

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on January 29, 1992 in room Room 519-S of the Capitol.

All members were present except:

Committee staff present:

Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes Office
Dale Dennis, Department of Education

Conferees appearing before the committee:

Representative Marvin Barkis, Speaker of the House of Representatives
Jackie Oakes, Schools for Quality Education
Chuck Tillman, President, KNEA
David DePue, State Council on Vocational Education
Connie Hubbell, KSBE
Gerry Henderson, United School Administrators of Kansas

The meeting was called to order by Chairman Rick Bowden.

Chairman Bowden reminded the committee members they are invited to the Governor's office at 8:00 a.m. to visit with her on education issues.

Hearing on HB 2664:

Jackie Oakes. Ms. Oakes said her organization supports HB 2664, because they believe that inservice training is of major value in the continuous professional development of teachers, as they are the cornerstone of all educational endeavors. (See Attachment #1.)

Chuck Tillman. Mr. Tillman urges favorable recommendation of this bill with amendments, finally allowing remaining school districts to implement an approved inservice program, thus allowing all Kansas educators to take advantage of the opportunities embodied in such a process. (See Attachment #2.)

David DePue. In support of this bill, Mr. DePue reported a major theme during a series of employer forums of their Council is, the key to improved productivity and increased global competitiveness is employee training and upgrading. He urges support for local inservice education programs. (See Attachment #3.)

Connie Hubbell. Ms. Hubbell reported that there are currently 260 school districts participating in the inservice education program. It is anticipated the number will increase to 280 during the 1992-93 school year. HB 2664 would expand the program to include the remaining 24 districts. The State Board supports this expansion to include all school districts. (See Attachment #4.)

Gerry Henderson. In support of HB 2664, Mr. Henderson said teachers and administrators are demonstrating their willingness to spend their time in inservice programs; he asks that the legislature provide the resources. (See Attachment #5.)

Hearing on HB 2763:

Kay Coles. Ms. Coles said KNEA asks that HB 2763 be favorably recommended for passage. She said this bill is a sign that cohesion may come to the issue of education restructuring, and it represents an awareness that to have effective restructuring there is a need to hear from a variety of groups and individuals around the state (Sec. 3(c).) In her handout she lists some features of restructured schools (P. 2) (See Attachment #6.)

Representative Marvin Barkis. Representative Barkis urged timely and favorable consideration for HB 2763, to create a Kansas Commission on Education Restructuring. He stated that a coordinated citizen effort in school reform will assure that progress on reform matters is not lost in a session dominated by school

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, ROOM 519-S
STATEHOUSE, AT 3:30 P.M. ON JANUARY 29, 1992

finance debates. Such a bi-partisan commission can accomplish this. (See Attachment #7.)

Jim Edwards. Mr. Edwards said the KCCI has embraced both the AMERICA 2000 goals, as well as those set forth by the 1001 Special Committee on Children's Initiatives. Both would be used by a commission to formulate a set of strategies to reform and restructure public elementary and secondary education in Kansas. In essence, critical issues would be funneled through a single, widely diversified group. (See Attachment #8.)

Mark Tallman. Mr. Tallman said KASB is pleased to support HB 2763, because such a commission can help focus the attention of Kansas leaders, and the public at large, on the issues. Mr. Tallman offered four areas of consideration when creating the commission, offered in his handout. (See Attachment #9.)

Hearing on HB 2665:

Gerry Henderson. In favor of HB 2665, Mr. Henderson said it is best for all concerned when classes can be kept under 20 students, especially in primary grades K-3. He states USA has the concern that this issue is but one small part of the huge and complicated puzzle that faces the legislature on educational issues. Mr. Henderson submits there are questions to be answered of certain provisions, listed in his testimony. (See Attachment #10.)

Chuck Tillman. Mr. Tillman said that providing additional weighting for students in classes with a preferred pupil-teacher ratio gives recognition to the importance of reducing class size. Because of the benefits available to early learners, KNEA urges support for HB 2665. (See Attachment #11.)

Mark Tallman. Mr. Tallman said that KASB cannot support this bill for several reasons: 9) They believe it is premature to reach conclusions on amendment to the school finance act; 2) With overall funding frozen, this bill would divert funding for certain school districts or grade levels; 3) Such a commitment should be made at the local level, not by the state, i.e. the state should determine the education outcomes; local school boards should determine how to achieve them. (See Attachment #12.)

Jackie Oakes. In support of HB 2665, Ms. Oakes said in view of the fact that educators are stressing the importance of early childhood learning, it is very appropriate to add emphasis to kindergarten and first through third grades. (See Attachment #12.)

Representative Amos moved and Representative Benlon seconded that the January 23 minutes be approved. Motion carried.

The next meeting is scheduled for January 30, 3:30 p.m. in Room 519-S.

Upon completion of its business, the meeting adjourned at 4:55 p.m.

DATE

January 29

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Kim Piles	KNEA	Topeka
Cynthia Shivers	St Bd of Ed	Topeka
Donald Anderson	USIA	Topeka
Dan Buffler	Bishop Miege H.S.	Overland Park
Chuck Tilman	KNEA	Topeka
HERB SWENDER		Topeka
Becky Zolman		Wichita
Jim Allen	Pete McGill Assn	Topeka
Wendy Ayl	U.S.D # 500	Topeka
Jim Edwards	KCEC	Topeka
Bernie Koch	Wichita Chamber	Wichita
Tim K Owsley	KNEA / CEC	Topeka
Robin Alameda	USD 259	Wichita
Ladislav M. Hernandez	Gov. Office	El Dorado / Topeka
Ruth Brown	Sec. of State Office	Topeka
CHARLIE Virent	Bishop Miege H.S.	ROELAND PARK
Eugene Haller	Bishop Miege H.S.	Roeland Park
Tami Buczek	Bishop Miege H.S.	Roeland Park
Shayla Sullivant	Bishop Miege H.S.	Roeland Park
AMY Ziegler	Bishop Miege H.S.	Roeland Park
TED AYRES	BOARD OF REGENTS	TOPEKA
Mark Tallman	KASB	Topeka
Jacque Dates	SQE	Topeka
Don Holmes	DOB	"
Dore Dwyer	KCOVE	Topeka



Schools for Quality Education

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

January 29, 1992

TO: HOUSE COMMITTEE ON EDUCATION

SUBJECT: HB 2664--AN ACT CONCERNING INSERVICE EDUCATION

FROM: JACQUE OAKES, PUBLIC RELATIONS REPRESENTATIVE
SCHOOLS FOR QUALITY EDUCATION

Mr. Chairman and Members of the Committee:

I am Jacque Oakes, Public Relations Representative for Schools For Quality Education, an organization of 96 small schools.

We are appearing today as a proponent for HB 2664 requiring inservice education programs for teachers that have been approved by the State Board.

We do not normally like mandates, but we have confidence that this is necessary to guarantee that school districts make inservice an ongoing opportunity.

We believe that inservice training is of major value in the continuous professional development of teachers. They are certainly the cornerstone of all educational endeavors.

Thank you for your positive consideration of HB 2664.

"Rural is Quality"

*Education
Attachment #1
January 29, 1992*



#2

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee
Chuck Tilman, Kansas NEA
HB 2664
Wednesday, January 29, 1992

Mr. Chairman and members of the Committee, I am Chuck Tilman, President of Kansas NEA. I appreciate this opportunity to speak in favor of HB 2664.

Since its original enactment in 1984, the State Inservice Education Opportunities Act has been a benefit to the state's education system. As school districts have voluntarily established approved inservice programs at the local level they have designed plans which advance the needs of that district. It has allowed educators to construct meaningful training which is relevant to themselves, the district, and their students.

Kansas NEA was the primary impetus behind the concepts in the original act and supported its passage wholeheartedly. We continue to support those concepts as well as the ideas embodied in this bill's amendments. There are 273 approved staff development plans currently in place. We believe it is time that the remaining school districts implement an approved inservice program, thus allowing all Kansas educators to take advantage of these opportunities.

We urge your favorable recommendation of HB 2664.

*Education
Attachment #2
January 29, 1992*

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Dr. David L. DePue
Executive Director

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

TO: The Honorable Representative
Rick Bowden, Chair, and Members of the House
Committee on Education

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

FROM: David L. DePue
Executive Director

Robert Thiry
Executive Committee Member
Coordinator, KS Carpentry
Apprenticeship
Perry

SUBJECT: Support for Local Inservice Education Programs
HB 2664

DATE: January 29, 1992

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

The State Council on Vocational Education is established by the U.S. Congress to provide oversight and policy advice on vocational education and training related issues. Each of our 13 members represents one of the constituent groups served by programs.

Fran Graham
Vocational Counselor
Johnson County AVTS
Olathe Center
Olathe

Your committee is to be commended for interest in the continuing education and upgrading of our teachers. While most school districts are already giving attention to these needs, financial constraints and other priorities can threaten the best of intentions.

Allene Knedlik
Coordinator of Tech Prep
Southeast Kansas Tech Prep Consortia
Southeast Kansas AVTS
Coffeyville

We all are aware that over 80% of the workers for the year 2000 are already on the job. No professional can be expected to perform adequately without continuing education and upgrading. The changing technology and global economics threaten to make our knowledge and skills obsolete in 1 to 4 years.

Jule E. Kuhn
Counselor/Placement Coordinator
Manhattan AVTS
Manhattan

Janis Lee
State Senator
Farmer/Rancher
Kensington

The fastest growing printing corporation in America, Quad Graphics, has one division that operates with no budget restrictions--that is their training division. MDs and attorneys have set up their own network with minimums for continuing education.

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

Carol Nigus, Director
Brown County Kansas Special
Education Cooperative
Hiawatha

Dennis K. Shurtz
Agribusiness/Commodities
Arkansas City

Mitch Sexton
Manager of Training & Quality Programs
Jostens School Products Group
Topeka

Gary Withrow
Employee Relations Manager
Morton International
Hutchinson

Another major reason that continuing education and upgrading must be the responsibility of local districts has to do with funding. For example, the Federal Perkins Act of 1990 requires that 75% of Kansas' approximate 10 million annual funding must go to local districts, schools or colleges. Most of the remainder goes for local programs that support special populations. The Kansas State Board of Education's administrative funds were cut significantly. The burden of program and staff development has been placed on local districts.

(over)

During a series of employer forums that our Council held over the past two years, one message was repeated loud and clear. The key to improved productivity and increased global competitiveness is employee training and upgrading. During a workshop session yesterday, a teacher remarked, "How can I teach to these national guidelines; how can I deliver without the knowledge and skills?" One example is the focus of inservice education in USD 383 this year. Teachers and support staff were provided the "tools and skills" to deal with drug and alcohol prevention and intervention. They were trained to deal with problems and people.

Thank you for addressing the continuing education needs of this important group of professionals. We trust that you will give this bill your strongest support.

Attached # 3-1

#11

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

January 29, 1992

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1992 House Bill 2664

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

House Bill 2664 broadens the definition in the inservice education opportunities act and also mandates inservice programs for all unified school districts by July 1, 1992.

Currently, there are 260 school districts participating in the inservice education program. Under normal growth, it is anticipated this number would increase to 280 during the 1992-93 school year. House Bill 2664 would expand the program to include the remaining 24 districts. The State Board of Education strongly supports the expansion of the inservice law to include all school districts.

The success of the educational program partially lies in the training and retraining of teachers in the new strategies and technologies. The education information and students we are teaching is changing at a rapid rate. One of the secrets to our success in the education community is inservice of our staff.

The following directions relative to inservice education are contained in the State Board of Education's Strategic Plan.

- * Expand learner-focused approaches to curricula and instruction
- * Extend and update the professional and leadership excellence of Kansas educators essential for quality education
- * Develop learning communities which involve educational institutions, public and private agencies, and community groups in more effective methods of meeting human resource development needs

The State Board of Education supports mandating inservice education programs in all unified school districts but also strongly supports adequate funding of this program.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

Education
Attachment #4
January 29, 1992



HB 2664

January 29, 1992

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

Mister Chairman and Members of the Committee:

United School Administrators of Kansas is supportive of efforts to improve the professional teaching and administrative staffs of our schools. Kansas schools have demonstrated a belief in quality in-service opportunities in that over 90% of Kansas districts are currently participants in the in-service program sponsored by the Kansas State Board of Education.

The current wave of school improvement initiatives underway in Kansas includes staff in-service as a vital part of the picture. One district in this area has as a condition of employment that all professional staff complete the district's instructional improvement module. All current literature on effective schools cite staff in-service as an important component.

Mandating approved in-service programs is probably not a bad idea. Providing adequate funding for such programs or for the one now in existence is even a better idea. As Kansas schools move along the pathways of change which now confront us, much of the success of such change will depend on whether or not we have prepared people to deal with new ideas and ways of doing things. Such preparation takes time and resources. Teachers and administrators are demonstrating their willingness to spend the time. Please provide the resources.

Thank you for this opportunity to be heard in support of **HB 2664**.

GWHLEG/HB2664

*Education
Attachment #5
January 29, 1992*



#6

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee
Kay Coles, Kansas NEA
HB 2763
January 29, 1992

Thank you, Mr. Chairman. Members of the Committee, I am Kay Coles, here today representing the 24,000 members of Kansas NEA. I appreciate the opportunity to speak to you in support of HB 2763.

HB 2763 is the result of extensive work by the Special Committee on Children's Initiatives and is an important element of that committee's blueprint. The bill represents the committee's recognition that the particular topic of education restructuring will require an extensive examination of all aspects of the issue, coupled with creation of a broad-based support group for our public schools.

An independent commission on education restructuring has, we believe, the potential for setting in place the mechanisms for lasting, necessary changes in our education system.

We believe such changes are essential and we welcome the opportunity to share our ideas with the commission.

We also believe the commission can serve a valuable function in pulling together the variety of education restructuring activities now taking place -- or being suggested -- and molding them into a comprehensive, strategic direction for the public education system in Kansas. (At the end of my testimony I have listed some of the features of restructured schools that we shared with the Children's Committee this summer. You can see how extensively each issue affects how our schools function.)

As educators, we now are in the unenviable position of having many ideas being thrown at us and being told to travel in many different directions. We see the commission as an opportunity to bring together all the ideas and plans into a logical whole. We believe such an effort has far more lasting value than approaching restructuring on a piecemeal basis as we have in the past.

*Education
Attachment #6
January 29, 1992*

HB 2763 is a sign that cohesion may come to the issue of education restructuring, for it is a bipartisan, House and Senate effort to deal positively with the issues before public education today. It also represents an awareness that to have effective restructuring there is a need to hear from a variety of groups and individuals around the state (Sec. 3 (c).)

Kansas-NEA would ask you to recommend HB 2763 favorably for passage, and we would stand ready to assist the commission in its work. Thank you and I would be glad to answer any questions.

Key to changes in our education system is the need to drastically alter the structure of our schools. Schools must be student-centered, with curriculum and instruction tailored to meet the needs of students in each specific school.

Some features of restructured schools include:

- a) Shared decision-making processes which involve the professionals closest to the students -- teachers, as well as administrators and parents.
- b) A defined, and shared, set of performance goals for each school's students.
- c) A safe and welcoming environment in which children and staff feel comfortable.
- d) A staff that is highly motivated and trained. Training is as important to school staff members as it is to business and teacher inservice must be upgraded and supported. Teachers' salaries must be increased to salaries commensurate with other professionals.
- e) Class sizes that are manageable. Our best efforts to restructure our education system will fail when a teacher, alone, tries to manage 35 or 40 children.
- f) Parental involvement. The involvement of parents is essential to building a positive learning climate.
- g) A challenging curriculum that balances the basics with mastery of skills known to be valuable in an ever-changing workplace.
- h) Expanded availability of pre-school programs for all children. Preschool programs give all children an advantage when they begin their formal learning.
- i) Student assessment methods that go beyond paper and pencil, multiple-choice tests. Assessments which adequately determine what children know and can do provide valuable information for teachers and parents.
- j) Access to technology. Schools need to be equipped with up-to-date technology to enhance student learning.

Attch #6-2

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

#7

ROOM 380 W, STATE CAPITOL
TOPEKA, KANSAS 66612
(913) 296-7651



REPRESENTATIVE, SIXTH DISTRICT
MIAMI COUNTY
ROUTE 2, BOX 150
LOUISBURG, KANSAS 66053

MARVIN WM. BARKIS
SPEAKER

Testimony before the House Committee on Education
Speaker Marvin Wm. Barkis
Establishing the Kansas Commission on Education Restructuring

January 29, 1992
House Bill 2763

Thank you, Chairman Bowden. Thanks also to Representatives Reardon and Crumbaker. The education committee has been handed many of the difficult tasks of recent sessions, and you've handled these tasks with patience and with a dedication to the school children of this state. All of us in the House appreciate your leadership.

I am here today to ask for your favorable consideration for House Bill 2763, to create a Kansas Commission on Education Restructuring.

House Bill 2763 was developed from a number of sources.

The children's committee this summer concluded that success in the area of children's initiatives would be interdependent with success in the public schools, and that the Legislature ought to support the idea of a coordinated approach to school reform.

Additionally, Senator Burke and members of the State Board of Education pursued an affiliation with the America 2000 movement, with Secretary Lamar Alexander and the US Department of Education, the goals of which were adopted by the children's committee. I supported the Senator's efforts as did bi-partisan leadership in both houses.

Then, in discussions with the Governor's staff and representatives of the State Board, members of both houses and both parties, Senator Burke and I decided to promote a coordinated concept, patterned loosely after the structure of the Ohio Education 2000 Commission, chaired by Brad Butler, the former CEO of Procter and Gamble.

*Education
Attachment #7
January 29, 1993*

Our mutual intent was the creation of a school reform vehicle that would be citizen based, non-partisan and child-centered. As important to all of us was the desire to begin immediately.

I believe all of us have children's needs on the front burner. But sometimes we get caught in our own deliberative process. In her historic inaugural address, Governor Finney set the stage for great things to happen. She urged us to look to our children, and to focus ourselves on their needs and their dreams. She said, "...the future is now." I believe Governor Finney is right, and that we ought to take that challenge to heart.

All children's programs ... health, nutrition, and the adequacy of the social safety net to name a few... are woven directly or indirectly into the programs of our schools. Therefore, to make a serious attempt at improving children's lives, schools must be involved.

As our society changes, our needs and expectations change and our schools change. The one constant is that each year there are more ideas for more changes... more ideas than we can process.

The task of the Legislature is to respond thoughtfully to public concerns, and I believe all of us has tried to do that in the area of school reform.

But I think everyone would agree that the school reform war is being waged on too many fronts, and that it will help our state board and our local schools if we coordinate our efforts.

This commission is proposed on the assumption that we must take a more coordinated approach.

The commission allows elected officials from the executive and legislative branches and from the state board of education to draw together interested and informed Kansans to focus their energies on public schools, specifically on reforming our public schools into a system that best reflects the aspirations of Kansans as they look to the future, and more importantly that meets the needs of our children.

The charge is broad so that the commission can take a fresh and creative look, and give us their best ideas.

The composition is such that appointing authorities are asked to meet and confer and coordinate their appointments to ensure that the membership has a broad background.

Some have asked about the size of the commission. I believe school reform is a broad study area that lends itself well to a division of labor. This group could and should be divided into subcommittees.

Undoubtedly, there are many ways such a commission could be devised. I believe the people involved more than the design will determine the success of the commission.

As you can see, the proposed state appropriation would be \$50,000. I am aware that this amount will not necessarily finance the commission's work. Note that the bill would allow the commission to receive additional funding from groups and foundations who are interested in our work.

Attached #7-2

Note also that a number of state agencies are included in a non-voting capacity. These state agencies, in a support capacity, will be valuable assets.

I appreciate the committee's willingness to meet and address this issue early in the session. It is my hope that an early resolution can be reached in both houses, and that the commission can begin its work immediately.

A coordinated citizen effort in school reform will assure that progress on reform matters is not lost in a session dominated by school finance debates.

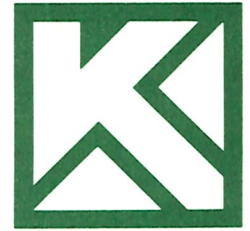
I urge your timely and favorable action on this bill. The Senate President has assured me that he will direct the prompt attention of the Senate to this matter as well. Working together I believe we can get this effort moving in a way that will benefit all schoolchildren for many years to come.

Attach # 7-3

LEGISLATIVE TESTIMONY

Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321



A consolidation of the
Kansas State Chamber
of Commerce,
Associated Industries
of Kansas,
Kansas Retail Council

HB 2763

January 29, 1992

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the
House Education Committee

by

Jim Edwards
Director of Chamber and Association Relations

Mr. Chair and members of the Committee:

Thank you for the opportunity to appear before you today. I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry and I appear before you today to support HB 2763, a bill which would establish a Commission on Education Restructuring.

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

KCCI has embraced both the America/Kansas 2000 goals as well as those set forth by the 1991 Special Committee on Children's Initiatives. Both would be used by this

*Education
Attachment #8
January 29, 1992*

Commission to formulate a set of strategies to reform and restructure public elementary and secondary education in Kansas. The commission would also serve as a sounding board for legislation dealing with education reform and restructuring. In short, you would be funnelling the critical issues of education reform through a single, widely diversified group.

I appreciate the opportunity to appear before you today and would stand for questions.

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

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

Testimony on H.B. 2763
before the
House Committee on Education

by

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

January 29, 1992

Mr. Chairman, Members of the Committee:

KASB is pleased to support the commission on education restructuring proposed in H.B. 2763. We believe that changing social and economic circumstances demand changes in the education system. KASB is committed to playing a leading role in making those changes. We believe that such a commission can help focus the attention of Kansas leaders, and the public at large, on these issues.

We do have several comments on this particular bill. First, we question whether the size of the commission is appropriate. Having nearly 40 members may make individual participation more difficult.

Second, we note that every institution charged by the Kansas Constitution with a role in education (the governor, legislators, State Board of Education and State Board of Regents) is statutorily represented on the commission - with one exception. We believe that local school boards, which have the constitutional responsibility to "maintain, develop and operate" the public schools, should be represented.

Education
Attachment #9
January 29, 1992

We suggest that several school board members, representing rural, suburban and urban districts, should be included on the commission. Unless Kansans amend the constitution, school boards will have the direct responsibility for implementing many of the recommendations of the commission. We would also note that members of the state and local boards of education are the only officials elected directly by the public with the sole responsibility for educational policy.

Finally, we believe the legislature should adopt state education goals concurrent with the creation of such a commission. KASB has proposed a set of education goals for the Legislature's consideration in S.C.R. 1631, goals which are consistent with the national education goals established by the President and Governors. Adopting state goals at the outset would allow the commission to devote its full attention to the strategies that will achieve those goals. After all, certain strategies will have little meaning if next year's legislature does not accept the commission's goals.

We urge your consideration of these recommendations, and thank you for your attention.

Attch #9-2



HB 2665

January 29, 1992

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

Mister Chairman and Members of the Committee:

United School Administrators of Kansas is supportive of the provisions of **HB 2665**. We know of no educator who would not agree that keeping classes under 20 students, especially in primary grades K-3, was not best for all concerned.

Our concern lies in the belief that this issue is but one small part of the huge and complicated puzzle that faces this Legislature. Will the provisions of **HB 2665** withstand tests of equity? Will all Kansas school children be afforded the positive effects of small class size in primary grades? What about the school that needs added classrooms to provide multiple sections and just can not get them built? If schools are to operate at existing spending levels for the next two years, some districts may well have to reduce staff and thereby increase some class sizes.

I understand that the chairman has scheduled discussion on school finance for next week, but I submit to you that this issue is very much related to those discussions. We support small classes at the primary level. All Kansas children should have equal opportunity for the provisions of **HB 2665**. If we can demonstrate a rationale for **HB 2665** for districts which can do it, then all districts should have opportunity to do it.

GWHLEG/HB2665

*Education
Attachment # 10
January 29, 1992*



#11

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee
Chuck Tilman, Kansas NEA
HB 2665
Wednesday, January 29, 1992

Thank you Mr. Chairman. I am Chuck Tilman, President of the Kansas National Education Association. I appreciate this opportunity to speak to you in favor of HB 2665.

Providing additional funding opportunities for districts which establish a preferred pupil teacher ratio in grades kindergarten through three is a valuable incentive to establish better learning environments. These amendments to existing statute which serve to promote smaller class sizes recognize the importance of the learning which takes place in the primary grades.

Teachers have long understood the correlation between the amount of learning which takes place in a classroom and the number of students he or she must deal with at any one time. Class size has a direct impact upon the number of student-teacher contacts and the amount of individual attention a pupil receives.

A recent article in Agenda: America's Schools for the 21st Century drew attention to studies which corroborate these correlations. Written by Chris Pipho, the director of clearinghouse/state relations at the Education Commission of the States, the article notes that an Indiana pilot study of kindergarten, first, and second-grade classrooms shows higher achievement, better teacher effectiveness, and fewer behavior problems in classrooms with smaller pupil teacher ratios.

*Education
Attachment #11
January 29, 1992*

The article further relates that in Tennessee, the legislature funded a study of class-size reduction in grades K-3. This study found that the highest scores on the Stanford Achievement Test and the state's Basic Skills test were achieved by small classes. The greatest gains were made in inner-city small classes, while the highest scores were made by small rural classes.

Providing additional weighting for students in classes with a preferred pupil teacher ratio gives recognition to the importance of reducing class size. Because of the benefits available to early learners, Kansas NEA urges your support of HB 2665.

Attch #11-2

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

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

Testimony on H.B. 2665
before the
House Committee on Education

by

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

January 29, 1992

Mr. Chairman, Members of the Committee:

Thank you the opportunity to present comments on H.B. 2665. At this point, KASB cannot support this bill, for several reasons.

First, we believe it is premature to reach conclusions at this point on amendments to the school finance act, especially a pupil weighting element, when the entire school finance system is under scrutiny.

Second, with overall education funding frozen (which is the Governor's recommendation), this bill would simply divert funding from certain school districts or grade levels. In other words, the commitment of additional resources to "preferred PTR classes" in the lower elementary grades would be at the expense of other educational functions.

Third, such a commitment may be an appropriate educational priority, but we believe this decision should be made at the local level, not by the state. The state should determine the education outcomes; local school boards should determine how to achieve them.

*Education
Attachment #112
January 29, 1992*

If lowering elementary pupil-teacher ratios is an appropriate strategy to improve school performance, districts will either adopt it - or find more appropriate strategies. Keep in mind that the very idea of a "preferred PTR" implies a traditional organization of one teacher with a contained classroom at a single grade level. Schools should be free to explore new teacher and pupil organizations without penalty, including team teaching, ungraded schools, use of support staff, etc.

If the district fails to meet those outcomes, it should be subject to state sanctions. But the state should not attempt to make local personnel decisions.

Thank you for your consideration.

Attach[#] 12-2



#13

Schools for Quality Education

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

January 29, 1992

TO: HOUSE COMMITTEE ON EDUCATION

SUBJECT: HB 2665--AFFECTING THE DEFINITION OF PUPIL

FROM: JACQUE OAKES, PUBLIC RELATIONS REPRESENTATIVE
SCHOOLS FOR QUALITY EDUCATION

Mr. Chairman and Members of the Committee:

I am Jacque Oakes, Public Relations Representative for Schools For Quality Education, an organization of 96 small schools.

We are appearing today as a proponent of HB 2665 which amends the definition of pupil by counting kindergarten pupils as .55 and pupils in grade one through three as 1.1 when these pupils attend a preferred pupil/teacher ratio class of not more than 20:1.

We believe the more individual attention a pupil receives the more enhanced the learning process will be.

In view of the fact that educators are stressing the importance of early childhood learning, it is very appropriate to add emphasis to kindergarten and first through third grades.

Thank you for your time and consideration.

"Rural is Quality"

Education
Attachment #13
January 29, 1992