS

(iii) MAKE RECOMMENDATIONS ON
COORDINATION BETWEEN
VOCATIONAL EDUCATION
AND JTPA

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(B) COMMENT ON IMPLEMENTATION OF THE
STATE PLAN

(C) RECOMMEND INCENTIVES FOR JOINT
PLANNING AND COLLABORATION
BETWEEN VOCATIONAL EDUCATION
AND JTPA

(D) ADVISE REGARDING EVALUATION,
FINDINGS, AND RECOMMENDATIONS

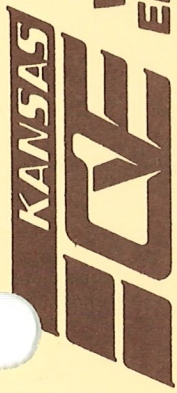
GOVERNOR

STATE BOARD

STATE JOB TRAINING
COORDINATING COUNCIL

SECRETARY OF EDUCATION

SECRETARY OF LABOR



**KANSAS COUNCIL ON
VOCATIONAL
EDUCATION**

717 KANSAS AVE • TOPEKA, KANSAS 66603-3811
913-296-2451

Promoting Excellence in Vocational-Technical Education

What is a State Council on Vocational Education?

The Carl D. Perkins Vocational Education Act requires that each state establish a State Council on Vocational Education, broadly representative of citizens and groups having an interest in vocational education.

The Council, which is appointed by the State Board of Education, consists of 13 persons. Seven represent the private sector (two of these are from labor) and six represent secondary and postsecondary institutions, including career guidance and counseling organizations, special populations and special education. The Council chairperson is elected annually by the group and must be a representative of the private sector. Terms for Kansas Council members are three years.

What is the Purpose of the State Council?

The purpose of the Council is to analyze and evaluate vocational education programs and services, including those which are assisted by the Job Training Partnership Act, and to report to and advise the Governor, State Board of Education, Department of Education, business community, and general public as to how well the state's needs for vocational education are being met. The Kansas Council is funded entirely by an appropriation from the U.S. Congress.

What are the Responsibilities of the State Council?

The Perkins Act requires the State Council to—

- advise the State Board on the development of the State Plan for vocational education.
- advise the State Board and make reports to the Governor, business community and general public concerning
 - policies the state should pursue to strengthen vocational education.
 - initiatives and methods the private sector could undertake to help modernize vocational education.
- analyze and report on the distribution of spending for vocational education.
- analyze and report on the availability of vocational education.
- consult with the State Board on the establishment of evaluation criteria for vocational education programs.
- submit recommendations to the State Board on the conduct of vocational education programs which emphasize the use of business concerns and labor organizations.
- assess the distribution of financial assistance provided under the Perkins Act, with particular attention to the distribution of funds between secondary and postsecondary institutions.
- recommend procedures to the State Board to ensure and enhance public participation, particularly that of local employers and local labor organizations, providing vocational education at the local level.
- report to the State Board on the extent to which special populations (handicapped persons; disadvantaged persons; adults needing training or retraining; single parents or homemakers; incarcerated persons; and persons in sex equity programs) have equal access to quality vocational education programs.
- advise the Governor, State Board, State Job Training Coordinating Council, U.S. Secretary of Education and U.S. Secretary of Labor concerning
 - evaluation of the vocational education program delivery systems assisted under the Perkins Act and under JTPA; and
 - the adequacy and effectiveness of the coordination between vocational education and JTPA.
- conduct at least one meeting to secure the views of the public on vocational education.
- consult with the State Board on the establishment of technical committees which are to develop model curricula.

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KANSAS COUNCIL ON VOCATIONAL EDUCATION

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Dr. David DePue
Executive Director



J.C. "Cash" Bruner
Business Representative, International Assoc. of Machinists & Aerospace Workers, Wichita. Representative of Labor.



D. Joe Mildrexler
Dean of Community Services, Colby Community College, Colby. Representative of the Private Industry Council under JTPA.



Virginia Charbonneau—CPS
Executive Secretary



Karen Conklin
Market & Survey Research Analyst, Johnson County Community College, Overland Park. Representative of Limited English Proficiency and Minorities.



Carol Nigus
Director, Brown County Special Ed. Coop, Hiawatha. Representative of Special Education.



Robert Thiry
Chair
Coordinator, Kansas Carpentry Apprenticeship, Perry. Representative of Labor.



Allene Knedlik
Director of Adult Education Coffeyville Community College Representative of Career Development Needs of Special Populations Including Women



Lee Reeve
Agribusiness Entrepreneur, Garden City. Representative of Agriculture.



Dr. Eddie Estes
Vice Chair
President, Western Kansas Manufacturers Association, Dodge City. Representative of State Job Training Coordinating Council.



Jule Kuhn
Counselor/Placement Coordinator Manhattan Area Vocational Technical School Handicapped & Disadvantaged Populations



Dick Rogenmoser
Senior Vice President, Martin Tractor Company, Topeka. Representative of Business.



Frances Graham
Executive Committee Member
Vocational Counselor, Johnson County AVTS, Olathe. Representative of Career Guidance and Counseling.



Janis Lee
State Senator, 36th District Farm/Ranch Owner, Kensington. Representative of Small Business Concerns



Roland Walsh
President & CEO Pratt Regional Medical Center, Pratt, Representative of Industry

1991 Schedule of KCOVE Meetings

January 8-9—Topeka

State Board of Education
Legislative Reception
VOTEC Director's Meeting

February 5—Topeka

Kansas Chamber of Commerce
and Industry
Annual Caucus

April 15-16—Kansas City

American Association of
Community
and Junior Colleges Conference

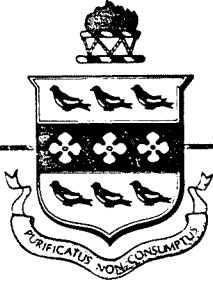
August 12-13—Manhattan

Kansas Vocational Association
Conference

October 24-25—Wichita

Kansas Association of Community
Colleges

A1-21



WASHBURN UNIVERSITY OF TOPEKA

Vice President for Planning and Governmental Relations
Topeka, Kansas 66621
Phone 913-295-6712

**TESTIMONY BY DAVID G. MONICAL
WASHBURN UNIVERSITY
ON HOUSE BILL 2028
SENATE EDUCATION COMMITTEE
March 27, 1991**

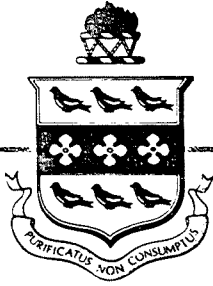
Mr. Chairman and Members of the Committee:

Explanation of House Bill 2028

This bill is intended to ease the restrictions statutorily imposed on the Board of Regents and its administration concerning employment decisions and to make it possible for the Board of Regents to delegate, by suitable by-law, employment decisions to the officer(s) it deems appropriate. This would relieve the Board of its present obligation of approving new hires. As presently worded, K.S.A. 13-13a12 limits the power of delegating hiring authority to the employment of "administrative assistants" by the President, subject to Board approval. By including specific mention of the delegation of hiring authority of a particular class of employee in the statute, the statute excludes delegation of hiring authority of other classes of employee under the rule of construction that the inclusion of one is the exclusion of another.

By striking the specific language limiting the delegation of employment authority, the broad authority expressed elsewhere in the statute authorizing the making of by-laws relating to governance of the institution and its internal affairs, including employment decisions, can be given full effect. Once those powers are given full effect, particularly when coupled with K.S.A. 13-13a19, the Board will be able to delegate hiring authority under guidelines it adopts and prescribes.

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WASHBURN UNIVERSITY OF TOPEKA

Office of the President
Topeka, Kansas 66621
Phone 913-295-6556

**TESTIMONY BY HUGH L. THOMPSON, PRESIDENT
WASHBURN UNIVERSITY
ON HOUSE BILL 2028
SENATE EDUCATION COMMITTEE
March 27, 1991**

Mr. Chairman and Members of the Committee:

The amendments to existing law contained in HB 2028 are, I hope, non-controversial. They are focused on the ability of the Washburn University Board of Regents to delegate certain authorities to the president and other members of the University administration. Times have changed since this legislation was originally adopted in the 1920s. Universities have become more complex, and the Washburn Board of Regents require greater flexibility in its delegation of authority.

This legislation was prompted in part by my learning that the president was personally signing every appointment or renewal contract for every employee on the campus. State law requires the Board of Regents to approve all appointments except for a narrowly defined class of "presidential assistants."

The statute we are asking to be amended, KSA 13-13a12, does not presently allow the Washburn Board of Regents to delegate hiring authority to its administrative officers, either in the academic or administrative areas. This is because of the rather limited delegation of authority language the statute contains with respect to the hiring of presidential administrative assistants, subject to Board approval.

By removing this language, the general powers of delegation contained in the latter part of this statute make it possible for the Washburn Board of Regents, if they so choose, to delegate hiring authority to the appropriate university officers. Any such change cannot be accomplished except under formally adopted by-laws of the Washburn University Board of Regents.

We ask your favorable consideration of HB 2028 so as to allow the Washburn University administration and Washburn's Board of Regents greater flexibility in the delegation of certain powers. Thank you for your consideration of this matter.

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March 27, 1991
Testimony of Bill Wagnon,
Governor's Education Liaison

concerning
SCR 1618

before the
Senate Education Committee

The proposed expression of legislative intent before you today gracefully commits this body to reforming the state's education system, and as such is a response to growing popular demands that our schools must do even more than they have been doing, while doing an even better job of it in the process.

Governor Finney is keenly aware that our schools absorb more of our state's resources each year and will continue to do so as our population of students increases and their needs are more diverse and complex. She also is mindful that taxpayers want to be assured that their dollars supporting our education effort actually result in teaching our children to read, write, add and subtract, think for themselves, and know who they are.

As Governor Finney campaigned last fall and put her legislative program together for the beginning of this year, she has attempted to reconcile conflicts between growing demand and public lack of confidence in the system. She promised to review state programs and pledged to offer reforms. As such she appreciates the need to take the long view and adopt changes that lead to improvements. This resolution contributes to that process and has her full support.

Likewise the governor understands that the State Board of Education has developed a program for what it now calls "quality performance accreditation", but formally known as outcomes based education. It holds considerable promise, which this resolution would reinforce.

The governor eagerly awaits the results of this effort and stands ready to give it the support it deserves. She anticipates that as the wrinkles are worked out through pilot projects, the results will become models of creative reform for the whole nation. As William Allen White could claim in 1922 that all national progress starts in Kansas, so Governor Finney wants to reclaim for Kansas national leadership for creative thinking and concrete accomplishments.

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Testimony of Bill Wagnon
March 27, 1991
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SCR 1618 eloquently challenges the State Board of Education to think creatively and come up with solid results. Governor Finney encourages you to recommend passage of SCR 1618.

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KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

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

**Testimony on S.C.R. 1618
before the
Senate Committee on Education**

by

**Mark Tallman
Coordinator of Governmental Relations
Kansas Association of School Boards**

March 27, 1991

Mr. Chairman, members of the committee, thank you for the opportunity to express our strong support for S.C.R. 1618.

With 28 sponsors, I doubt we need to do much "convincing" about the merits of this resolution. We would simply indicate that the KASB Board of Directors has endorsed the Quality Performance Accreditation plan approved by the State Board of Education; that we agree the pilot program proposed by this resolution is consistent with that plan; and that we believe a key component for school improvement is shifting from rigid regulations and mandates to accountability based on student mastery of concepts and skills.

Many schools are already well on their way to outcomes-based accountability; in fact, we expect more districts to apply for participation in the first year of QPA than there are slots for. We are confident that there will be strong interest in the type of program proposed in S.C.R. 1618, and we urge its adoption.

Thank you for your consideration.

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SCR 1618

March 27, 1991

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

Mister Chairman and members of the committee. United School Administrators has been from the outset a supporter of the change to accrediting schools based on what students know and are able to do. **SCR 1618** appears to be a vehicle which may well assist those Kansas schools which are selected to participate in the pilot of the outcomes accreditation program to rid the system of the one element which often keeps us from thinking creatively. That element is the concept of time.

One of the more prominent thinkers in educational reform has been Dr. William Glasser. In one of his earlier works, Dr. Glasser stated that in only two institutions in our society, schools and prisons, does time take precedent over the job to be done. Removing time from the way schools do business will be a tall order. The concept permeates everything we do. **SCR 1618** just may cause some school district to take a stab at thinking differently about the learning process, and eliminate time from the formula and concentrate totally on what students should know and be able to do.

We encourage your support of **SCR 1618**.

SCR1618/gwh

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State of Connecticut

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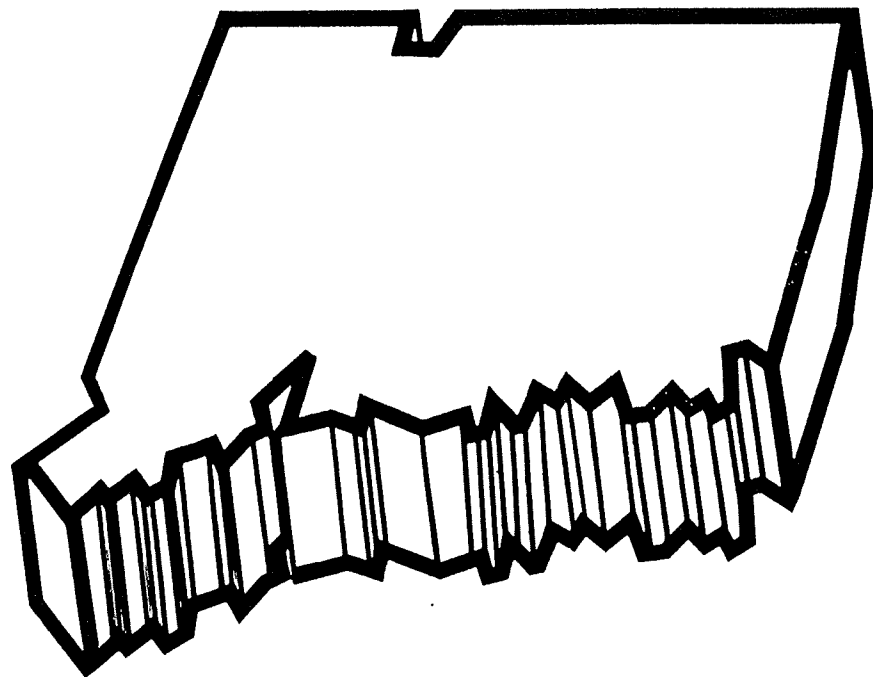
Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

*Connecticut's
Common Core
of Learning*



*Connecticut State Board of Education
January 1987*

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FOREWORD

It is with great pleasure that the Connecticut State Board of Education presents Connecticut's Common Core of Learning, adopted by the Board on January 7, 1987, "as its standard of an educated citizen and as its policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates."

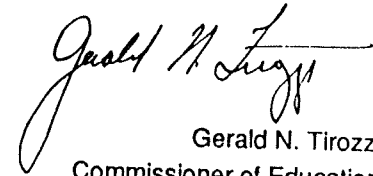
There is a continuous need in education to more specifically define what we expect of our students and our schools. Connecticut's Common Core does this. It should serve as a goal for all of us to strive for and a standard by which to assess our progress.

The recommendation to develop the Common Core came from two previous statewide committees. In 1984 and 1985, the Graduation Requirements Committee and the Superintendents Discussion Group on Equal Educational Opportunity both called for an articulation of the things we expect high school graduates to know and be able to do.

In March 1986, I appointed a distinguished group of Connecticut citizens to the Common Core of Learning Committee. This group researched previous national level "core" documents, visited schools to discuss the Common Core with teachers and administrators, consulted with a number of statewide organizations, sought responses to drafts of the Common Core, and conducted a public hearing on its content.

The thoughtful, thorough work of the committee--led by Dr. John T. Casteen III, president of the University of Connecticut, and Dr. Badi G. Foster, president of the Aetna Institute for Corporate Education--resulted in the Common Core of Learning we proudly offer in these pages. The Board and I extend our thanks to the committee members for their outstanding efforts.

Please read the Common Core of Learning with care. Compare it to what your schools are presently doing, and use it to address your district's needs for improving student learning--a goal we seek together.


Gerald N. Tirozzi
Commissioner of Education

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TO THE READER

This document sets forth what we believe ought to be the outcomes of education in the public schools. Many graduates do not now command all of the Common Core. We believe that all or virtually all can if we make education itself more productive.

The Common Core details what school graduates ought to know and know how to do. The language is deliberately simple. We do not believe that good education ought to be mysterious. We do believe that clear (even ambitious) goals will benefit students, parents, teachers and board members. And we believe also that the Common Core serves both of our larger goals--quality and equality--in ways that are essential to the public interest in education.

John T. Casteen III
President
The University of Connecticut

Cochair
Common Core of Learning Committee

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CONNECTICUT'S COMMON CORE OF LEARNING

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PREAMBLE

In order to prepare future generations of capable and flexible people, we present Connecticut's Common Core of Learning. This represents a response to the complexity of today's rapidly changing world, a desire to shape the future, and a commitment to a better educated citizenry.

We believe there is a common set of skills, knowledge and attitudes essential to the total development of all Connecticut students. These learnings have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students can achieve regardless of diverse learning rates and styles. Achievement of the Common Core will help students create and attain meaningful goals and engage in lifelong learning.

The Common Core establishes a vision of what Connecticut's high school graduates should know and be able to do. It represents a broad array of outcomes that should result from the entire K-12 school experience, including academic skills and knowledge, personal and social skills, attitudes and attributes. We believe the Common Core articulates Connecticut's expectations for its schools and its youth, thereby enhancing the quality and equality of educational opportunities throughout the state.

The Common Core of Learning represents preparation for life. It consists of abilities that are necessary not just for employment and further education, but also those that are essential to becoming a productive and contributing member of society. The Common Core is not meant to define minimum competencies; rather, it sets a standard for an educated citizen.

We believe the primary value of the Common Core of Learning is in its use by educators, parents and other citizens to improve instructional programs that will enable students to achieve these expectations. The Common Core should influence local and state goals of education, as well as affect program decisions and resource allocations in our schools. It should also be useful to institutions of higher education and employers in

Establishing expectations and developing programs for Connecticut's high school graduates. Finally, for more accurate reporting of the condition of education and equality of opportunity within Connecticut, the Common Core should be considered in assessments of school curriculum and student achievement and should help identify needs for school program improvement and student learning.

Connecticut's Common Core of Learning reflects a commitment to excellence in public elementary and secondary education and to high expectations of all our students. We believe the implementation of the Common Core will help develop young people who can think and act independently, and assist Connecticut's schools in approaching the twenty-first century with confidence and clear direction.

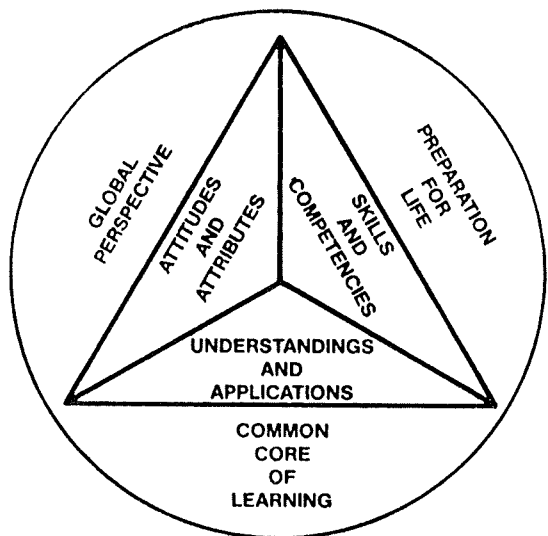


Illustration designed by
Jennifer C. Goldberg,
State Student Advisory Council

INTRODUCTION

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The Common Core has been developed with an understanding that students begin their schooling at different levels of readiness and some have developmental handicaps as well. It is also acknowledged that students have different interests and aspirations. Recognizing these differences, however, does not justify the development of a different Common Core for each student. To the contrary, the goal of each student developing to his or her fullest potential argues for the creation of one Common Core that has the highest expectations for each child.

Connecticut's Common Core of Learning is organized under three major headings with subheadings that reflect significant groups of skills, knowledge and attitudes:

Attributes and Attitudes

Self-Concept
Motivation and Persistence
Responsibility and Self-Reliance
Intellectual Curiosity

Interpersonal Relations
Sense of Community
Moral and Ethical values

Skills and Competencies

Reading
Writing
Speaking, Listening and Viewing

Quantitative Skills
Reasoning and Problem Solving
Learning Skills

Understandings and Applications

The Arts
Careers and Vocations
Cultures and Languages
History and Social Sciences

Literature
Mathematics
Physical Development and Health
Science and Technology

THE COMMON CORE

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order of the three major headings does not represent their relative importance. It does represent a logical sequence of assuring effective learning. While schools share the development of attitudes and attributes with the home and other institutions, it is acknowledged that students learn best when they are appropriately motivated and self-confident. Although by-products of effective instruction, these attitudes and attributes are also preconditions for mastering specific skills. Many of the skills and competencies, and the attitudes and attributes, while not taught directly or from a written curriculum, are continually developed during instruction in the traditional curriculum areas presented in the section on understandings and applications.

The Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of learning outcomes. Users of the Common Core of Learning should continually look for cross-disciplinary and multi-disciplinary approaches and for the transfer of skills and knowledge from one domain to another and one subject area to another. Many items listed under a particular subheading could easily have been included under others.

The Common Core is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations and teaching.

Finally, the Common Core of Learning has been developed neither as a state mandate nor as a condition for graduation. It provides a statement of high expectations needed for all Connecticut students to become educated citizens. It is also offered as a catalyst for school improvement. The framers of this document view it as a beginning, one that will change in response to new demands and challenges.

ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

POSITIVE SELF-CONCEPT

- As part of education in grades K-12, each student should be able to:*
- appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
 - develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
 - develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

MOTIVATION AND PERSISTENCE

- As part of education in grades K-12, each student should be able to:*
- experience the pride of accomplishment that results from hard work and persistence;
 - act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
 - strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

RESPONSIBILITY AND SELF-RELIANCE

As part of education in grades K-12, each student should be able to:

- assume the primary responsibility for identifying his/her needs and setting reasonable goals;
- initiate actions and assume responsibility for the consequences of those actions;
- demonstrate dependability;
- demonstrate self-control.

INTELLECTUAL CURIOSITY

As part of education in grades K-12, each student should be able to:

- demonstrate a questioning attitude, open-mindedness and curiosity;
- demonstrate independence of thought necessary for leadership and creativity;
- pursue lifelong learning.

INTERPERSONAL RELATIONS

As part of education in grades K-12, each student should be able to:

- develop productive and satisfying relationships with others based upon mutual respect;
- develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
- participate actively in reaching group decisions;
- appreciate the roles and responsibilities of parents, children and families.

SENSE OF COMMUNITY

As part of education in grades K-12, each student should be able to:

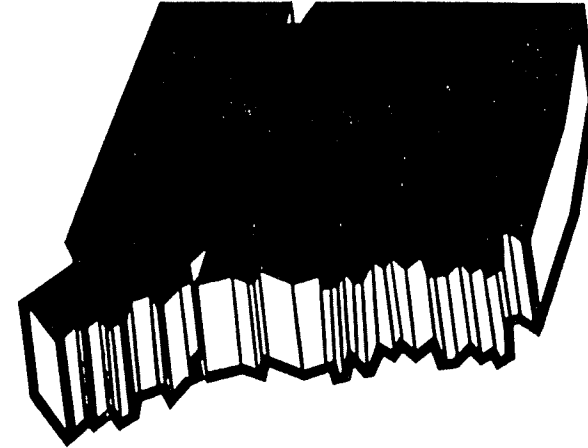
- develop a sense of belonging to a group larger than friends, family and coworkers;
- develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
- examine and assess the values, standards and traditions of the community;
- understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

MORAL AND ETHICAL VALUES

As part of education in grades K-12, each student should be able to:

- recognize the necessity for moral and ethical conduct in a society;
- recognize that values affect choices and conflicts;
- develop personal criteria for making informed moral judgments and ethical decisions.

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SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

READING

As a result of education in grades K-12, each student should be able to:

- identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
- identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
- recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
- set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
- make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
- vary his/her reading speed and method based on the type of material and the purpose for reading;
- use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

WRITING

As a result of education in grades K-12, each student should be able to:

- write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
- select, organize and relate ideas and develop them in coherent paragraphs;
- organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
- use varying language, information, style and format appropriate to the purpose and the selected audience;
- conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
- gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;
- improve his or her own writing by restructuring, correcting errors and rewriting.

SPEAKING, LISTENING AND VIEWING

As a result of education in grades K-12, each student should be able to:

- engage critically and constructively in an oral exchange of ideas;
- ask and answer questions correctly and concisely;
- understand spoken instructions and give spoken instructions to others;
- distinguish relevant from irrelevant information and the intent from the details of an oral message;
- identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

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QUANTITATIVE SKILLS

As a result of education in grades K-12, each student should be able to:

- add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
- make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- use ratios, proportions and percents, powers and roots;
- understand spatial relationships and the basic concepts of geometry;
- make estimates and approximations, and judge the reasonableness of results;
- understand the basic concepts of probability and statistics;
- organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- formulate and solve problems in mathematical terms.

REASONING AND PROBLEM SOLVING

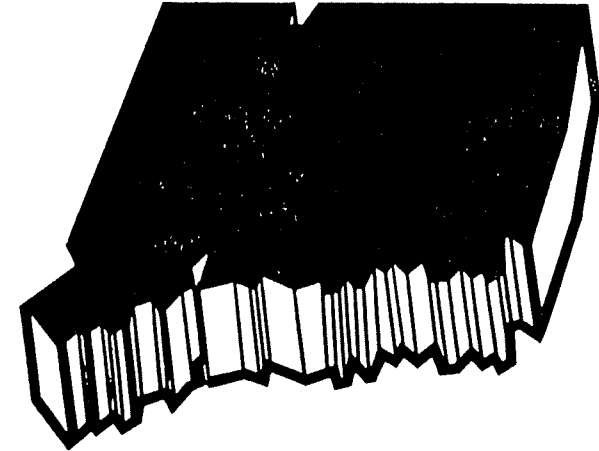
As a result of education in grades K-12, each student should be able to:

- recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
- draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- formulate and test predictions and hypotheses based on appropriate data;
- comprehend, develop and use concepts and generalizations;
- identify cause and effect relationships;
- identify and formulate problems;
- gather, analyze, synthesize and evaluate information pertinent to the problem;
- develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
- use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

LEARNING SKILLS

As a result of education in grades K-12, each student should be able to:

- set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;
- determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
- follow a schedule that accounts for both short and long term project accomplishment;
- locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
- read or listen to specific information and take effective and efficient notes.



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UNDERSTANDINGS AND APPLICATIONS

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the inter-relationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.

THE ARTS: CREATIVE AND PERFORMING

As a result of education in grades K-12, each student should be able to:

- express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
- appreciate the importance of the arts in expressing and illuminating human experiences;
- understand that personal beliefs and societal values influence art forms and styles;
- identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
- use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
- identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

CAREERS AND VOCATIONS

As a result of education in grades K-12, each student should be able to:

- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
- consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes;
- identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
- understand personal economics and its relationship to skills required for employment, promotion and financial independence;
- exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

CULTURES AND LANGUAGES

As a result of education in grades K-12, each student should be able to:

- recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
- respect differences among people and recognize the pluralistic nature of United States society;
- demonstrate an understanding of other cultures and their roles in international affairs;
- analyze the structure of spoken and written language;
- recognize the commonalities and the differences that exist in the structure of languages;
- understand and communicate in at least one language in addition to English.

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HISTORY AND SOCIAL SCIENCES

As a result of education in grades K-12, each student should be able to:

- recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
- demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship;
- understand the basic concepts of economics;
- analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
- apply major concepts drawn from the disciplines of history and the social sciences--anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology--to hypothetical and real situations;
- demonstrate basic knowledge of world geography;
- apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
- understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
- appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

LITERATURE

As a result of education in grades K-12, each student should be able to:

- understand that literature reflects and illuminates human experiences, motives, conflicts and values;
- understand the essential elements of poetry, drama, fiction and nonfiction;
- understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
- recognize symbolism, allegory and myth;
- identify literary themes and their implications;
- evaluate selected literary works and support each evaluation;
- enjoy reading as a lifelong pursuit.

MATHEMATICS

As a result of education in grades K-12, each student should be able to:

- understand that mathematics is a means of expressing quantifiable ideas;
- apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
- use mathematical skills and techniques to complete consumer and job-related tasks;
- select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;
- use mathematical operations in describing and analyzing physical and social phenomena;
- demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
- apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
- use basic statistical concepts to draw conclusions from data.

PHYSICAL DEVELOPMENT AND HEALTH

As a result of education in grades K-12, each student should be able to:

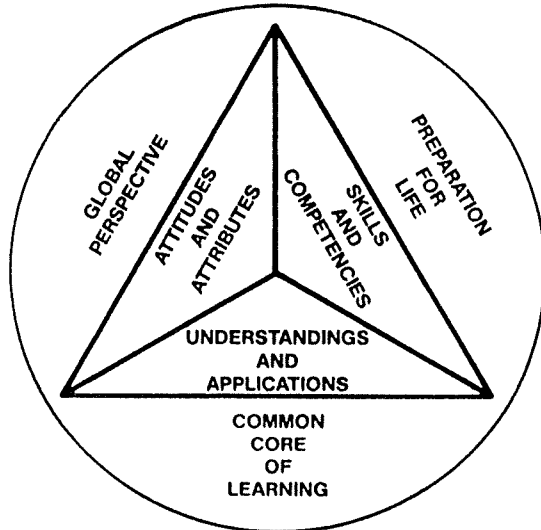
- understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
- plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
- understand the basic scientific principles which apply to human movement and physical activities;
- understand the role physical activities play in psychological and social development;
- understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
- recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

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SCIENCE AND TECHNOLOGY

As a result of education in grades K-12, each student should be able to:

- understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
- understand the implications of limited natural resources, the study of ecology and the need for conservation;
- identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them--the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
- use observation and analysis of similarities and differences in the study of natural phenomena;
- demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
- understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
- recognize the potential and the limitations of science and technology in solving societal problems.



EPILOGUE

While Connecticut is justifiably proud of its public elementary and secondary schools, it cannot rest on its laurels. Regular improvement, ever higher expectations and a continuous striving for excellence and equity are the keys to Connecticut's schools maintaining their pre-eminent status.

The expectation that each student can and should achieve the Common Core of Learning and be considered an educated citizen will require schools to change and greater resources to be dedicated to our public schools. This change emerges only when all of society shares a vision of what ought to be and expresses a sense of urgency for the need to act.

The Common Core offers such a vision of better schooling. For this vision to become a reality, many different groups should take action. Educators, parents, other citizens, community organizations, employers and others should use the Common Core of Learning (CCL) in a variety of ways.

For example:

1. Local boards of education should compare their existing goals and program priorities to the CCL to help identify desired changes.
2. Teachers and school administrators should examine their existing instructional and professional development programs in relation to the CCL in order to develop program modifications.
3. Local school districts and the State Department of Education, working together, should develop a variety of model strategies for implementing and achieving the CCL.
4. The State Board of Education should examine the CCL, adopt it as state policy and then analyze existing state programs and services in order to identify needed improvements.
5. The State Department of Education should examine the CCL and identify strategies for integrating and utilizing it with existing efforts such as: the Comprehensive Plan for Elementary and Secondary, Vocational, Career and Adult Education; the Guides to Curriculum Development; Competency-Based Adult Education Programs; the Regional Vocational Technical Schools; the Institute for Teaching and Learning.

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6. The State Department of Education should, with the assistance of local school district personnel, design a means for periodically assessing the statewide level of student achievement of the Common Core, using a random and stratified sample of students. This would be done as part of the Connecticut Assessment of Educational Progress to better assess and report on the condition of education and equality of opportunities in Connecticut.

7. The State Department of Education and the Department of Higher Education should examine the CCL for its implications for the preparation of teachers, including the establishment of collaborative model training programs using the Beginning Teacher Support and Assessment Program and the Standards and Procedures for Teacher Preparation Program.

8. Connecticut's institutions of higher education should examine the CCL and evaluate their existing expectations of and programs for Connecticut's high school graduates.

9. Connecticut employers and labor organizations should examine the CCL and evaluate their existing expectations of and programs for Connecticut's high school graduates.

10. Students, parents and other community members should examine the CCL, consider their roles in its implementation, and assist their schools where appropriate.

11. State and local government officials should examine the CCL and consider developing consistent and supportive public policy, including financial and other resources, to achieve the expectations set forth.

12. Annually, the Commissioner of Education should report to the State Board of Education on the utilization of the CCL. In January, 1990, the Commissioner should convene a statewide committee to receive a three-year summary report on implementation of the CCL and to review the CCL for possible revision.

REFERENCES

Many of the individual items in Connecticut's Common Core of Learning have been taken in whole or in part or have been adapted from the major reference works identified below. Sincere appreciation is extended to each of the organizations and authors responsible for these high quality prior efforts, without which Connecticut's task would have been much more difficult.

1. *Academic Preparation for College: What Students Need to Know and Be Able to Do*, The College Board, New York, 1983.

2. *High Schools and the Changing Workplace: The Employer's View*, National Academy of Sciences, National Academy Press, Washington, D.C., 1984.

3. *Action For Excellence: A Comprehensive Plan to Improve Our Nation's Schools*, Task Force on Education for Economic Growth, Education Commission of the States, 1983.

4. Goodlad, J.I., *What Schools Are For*, Phi Delta Kappa Educational Foundation, 1979.

5. Roberts, A.D. and Cawelti, G., *Redefining General Education in the American High School*, Association for Supervision and Curriculum Development, 1984.

6. *Investing in Our Children: Business and the Public Schools*, A Statement by the Research and Policy Committee of the Committee for Economic Development, New York, 1985.

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COMMON CORE OF LEARNING COMMITTEE

- John T. Casteen III, President, The University of Connecticut, Cochair
- Badi G. Foster, President, The Aetna Institute for Corporate Education, Cochair
- Dallas K. Beal, President, Connecticut State University
- Joan Carter, President, T and T Inc.
- Joseph J. Cirsuolo, Superintendent, Clinton Public Schools
- Fernando Comulada, Vice President, for Latin American and International Division, Connecticut Bank and Trust Company
- Joseph J. Crisco, Jr., Director of Governmental Affairs, United Technologies Corporation
- Jennifer C. Goldberg, State Student Advisory Council
- Marie S. Gustin, Superintendent, New Britain Public Schools
- Lee Hay, 1983 Connecticut and National Teacher of the Year, Manchester Public Schools
- Raymond Lenoue, President, Connecticut Association of Boards of Education
- Julia McNamara, President, Albertus Magnus College
- Peg Perillie, President, Parent-Teacher Association of Connecticut, Inc.
- David J. Quattropani, Assistant Superintendent, Newtown Public Schools
- Helen Regan, Coordinator, Secondary Teacher Certification Program, Connecticut College
- Emma Jean Stepherson, Principal, Bassick High School, Bridgeport Public Schools
- Betty Tiantl, President, Connecticut State AFL-CIO
- Deborah Gladding Willard, 1986 Connecticut Teacher of the Year, Glastonbury Public Schools
- N. Patricia Yarborough, President, Post College

Ex Officio

- Norma Foreman Glasgow, Commissioner of Higher Education
- Gerald N. Tirozzi, Commissioner of Education

Contributing Alternate Members

- Matt Bates and Barry Williams, Connecticut State AFL-CIO
- Merle Harris, Department of Higher Education
- David Suisman, State Student Advisory Council

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KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS



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

Joint Testimony on H.B. 2428
before the
Senate Committee on Education

by

Mark Tallman
Coordinator of Governmental Relations
Kansas Association of School Boards

On behalf of:

Schools for Quality Education
Kansas Association of School Boards

March 26, 1991

Mr. Chairman and members of the Committee, we appreciate the chance to speak today in favor of H.B. 2428, which exempts school district capital outlay tax levies from aggregate limitations.

While the freezing of capital outlay levies may have been necessary during the process of reappraisal, continuing these limitations will lock school districts into arbitrary limits on funds they can raise to meet needed equipment, construction and repair requirements. The current limitations keep districts from receiving additional resources through the natural growth in property valuation.

We support returning to the previous four-mill maximum capital outlay levy for those districts whose valuation has remained the same or grown since reappraisal. However, some 50 districts have been allowed to levy more than four mills to maintain the same level of expenditures, due to

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loss of valuation under reappraisal. We request that H.B. 2428 be amended to allow such districts to be "held harmless" by allowing them to levy more than four mills until their valuation reaches pre-reappraisal levels.

Capital outlay levies are subject to protest petitions, and would continue to be whether a district is "unfrozen" or "held harmless." We believe this provides an appropriate level of responsiveness to taxpayer concerns.

We urge you to recommend this bill favorably for passage, amended as recommended above.

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Planning and Communications

Testimony On House Bill 2428
To The Senate Education Committee
March 26, 1991
By Robin Nichols, Wichita Public Schools

Mr. Chairman, Members of The Committee:

My name is Robin Nichols and I represent the Wichita Public Schools. We come before you today to request support for House Bill 2428 to restore to school districts the ability to use up to 4 mills for capital outlay funding. As well, we support the amendment proposed by the Kansas Association of School Boards to protect districts which may be adversely affected by being held down to 4 mills. It was never our intent to penalize districts with capital outlay needs and commitments for which an amount greater than 4 mills is necessary.

Because of anticipated shifts among and between school districts caused by reappraisal, a lid was put into place to stop the clock at 1988 pre-reappraisal dollar amounts. Although we are statutorily allowed up to 4 mills, most recent figures show our district is effectively limited to 3.09 mills.

We can longer adjust to natural growth, and yet, we are required to be accountable for the infrastructure demands brought on by such growth. Since the lid was placed in 1988 our enrollment has increased by 1,057 FTE students. The freeze denied us access to \$1,352,527 this year alone. Our environmental safety problems cost us nearly that much alone each year.

Safety measures have brought new meaning to capital outlay spending. Our buildings are full of environmental challenges which their designers could not have foreseen. We currently spend \$1 million per year to meet challenges critical to student safety. We abate asbestos; remove, monitor and manage underground fuel storage tanks; and test and correct lead levels in our drinking water. We know we face Radon gas testing in the near future, for which initial screening costs will be \$70,000 even prior to remediation.

For the Wichita Public Schools the issue is one of forced choices. In the face of growing safety needs, we are forced to defer maintenance. The average age of our 115 buildings is 45 years, which means we maintain buildings 70, 80 and 90 years old. Because our capital outlay resources have been limited, the

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repair of roofs, pipes, electrical systems and windows have been patched to the point they must now be replaced as the aging process dictates. Capital replacement of entire systems and structures are required.

In addition, we make every effort to reduce energy costs in the replacement process. The cost to replace old broken windows with energy efficient ones is approximately \$100,000 per building. Our capital outlay levy is our only source of revenue to address these replacements. We implore you: do not put us in a situation where we must continue to choose safety and defer maintenance to the point of major capital replacements.

The full use of the capital outlay levy is subject to protest petition, and will not automatically be used by all districts. Local boards, like ours, must have the option to maintain direct accountability for student safety in increasingly unsafe structures. Our plant is valued a \$400 million dollars, yet we receive only 1% of that amount per year to maintain it. HB 2484 would afford us the \$1 million needed to insure safety, and the ability to address maintenance which we are now forced to defer.

We urge you to support HB 2428. If we continue to put our decaying campuses on hold we not only risk costs beyond our control, but more importantly, we risk the safety of our children.

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HB 2428

March 26, 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 of Kansas appreciates the opportunity to ask your favorable action on HB 2428.

Beginning with the 1988-89 school year, the capital outlay levy was included in the aggregate tax levy limit. School districts could only raise the same dollar amount as the previous year regardless of their new assessed valuation. For some districts this might require only a 2.5 mill levy, while other districts had to levy as much as 5 or 6 mills.

HB 2428 removes this levy from the aggregate levy and allows districts to again levy the 4 mills. Please keep in mind that this is a levy which patrons have an opportunity to petition to a vote. It is also a levy which has a five year authority, and boards of education may use 0 to 4 mills annually dependent upon their needs.

We urge your favorable action on HB 2428.

hb2428/bsm

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BLUE VALLEY U.S.D. 229
Overland Park, Kansas
March 26, 1991

Mr. Chairman and Members of the Committee:

My name is Helen Stephens, representing Blue Valley
U.S.D. 229.

We support passage of HB 2428.

The present structure for capital outlay has severely
limited our ability, and those of other districts, to
properly maintain older school buildings.

We believe it is proper to lift the limitations and let
individual school districts maintain their facilities
before some repairs or modifications become too costly.

We urge your favorable consideration of HB 2428.

Thank you for allowing this opportunity.

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March 26, 1991

Representative Elizabeth Baker
House of Representatives
Capitol Building, Room 175-W
BUILDING MAIL

Dear Representative Baker:

Could I ask you to reflect back to your days as a member of the board of a library? There are a number of library units in the state which will hit hard by the removal of the current tax lid. In looking for a way to remedy this budget and levy problem, I've learned that you also are aware of the problem which will occur for some districts when the lid is sunset on June 30. We hope that you and others will have libraries in mind also if and when a remedy for this problem is discussed.

The regional library systems lost considerable financial support in 1983 when farm machinery and business aircraft were exempted from property tax. Since that date, the reclassification of property has applied another reduction to some of the system tax bases. If the tax lid is removed, these library units go back to the reduced valuation and library services in most regional areas will be reduced.

For example, with the removal of the tax lid, the valuation for the Central Kansas Library System is projected by system officials for a reduction of more than 30%. This will be a severe and negative impact on the services of the system and of the supports provided to a large number of small libraries which comprise most of the membership of the system.

To remedy this problem, would it be possible to create another compensator such as that which was adopted in 1983 (House Bill 2020, copy enclosed)?

There does not appear to be much awareness of this problem. Libraries would appreciate any help which you and your colleagues may be able to give.

Sincerely,



Duane Johnson
State Librarian



Central Kansas Library System

1409 Williams
Great Bend, Kansas 67530
(316)792-4865

March 26, 1991

Representative Elizabeth Baker
Room 175 West
State Capitol
Topeka, Kansas 66612

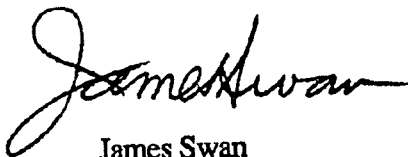
Dear Representative Baker:

I understand you are interested in the impact of the sunset of the Reappraisal Tax Lid as it relates to recreation districts. This is a statewide problem and it relates to more than recreation districts. The seven Regional System of Cooperating Libraries will also be impacted. Without a new compensator similar to the one established by **1983 House Bill 2020**, the mill levy for library systems will revert to .75 mills on current assessed valuation. For the Central Kansas Library System that will mean a 36.93 percent loss in revenue. The attached chart displays our plight.

Mill levy limits for library systems are set by the legislature. Rather than seek a mill levy increase to remedy the situation, I think it best to seek a special compensator (similar to **1983 House Bill 2020**) for municipalities that do not have the authority to increase their mill levies. This action would not increase property taxes, but would simply maintain the status quo. I urge you to include Regional System of Cooperating Libraries in any legislation you may promote to remedy the situation.

Thank you for your help in this matter.

Sincerely,


James Swan

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**Summary of Assessed Valuations, Mill Levies and Tax Revenue
For the Central Kansas Library System**

	1983	1984	1985	1986	1987	1988	1989	1990	1991	Estimate 1992
Assessed valuation	918,748,473	857,292,929	831,800,000	794,671,499	662,459,983	616,563,560	602,255,439	579,785,935	587,259,910	587,259,910
Gen. Fund Mill levy	0.48	0.68	0.73	0.75	0.92	0.99	1.00	1.04	1.03	0.75
Tax Revenue	440,999.27	582,959.19	607,214.00	596,003.62	609,463.18	610,397.92	603,459.95	603,557.16	603,115.93	440,444.93
Percentage change		24.35%	3.99%	-1.88%	2.21%	0.15%	-1.15%	0.02%	-0.07%	-36.93%

Source: Published budgets of the Central Kansas Library System

MAR-26-'91 12:04 ID: C K L S FAX

TEL NO: 6-316-792-5495

#955 P03



DERBY RECREATION COMMISSION
March 26, 1991

State Capitol
Rep. Elizabeth Baker ✓
425-s
Topeka, KS 66612

Dear Rep. Baker,

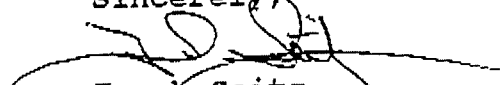
In response to your request concerning the negative impacts of the expiration of the 1990 Tax Lid Law. The assessed valuation in Derby USD 260 in 1988 was 163,790.941 which generated \$163,790.00 for every 1 mill for the Derby Recreation Commission. The assessed valuation in 1990 was 120,111,912 which generates \$120,111.00 for every 1 mill. For the 2 mill levy which we have been appropriated, this would mean a loss of approximately \$87,358.00 of budget authority. In addition because of the revisions made in personal property tax assessments (which could become worse, because of recent proposed legislation) we have also seen a decrease in the amount of motor vehicle taxes collected. This is more than a 27% decrease in taxing authority.

The Derby Recreation Commission has staffing, facility and programming commitments which would not allow for this type of loss. The scenerio very well might be that these burden's would be shifted to another governmental unit which would in turn have to increase its budget through a levy increase to cover these costs.

A strong consideration for a compensator for recreation commissions stem from the fact that levies for Recreation Commissions are initiated locally; and all initial levies are first approved by vote of the local electorate. In addition, subsequent increases are scrutinized at the local level (i.e. resolution passed by taxing authority, protest period for public input, election by local electorate if protested) more than any other tax issue. Therefore Recreation Commissions exist in communities, a.) because communities want them, and b.) At the tax support level which they feel justified.

If there is any further information I can help you with let me know.

Sincerely,


Frank Seitz
Superintendent of
Recreation

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3/27/91
A12-3

MAR 22 1991

Honorable Elizabeth Baker
Representative, 82th District
Room 175-West, Statehouse

Dear Rep. Baker:

The matter you called about yesterday is a real sleeper in the budget process! Briefly stated, if the 1990 Tax Lid Law sunsets, as provided for in K.S.A. 1990 Supp. 79-5038, the compensator for loss in valuation provided for in K.S.A. 79-5022(c) (for those municipalities not subject to the Tax Lid Law) will be gone. Thus, the baby, the compensator in K.S.A. 79-5022(c), gets tossed out with the bath water, the Tax Lid Law of K.S.A. 79-5021 to 79-5036 inclusive.

If the compensator is gone, the mill levy rate limits (1 mill for Fund A, 5 mills for Fund B, etc.) of the law before we entered the reappraisal era are reactivated. These old mill levy rate limits will be applied to valuations that, in some cases, have dropped dramatically due to the effect of classification.

One such dramatic example is the removal of Boeing's inventory from the valuation base. In a taxing district that includes Boeing, it's conceivable that valuation has dropped 25% or more from 1988 to 1991. For the sake of example, let's assume that the Derby Recreation Commission's valuation dropped 25%, from \$50 million in 1988 to \$38 million in 1991. Four mills would have produced \$200,000 in 1988, but will produce only \$152,000 in 1991, a decrease of \$48,000. Some municipalities would be severely hurt by such tax decreases.

What can be done? Obviously, if the current Tax Lid Law were extended, the compensator provisions of K.S.A. 79-5022(c) would be extended. Also, there could be a special compensator added similar to 1983 House Bill 2020 (Attachment #1)--this special compensator was provided to compensate for the effects of removing farm machinery and business aircraft from taxable property in 1983. An example of how the 1983 compensator law works is shown on Attachment #2: Claflin Cemetery has lost more than half of its valuation from 1983 to 1988. It was allowed to levy, in 1988, the amount that 2 mills would have produced in 1983 (\$25,839, as shown in column annotated with a red (2)) before farm machinery and business aircraft was removed from the valuation base, rather than the tax that 2 mills would have produced based on the 1988 valuation (\$11,879, as shown in the column annotated with a red (1)).

If you have further questions, please let me know.

Very truly yours,

Bill E.

William L. Ervin, Chief
Municipal Accounting Section

Attachments

cc: Chris Courtwright, Tom Severn, Ben Barrett

EDUC
3/27/91
A12-4

CHAPTER 311*
House Bill No. 2207

SESSION LAWS

ACT concerning services for persons with physically handicapping conditions; authorizing an optional tax levy therefor.

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

Section 1. (a) The board of county commissioners of any county may levy a tax not to exceed 1/2 mill on all taxable tangible property within the county for the purpose of assisting in the provision of services for persons with physically handicapping conditions, but such tax shall not be used for the purposes for which a tax is authorized under K.S.A. 12-1680, 19-4004, 19-4011, 65-212 and 65-215. The board shall adopt a resolution stating its intent to levy the tax and the purpose therefor. The resolution shall be published once each week for two consecutive weeks in a newspaper of general circulation in the county. If a petition signed by at least 5% of the qualified voters of the county is filed with the county election officer, the board shall submit the proposition for approval by a majority of the qualified voters of the county voting at an election thereon. The election shall be called and held in the manner provided by the general bond law.

(b) If a petition signed by not less than 5% of the registered voters of any county is filed with the county election officer requesting an election on the question of whether a tax levy not to exceed 1/2 mill on all taxable tangible property within the county shall be made for the purpose of assisting in the provision of services for persons with physically handicapping conditions, the board of county commissioners shall submit the proposition for approval by a majority of the qualified voters of the county voting at an election thereon. The election shall be called and held in the manner provided by the general bond law. If such proposition is approved, the board of county commissioners shall levy such tax for such purpose. No such tax shall be used for the purposes for which a tax is authorized under K.S.A. 12-1680, 19-4004, 19-4011, 65-212 and 65-215.

(c) The tax levy authorized by this section shall be in addition to all other tax levies authorized or limited by law and shall not be subject to or within the limitations prescribed by K.S.A. 79-5001 to 79-5016, inclusive, and amendments thereto.

(d) As used in this section, "physically handicapping condition" means the physical condition of a person, whether congenital or acquired by accident, injury or disease which constitutes a substantial disability, including but not limited to blindness and hearing impairments.

Sec. 2. This act shall take effect and be in force from and after its publication in the state register.

Approved April 14, 1983.

Attach #1

CHAPTER 312*
House Bill No. 2020

because
79-1913

EDUC
3/27/91
A12-5

AN ACT suspending and establishing statutory fund and aggregate property tax levy limitations for certain taxing subdivisions.

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

Section 1. (a) In 1983, all existing statutory fund and aggregate levy limitations on taxing subdivisions are suspended. In such year, any taxing subdivision is authorized either to levy taxes upon tangible property which produces an amount not in excess of the amount which was authorized to be levied by such taxing subdivision in the next preceding year or levy taxes upon tangible property at a rate not exceeding the existing statutory fund or aggregate levy limitation. The tax levy required to produce the amount allowed by the provisions of this subsection shall be the levy limit for 1984, 1985 and 1986 unless such tax levy is less than the existing statutory fund or aggregate levy limitation, in which case such statutory fund or aggregate levy limitation shall apply.

(b) As used in this section, "taxing subdivision" means every taxing district in the state other than the state.

(c) Nothing in this act shall apply to the limitations on aggregate tax levies imposed by the provisions of K.S.A. 79-5001 to 79-5016, inclusive.

Sec. 2. The provisions of this act shall expire on December 31, 1986.

Sec. 3. This act shall take effect and be in force from and after its publication in the Kansas register.

Approved April 21, 1983.

Published in the Kansas Register April 28, 1983.

C.M. 1 1504

STATE OF KANSAS
Budget Form S-B
1988

CERTIFICATE

TO THE CLERK OF BARTON COUNTY, STATE OF KANSAS
We, the undersigned, duly elected, qualified and acting officers of

CLAFLIN JEFFERY

Attach #2

certify that: (1) the hearing mentioned in the attached proof of publication was held; (2) after the Budget Hearing this budget was duly approved and adopted as the maximum expenditure for the various funds for the year 1989; and (3) the Amount(s) of 88 Tax to be Levied are within statutory limitations.

TABLE OF CONTENTS:

1989 ADOPTED BUDGET

Adopted Budget and Financial Statements	Page No.	Expenditures	Amount of 88 Tax to be Levied	County Clerk's Use Only
General	3	11,400-	9,596-	1,473
TOTAL		11,400-	9,596-	1,473
Worksheet	2			
Proof of Publication	5			
Final Assessed Valuation				6,515,283

Municipal Accounting Use Only
Received OCT 17 1988
Reviewed by *[Signature]*
Follow-up Yes No

LEVY LIMITS FOR TAX FUNDS

5,929,470

Estimated Assessed Tangible Valuation July 1, 1988 6,515,283 *Levy*

Fund	Authority	Rate*	Amount	88 Levy Limit Levy Lmt Amount	Budget Levy Lmt Amount	Less: LAVTR Amount	Levy Limit
General	17-1344	2.00	11,879	25,839	25,829	474	25,365

*Rates are expressed in mills.

Attest: 8-25, 1988.

Colleen Murphy
County Clerk

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3/27/91
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1181-003-09