

Approved: February 24, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on February 18, 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
Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

Representative Thomas Bishop
Representative Walker Hendrix
Robin Nichols, Wichita Public Schools
Kenda Bartlett, Concerned Women of America
Mark Tallman, KASB
Craig Grant, KNEA
Gerry Henderson, USA
Traci Wilkinson, ACLU
Onan Burnett, USD 501

The meeting was called to order by Representative Bruce Larkin.

Testimony on HB 2853:

Representative Thomas Bishop. In explaining his bill, Representative Bishop said HB 2853 creates a Tuition Voucher Act to provide a pilot program enabling parents of up to 500 at-risk students of USD 259 to choose any public or private school for the education of their child for the 1992-93 school year. He noted several key factors citing the benefits of such a pilot program. (See Attachment #1.)

John McDonough. Mr. McDonough supports HB 2853 and cited his attendance at a presentation in St. Louis regarding inner city children and why choice is their only hope. (See Attachment #2.)

Kenda Bartlett. Ms. Bartlett, speaking on behalf of the Kansas Family Institute and Concerned Women for America of Kansas, says both organizations support HB 2853. See Attachment #3.)

Robin Nichols. Ms. Nichols said that HB 2853, as written, offers few nonpublic school options to parents of at-risk children on free or reduced lunches beyond the options currently available throughout the Wichita Public Schools. She said low income families are afforded no choice under this bill. Ms. Nichols urged the committee to amend this HB 2853 to recognize choice among the Wichita Public Schools. She recommended that members peruse the two copies of the publication "First Choice," from USD No. 259, Wichita Kansas. (See Attachment # 4)

Mark Tallman. In opposing HB 2853, Mr. Tallman said that KASB adopted the position to oppose legislation that would use tuition tax credits, voucher systems or choice plans to aid private elementary or secondary schools. KASB does support efforts to experiment with intra-district choice plans. (See Attachment #5.)

Traci Wilkinson. Ms. Wilkinson, in opposition and testifying on behalf of the ACLU, said that passage of HB 2853 violates the constitutionally-required separation of church and state. (See Attachment #6.)

Craig Grant. In opposition, Mr. Grant said KNEA believes our state cannot afford to divert funds, even for a pilot project, away from public school finance. (See Attachment #7.)

Gerry Henderson. Mr. Henderson said USA's standing position is strong opposition to funding private schools with public money. He said Lines 21 through 23, page 2 of the bill illustrate their concerns with admissions policies. (See Attachment #8.)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 18, 1992.

Onan Burnett. Mr. Burnett said their concerned about special education students in that more students with behavioral problems will be left in the public schools, while most others will be in private schools. He reported USD 501 is strongly opposed to HB 2853.

Hearing on HB 2687:

Representative Walker Hendrix. Representative Hendrix discussed the concepts of his bill with the committee and said establishment of an educational excellence recognition award program for school districts is a positive influence for all concerned.

Mark Tallman. Mr. Tallman said KASB supports the financial incentives as represented in HB 2687. As stated in the bill to require districts which are not selected as exemplary to develop improvement programs. KASB maintains such improvement programs will be required as part of QPA and do not need to be a part of this bill. (See Attachment #9.)

Craig Grant. Mr. Grant reported that KNEA is concerned that with HB 2687 there would be no input from the profession as to the criteria and development of the program. (See Attachment # 10.)

Hearing on SB 96:

Gerry Henderson. Mr. Henderson said that SB 96 makes it possible for boards of education to recognize and make cash awards for outstanding teaching in their schools. USA is a proponent of this bill. (See Attachment # 11.)

Craig Grant. Mr. Grant said Kansas-NEA opposes SB 96 and their 24,000 members ask that the committee oppose the bill also. (See Attachment #12.)

Discussion and action on HB 2693:

Representative Blumenthal moved that HB 2693 be passed favorably; seconded by Representative Jones. Motion withdrawn.

Representative Rich Lahti moved to introduce the KASB bill, supporting mandatory inservice for board member members; seconded by Representative Blumenthal. Motion carried.

Representative Bowden moved that minutes for February 7, 10 and 11 be approved; Representative Harder seconded. Motion carried.

Chairman Bowden asked committee members to peruse the list of bills for potential hearing and notify him if there are any that should be recognized for hearing.

The next meeting is scheduled for February 19, 3:30 p.m. in Room 519-S.

Upon completion of its business, meeting adjourned at 5:00 p.m.



GUEST LIST

COMMITTEE: House Education

Date: 2/18/29

Name (Please Print)	COMPANY ORGANIZATION	ADDRESS
<i>Winnie Schell</i>	<i>insurer</i>	<i>Newton KS</i>
<i>Trudy Starn</i>	<i>insurer</i>	<i>Newton KS</i>
<i>Robin Mitchell</i>	<i>1750 259</i>	<i>Wichita</i>
<i>Melissa Ciley</i>	<i>Legal Intern - Bill Reardon</i>	<i>Lawrence</i>
<i>Lana McClure</i>	<i>Self</i>	<i>Wichita</i>
<i>Carrie Maege</i>	<i>KEPPT TAX CAD</i>	<i>Topeka</i>
<i>John McDonough</i>	<i>TAXPAYER</i>	<i>Lawrence</i>
<i>Paul Johnson</i>	<i>PACK</i>	<i>Topeka</i>
<i>Robt Lincoln</i>	<i>STUDENT - KU</i>	<i>Lawrence</i>
<i>Melissa Valley</i>	<i>Student - KU</i>	<i>Topeka</i>
<i>Claudia Olea</i>	<i>" "</i>	<i>Lawrence</i>
<i>Kenda Bartlett</i>	<i>CWA of KS</i>	<i>Leavenworth</i>
<i>Kirk L. Watson</i>	<i>KFE</i>	<i>Topeka</i>
<i>ALBERT Ziesmer</i>	<i>Emporia State Univ</i>	<i>Emporia KS</i>
<i>Miguel Marian Padin</i>	<i>Emporia St Univ</i>	<i>Emporia KS</i>
<i>Betty Beecher</i>	<i>Emporia State Univ</i>	<i>Emporia KS</i>

(OVER)

THOMAS A. BISHOP
"TOM"
REPRESENTATIVE, 91ST DISTRICT
SEDGWICK COUNTY
1500 W. 32ND N.
WICHITA, KANSAS 67204



COMMITTEE ASSIGNMENTS
MEMBER: ECONOMIC DEVELOPMENT
GOVERNMENTAL ORGANIZATION
PUBLIC HEALTH AND WELFARE
ADVISORY COUNCIL ON AGING

TOPEKA

HOUSE OF
REPRESENTATIVES

To: Rep. Rick Bowden, Chair
House Education Committee Members

From: Rep. Tom Bishop *TAB*

RE: Testimony in support of HB 2853

Date: February 18, 1992

HB 2853 creates a Tuition Voucher Act to provide a pilot program enabling parents of up to 500 at-risk students of USD 259 to choose any public or private school for the education of their child for the 1992-93 school year.

The bill also requires that the state board and the participating schools evaluate the program. At the completion of the 92-93 school year the state board shall evaluate the impact of the program on participating students, USD 259, and Sedgwick County, and make a recommendation to the Governor and the legislature regarding statewide implementation of this type of program.

Why such a demonstration program?

1. It compares and contrasts existing models. With a widespread call for school reform this measure would allow us to evaluate the variable of "choice" for one portion of the student population; the portion presently least able to exercise choices.

2. It selects a school system with many existing options and a great diversity of student population and demographics. Such a demonstration could enhance the ability of USD 259 to attract students to magnet schools and increase parental involvement.

3. The program can be designed to prevent "flight" from certain schools and to attract students to schools that offer choice and curriculum options that may be in less desirable neighborhoods.

Assumptions

- A. Statewide mill levy at 45 or ?
- B. That nonpublic schools participating be required to have complete "open enrollment". If this is not possible, limit the project to the public options available in USD 259.

*Educational
Attachment #1
2/18/92*

#2

John McDonough. 8530 Bradshaw, Lenexa, Kansas. 66215 (913) 888 4455

Presentation To House Education Committee, 2/18/92

Re: HB 2853...Student Tuition Voucher

Mr. Chairman, Committee Members, I am John McDonough of Lenexa. This is to support HB.2853 - the Student Tuition Voucher proposal.

Several months ago a friend in St. Louis invited me over to hear Polly Williams --- the Democrat state legislator, Milwaukee, who defied her party, & the school monster (there too), and the liberal establishment's preaching /insisting that they know what's best for blacks & everybody else (there too). Defied them by accomplishing the unthinkable: Getting the legislature to provide a limited school Voucher type plan empowering switching from public to private schooling. And thereby saving tons of taxes for schools. Mrs. Williams titled her talk "Inner City Kids: Why CHOICE Is Their Only Hope."

Mrs. Williams told of working for some years, with other legislators to improve school conditions; but despite their best efforts things kept going from bad to worse --- dropout rates, drugs, fighting, gangs, kids hurt, prison-like responses, etc., you know the list. A bunch of her project neighbors, in desperation, decided the public schools can't be fixed, too dangerous, that they need their own private schools ..

Polly had never met her white senator coordinate, & didn't really want to --- but you need the senate, too, and she began her long hard pilgrimage through both houses. Then one impossible day, with the House split even --- something like 49 to 49 & one vote to go --- Polly told us, "that wonderful white lady from Racine, gave us her vote."

Question: What about the fiscal note on this HB. 2853?

I am providing write-ups on how both Houses cheated last year on fiscal notes to help justify your killings of previous Voucher bills --- falsely counting only the associated costs, & **refusing to investigate the massive savings available through the voluntary downsizing of public school enrollments** --- enough savings, even, to moot any requirement for more tax increases. (A piece on that subject, equalization, also provided.)

And I'm also providing several other items, including copies of a monthly newspaper I've instituted, "School Voucher News", hoping to get some distribution in some of your precincts back home ----hoping to help you get additional base to make you less subservient to the school monopoly. Who knows, but there may be one impossible day for Kansans, too, when some wonderful lady from Racine will be there to help bring us private school Choice

In closing, you could do no better than to invite Representative Polly Williams down from Milwaukee, before you, again, dance to the school monopoly's tune.

Education
Attach #1
2/18/92

K.F.I.

Kansas Family Institute
1020 Kansas Avenue
Suite 250
Topeka, Kansas 66612

(913) 233-4663

18 February 92

House Education Committee
Rep. Rick Bowden, Chairman
HB 2853

The Kansas Family Institute and Concerned Women for America of Kansas wish to express support for House Bill 2853. Broad educational choice for students who are not moving toward fulfillment of educational goals is in the best interest of Kansas education. Choice decisions under the control of parents supports and strengthens Kansas families, and places the decision-making for children's education exactly where it needs to be. We also support the concept of legislatively establishing a pilot project as a means for determining the results of such action prior to any statewide implementation.

Broader educational choice where needs are documented; parental request as the initiating action; and limited pilot educational projects prior to statewide legislative sanction or control, all appear to be in the best interest of improved education in Kansas.

Our hope would be that these concepts might become a model for proposed and yet-to-be proposed education legislation.



Dr. Richard Watson
K. F. I.



Kenda Bartlett, MEd.
Concerned Women for
America of Kansas

Education
Attachment # 3
7/18/92

#4



Public Affairs

Testimony Before The House Education Committee
Opposing House Bill No. 2853
By Robin Nichols, Wichita Public Schools
February 18, 1991

Mr. Chairman, Members of the Committee:

I am Robin Nichols of the Wichita Public Schools. Thank you for the opportunity to express our concerns about the effects House Bill 2853 would have on our district.

We truly appreciate Representative Bishop's attempts to formalize reform opportunities for school children. The Wichita Public Schools record on choice is proof that we agree that parental choice is a key ingredient to whole family involvement in schools. We would support the formal recognition of choice that this bill offers if nonpublic schools were not included as choice options.

As written, HB 2853 offers few if any nonpublic school options to parents of at-risk children on free or reduced lunches beyond the options currently available throughout the Wichita Public Schools. Under the bill, vouchers will not allow parents to make a choice. Even with open enrollment, private schools choose who is admitted, not parents or students.

I call to your attention the attached application form to a private school in Wichita. Please note the disclaimers and fees for "interviewing" students for admission. A family can choose the school, pay fees and be evaluated, but the final choice belongs to the school. The Wichita Public Schools rejects no child in any school.

Proponents believe the bill will provide opportunity for low income families to partake in choice. We cannot be so naive as to believe that vouchers are like shopping coupons. As proposed, state aid entitlements this year would attach \$842 to each child residing in our district. Last year tuition at Catholic elementary schools in Wichita ranged from \$1,600 to \$2,000, and for high school reached as high as \$3,200 per year. The attached tuition sheet for one private Wichita school asks for approximately \$5,000 a year from a full time student. Low income families are afforded no choice under HB 2853. How many schools are left to choose from when your shopping coupon is only \$842 per year?

*Education
Attachment #4
7/18/92*

In 1985, the Wichita Eagle Beacon wrote a story on declining enrollment at a private preparatory school in Wichita. In response to questions about the high cost of tuition the school stated "[w]e're obviously thinking of people who can afford it" and that enrollment had slowed "because of the absence of conviction that this [college preparatory program] is something valuable, worth sacrificing a boat or some other appliance." Wichita Eagle Beacon, January 11, 1985. Families on free and reduced lunch programs are not likely to have boats or appliances which they can sacrifice for the balance of tuition payments.

The Wichita Public Schools have a long and proven record of providing parental choice. A student may attend any school in our district which best fits his or her needs. In addition we have a proven record of specific choice opportunities through magnet schools. I have attached information on the choice programs available for all grades in the Wichita schools.

Magnet schools accept any child, including special education students, regardless of academic record. Priority is given to maintaining racial balance. By 1992-93 we will be able to provide these specific choice options to over 5,000 (10%) students in K-12. Please note magnet schools have also been an efficiency tool: we have taken under-utilized school buildings and have filled them to capacity through choice options. While we will continue and expand these programs throughout Wichita with or without HB 2853, a formal statutory recognition of our reform efforts would be welcomed if nonpublic schools are not included.

Public education is the only educational enterprise dedicated to the interest that all citizens support public education to children - all of our children. We urge you to amend HB 2853 to recognize choice among the Wichita Public Schools, the only schools in USD 259 which fully serve all children.

attach #4-2

PRESCHOOL PROGRAMS

Candidates seeking admission to preschool are evaluated and admitted based upon a personal interview with a member of the preschool faculty.

The appropriate fee should accompany this Application for Admission. Preschool Interview.....\$15.00

MONTESSORI CANDIDATES COMPLETE THIS SECTION (check) (check)
 Preschool Five Days 8:15-11:15 () A.M. 12:15-3:15 () P.M.

TRADITIONAL CANDIDATES COMPLETE THIS SECTION (check) (check)
 Preschool Two days (Tuesday and Thursday) 8:15-11:15 () A.M. 12:15-3:15 () P.M.
 Three days (Monday, Wednesday, Friday) 8:15-11:15 () A.M. 12:15-3:15 () P.M.
 Five days (Monday through Friday) 8:15-11:15 () A.M. 12:15-3:15 () P.M.

(Candidates for all-day preschool, please check both)

KINDERGARTEN PROGRAMS

Candidates seeking admission to kindergarten are admitted based on evaluative testing. The appropriate fee should accompany this Application for Admission. Kindergarten Interview.....\$25.00

KINDERGARTEN CANDIDATES COMPLETE THIS SECTION (check) (check)
 Kindergarten Five Days 8:15-11:15 () A.M. 12:15-3:15 () P.M.

(Candidates for all-day kindergarten, please check both)

CANDIDATES FOR GRADES 1-12 COMPLETE THIS SECTION

Candidate for: (please circle) 1 2 3 4 5 6 7 8 9 10 11 12

Candidates are required to take admission tests that aid the Admission Committee in identifying aptitude and evaluating achievement. The Headmaster, or his designate, interprets the test results to parents at a personal conference.

The application fee should accompany this Application for Admission. Grades 1-12 Testing.....\$25.00

UPON RECEIPT OF THE APPLICATION FOR ADMISSION, AND THE APPROPRIATE FEE, THE ADMISSIONS OFFICE WILL CONTACT THE PARENT TO ARRANGE A TIME AND DATE FOR TESTING.

Date of Application _____

Signature _____

PLEASE ATTACH FEE AND RETURN TO:

**ADMISSION OFFICE
 WICHITA COLLEGIATE SCHOOL
 9115 EAST THIRTEENTH STREET
 WICHITA, KANSAS 67206
 PHONE: (316) 634-0433**

Attach #4-3



WICHITA COLLEGIATE SCHOOL

TUITION AND FEES

The figures listed as tuition cover tuition and textbooks, with fees being additional for extracurricular activities. These fees range from \$75-250, depending on the amount of equipment and travel that is involved in the activity. Activity charges are due the first of each month following the charge.

TUITION (School Year 1991-92)

Preschool.....2 days.....1/2 day.....	\$ 1,040
Preschool.....3 days.....1/2 day.....	1,490
Preschool.....5 days.....1/2 day.....	1,950
Preschool.....5 days.....full day.....	3,900
Kindergarten.....5 days.....1/2 day.....	2,345
Kindergarten.....5 days.....full day.....	4,690
Grades 1-5.....	4,700
Grades 6-12.....	5,220

All costs are for the 9-month school year.

attach #4-4

Issues Surrounding Tuition Vouchers:

Under the definition of open enrollment, will nonpublic school recruiters even admit our difficult, and "expensive to educate" students - our at-risk, bilingual, and multiply handicapped children? Or, will exclusivity, rather than "inclusivity" guide their admissions practices?

Will vouchers require public schools to adhere to, but allow private schools to circumvent laws and regulations designed to meet the common needs of children, parents, the community and the State?

Parents who wish to send their children to private schools should have the choice to do so, but in reality can the state ensure equal tuition opportunities for all students: pay full tuition, or require schools to accept only the state aid entitlement?

Will transportation be provided to those who cannot afford their way to a selected school? Who will provide it?

Will children with vouchers have equal access to all accredited schools in Wichita?

Are procedures in place for addressing a school's discriminatory admissions policy?

Will each school receiving vouchers adhere to the same access, accountability, safety standards, and curriculum policies?

Will vouchers promote the unconstitutional advancement of direct public funding to religion through vouchers to parochial schools?

Who will assure equal access to educational opportunities, nondiscrimination, desegregation, and due process for student dismissals and employee terminations?

How often can a child move and retain a voucher, and at what voucher value?

Who will keep detailed records of financing, mobility, and certification of school records, vouchers and price stabilization? What will these items cost?

How many new students can private schools serve?

Is the romantic view of the marketplace which weeds out bad schools and rewards good ones in the public's best interest? Well performing businesses do go out of business.

Will vouchers funnel public funds to parents and bypass legislators, school boards and other public agencies endangering public accountability for tax dollars?

FIRST CHOICE

USD No. 259 - Wichita, Kansas

1992

What's so special about magnet schools?

All schools in the Wichita district follow the same general curriculum and adhere to the rules and regulations of the board of education. The magnet schools, however, are unique. Each school: (1) operates an instructional program that differs in approach from that of the "regular" school; (2) operates all phases

of the school consistently within that particular instructional style; and (3) accepts students from throughout the district rather than from only a limited attendance area.

The desirability of educational choices—whether they are a part of a "regular" school or are located in a separate magnet or alterna-

tive school—stems from the great diversity among people in a metropolitan area. Different learning styles among students and different life styles among families suggest the need for multiple teaching approaches.

Regular schools and magnet schools are mutually supportive.

Together, they contribute to educational options for residents of the school district, allowing a match between individual students and the educational environment, rather than dictating a single "best" school for the total community.

Desegregation creates options for many

The 1992-93 school year will be one of transition for the Wichita Public Schools. The board of education is exploring alternatives to its current desegregation practices.* Because of these changes, the district anticipates reducing the number of Assigned Attendance Area schools from three to one, with Mueller Elementary School being the only AAA school. (Currently L'Ouverture and Ingalls Elementary are also AAA schools.) An Assigned Attendance Area school is a school in the Northeast quadrant of the city that does not meet the racial guidelines of the district. To meet these guidelines, some white students from other areas of the city are bused to a AAA school. Many students volunteer for this assignment while others are chosen to attend through a birthday lottery. Elementary school students who are eligible to volunteer for integration will soon receive volunteer forms from their schools.

The maintenance of a racial mix in all schools in the district is the result of a strong belief that such integration leads to a superior educational environment. By board policy, all Wichita Public Schools are racially desegregated. The racial composition of the student body at each school is reasonably consistent with that of the total district. All grades, all classes and all programs are organized to encourage maximum integration.

*At the time this publication was printed, the Wichita board of education was discussing a proposal to add several new magnet schools, which would change the status of two current AAA schools. (See Page 3 for more information.) The board of education continues to examine alternatives to its current desegregation practices, and a decision could impact the 1992-93 school year.

First Choice is being provided to families of students in prekindergarten through fourth grade in the Wichita Public Schools. It presents helpful information about educational options that will be available to district students in the fall of 1992.



McLean

A message from the superintendent

Dear students and parents:

One of the best parts of life is that we often have the opportunity to make choices; one of the most challenging parts of life is that we are often faced with difficult choices. No choice is probably more important or difficult than choosing a school, but, at least, there are numerous choices for our students and parents in USD 259.

The school district has an obligation to assist you in making your choices by providing information about various schools. One of the best ways to gain information is to attend the Choices Fair. Here you will not only obtain information, but you will have an opportunity to interact personally with the staffs of each school.

At the elementary school level, the district continues to expand the number of choices. We currently have nine elementary magnets that concentrate on themes such as science and technology, the environment, cultural arts and history and international studies. Several more magnet programs are being considered which, if approved, will provide students the opportunity to be immersed in such areas as computers, health and physical fitness and the performing arts.

I will be attending the Fair, and I look forward to seeing you there. Whether you choose a magnet school or a neighborhood school, the staff of USD 259 is committed to work with you to maximize everyone's potential.

Sincerely,

Stuart Bergin

Attach #4-6

ELEMENTARY CHOICES FAIR

7 p.m. - 8:30 p.m., Tuesday, February 25
Gymnasium of West High School, 820 S. Osage

Parents and students are invited to come to the Elementary Choices Fair and find out about available options in public elementary education.

- Earhart Environmental Magnet
- Emerson Open Magnet
- Horace Mann Foreign Language Magnet Complex
- Hyde International Studies & Communications Magnet
- Isely Enrichment Magnet
- Kellogg Science/Technology Magnet
- Lewis Open Magnet
- McLean Science/Technology Magnet
- Riverside Cultural Arts/History Magnet
- Ingalls, L'Ouverture & Mueller (current integration volunteers)

ELEMENTARY MAGNETS - Where every child can learn



Hyde

Earhart

**Environmental
Elementary Magnet**
4401 N. Arkansas
Wichita, Kansas 67204
Principal: Carol Luoma
Phone: 833-3255

Serves grades K-5

Earhart provides a child-centered learning environment through a nongraded, ungraded, continuous progress program that combines traditional academics with environmental education. Earhart students are instilled with an attitude of respect for the environment and are equipped with the basic knowledge and skills necessary to make sound environmental decisions. Environmental strands are integrated into a total curriculum that includes kidology, botany, zoology, physical science, earth science and ecology. Outdoor experiences—field trips, backpacking, camp days and overnight camp outs—are essential to this program.

Students most likely to benefit from the Earhart program are self-starters who come to school with independent work skills and are not easily distracted. Students with an enjoyment of the outdoors and an interest in a more science intensive curriculum will be successful at Earhart.



Horace Mann

mation by telephone or note. Parental involvement is a must if a child's experience at Emerson is to be successful.

Children most likely to benefit from the open education program are those who are willing, cooperative and eager to learn and play. Experience has shown that children who are easily distracted or need a traditionally structured environment have had difficulty adapting to Emerson.

Horace Mann

**Foreign Language
Elementary Magnet**
1243 N. Market
Wichita, Kansas 67214
Principal: Gerald Lewis
Phone: 833-3125

Horace Mann is a unique elementary school that emphasizes academic achievement in the context of active participation in the learning of a foreign language. Education at Horace Mann means developing a global perspective about the interdependence and diversity of all people. Children will develop personal self-esteem, plus a respect and appreciation for differences that foster understanding and acceptance of others in their world. Children will demonstrate an

enthusiastic desire for all facets of their own first language while they are functioning naturally in learning a second language. Students will experience:

- whole language instruction that integrates listening, speaking, reading and writing;
- grade level teaming in all areas;
- frequent field trip experiences and shared school-wide thematic units that affirm and support classroom instruction;
- student-centered hands-on learning and active participation;
- peer coaching, peer tutoring and cooperative learning;
- natural, content based foreign language experiences.

Potential Horace Mann students are those who appreciate and respect all ethnic groups. They should have an enthusiastic desire to learn a second language and a keen interest in the world and its people

Hyde

**International Studies & Communications
Elementary Magnet**
210 N. Oliver
Wichita, Kansas 67208
Principal: Barbara Schoell
Phone: 833-2650

Serves grades K-5

Hyde is one of the first elementary schools in the nation to recognize the importance of effectively integrating world awareness and communication into the basic curriculum. The Hyde curriculum emphasizes the exploration of values, geography, history and language of cultural groups and examines their interdependence and contributions to world harmony.

The type of student who would benefit most from the Hyde curriculum would have an interest in world affairs, the study of foreign language and geography. The student would also enjoy photography, radio, television, sign language and newspapers. Successful Hyde students learn best from interacting with students on a variety of projects.

Isely

**Enrichment
Elementary Magnet**
2500 E. 18th Street
Wichita, Kansas 67214
Principal: Karen Whittle
Phone: 833-2370

Serves grades 3-5

Isely uses an integrative and cooperative learning approach to combine subject areas. Teaching is done both on an individual and group level. This approach is addressed through contract learning (weekly assignments). The school emphasizes attitudes of respect and mutual trust, as well as the importance of both individual and group responsibility in decision making. Whenever possible, Isely involves parents as resource persons. Added instruction is provided for such high-interest "mini-courses" as performing groups, micro-economy, foreign languages, rocketry, computer instruction, sports and music.

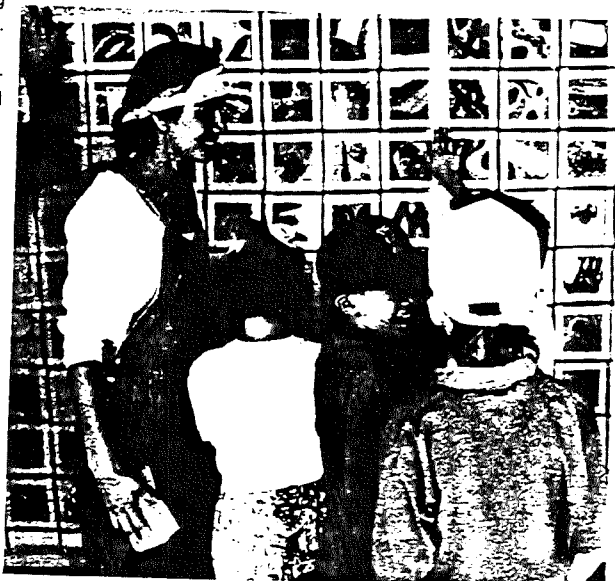
The Isely program is designed for students who are performing at or above grade level in academic subjects, who show self-control and who have the potential for independent work habits. Opportunities are provided for pupils to develop leadership in areas of special ability and to become well-rounded students.

Emerson

Open Elementary Magnet
2330 W. 15th Street
Wichita, Kansas 67203
Principal: Priscilla Salem
Phone: 833-3565

Serves grades K-5

Open education is a creative, informed approach to teaching and learning. Classes at Emerson are designed for children to progress at their own pace and in their own way. The learning at Emerson is balanced with the importance of the school being a very loving and caring place. Letter grades are not given at Emerson, but children, teachers and parents confer four times each year to set goals and review progress. Teachers provide additional infor-



Emerson

attach #4-7

Kellogg

**Science/Technology
Elementary Magnet**
1220 E. Kellogg
Wichita, Kansas 67211
Principal: Noah Welsch
Phone: 833-2510

Serves grades K-5

The aim of Kellogg is to make students aware of the possibilities that exist in their scientific/technological world. Students become actively involved in the scientific process and in developing decision-making skills that are so important in daily life. The scientific and technological units to be studied include astronomy, aeronautical engineering, geology and zoology.

Students pursue science study through the various curriculum areas and in lab settings. They are given the opportunity to explore their universe, invent solutions to problems and discover new horizons.

Students who would benefit most from the Kellogg experience should be motivated and cooperative and have an interest in science and technology. Every Kellogg student benefits from the school's hands-on approach to science and computers.

Lewis

Open Elementary Magnet
3030 S. Osage
Wichita, Kansas 67217
Principal: Eileen Copple
Phone: 833-3860

Serves grades K-5

Lewis provides students with an open education that emphasizes an informal approach to teaching and learning. Since open education allows for children's interests and needs to be met in a variety of ways, children will be successful in basic skills, but probably will spend more time in curriculum enrichment and acceleration.

Lewis is nongraded, with students of various ages grouped together. The philosophy incorporates a belief in a direct correlation between parent involvement and student motivation. Child/parent/teacher conferences are held four times a year to set goals and discuss progress and problems. Portfolio evaluations are used during these conferences in lieu of grade cards.

Children who will most likely benefit from the open education program are those who are willing, cooperative and eager to learn and play. Children who are easily distracted or need a traditionally structured environment could have difficulty adjusting to Lewis



McLean

**Science/Technology
Elementary Magnet**
2277 Marigold Lane
Wichita, Kansas 67204
Principal: Anne Lassey
Phone: 833-3245

Serves grades K-5

McLean teaches all basic subjects in relationship to science and technology, rather than teach them in the traditional way. Monthly science themes are used and such science areas as plants, animals, technology and space are explored. Language arts, math, health, social studies, art, vocal music and physical fitness are integrated with the science curriculum.

Science is taught daily at all grade levels with enrichment provided through science classes. Real-world applications of science will be observed through field trips and guest presenters. Many extra-curricular activities will have a science and technology focus, such as science celebration, invention convention, reading/science incentives parties, science over-nighters and geological digs. An active staff and strong parental support play important roles in a student's success.



Riverside

Riverside

**Cultural Arts and History
Elementary Magnet**
1001 Porter
Wichita, Kansas 67203
Principal: Larrie Reynolds
Phone: 833-3085

Serves grades K-5

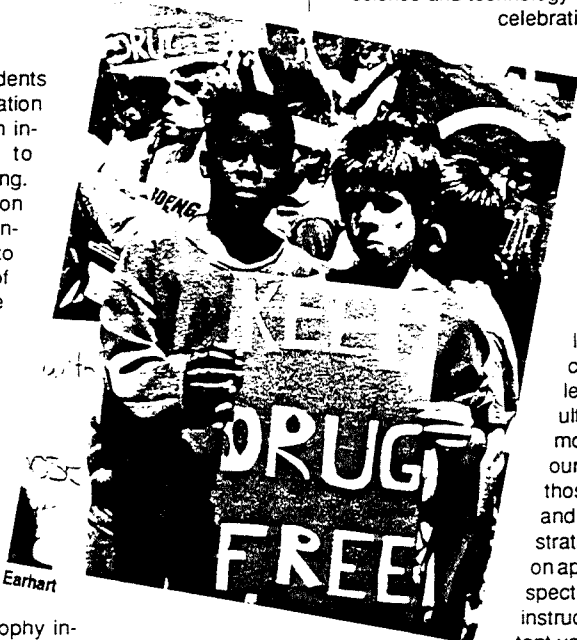
Riverside provides students with a hands-on curricular approach that emphasizes the study of his-

tory and cultural arts. Because of its unique location in the heart of the city's museum district, Riverside students frequent the local museum and other civic resources as a part of their everyday studies.

The school emphasizes the process skills that are necessary to enable students to synthesize, analyze and evaluate information. Students learn through cooperative learning groups, an integrated curriculum and discovery learning. Historical events and cultural issues are explored in depth and, rather than focusing on specific bits of information, Riverside students are encouraged to research possible solutions to everyday problems.

Children likely to benefit from the Riverside program are those that have good communications skills, like to work independently and have creative tendencies. Students needing heavily structured learning environments might have difficulty achieving at Riverside.

Children who have a love for science and computers will feel challenged. The McLean faculty believes that children most likely to benefit from our discovery program are those who are motivated and cooperative, demonstrating initiative for a hands-on approach to learning. Respecting others and following instructions are very important values at McLean.



Earhart

The Wichita board of education is currently considering proposals to add several new magnet schools. Under the proposal:

- Ingalls Elementary School**
 - would become a neighborhood global learning magnet.
- L'Ouverture Elementary School**
 - would become a neighborhood computer science magnet.
- Buckner Elementary School**
 - would become a neighborhood performing arts magnet.
- Little Early Childhood Center**
 - would be converted to an attendance center and would house an open magnet.
- Alcott Alternative Middle School**
 - would become a health/medical arts/fitness elementary magnet.

ELEMENTARY MAGNETS - Where every child can learn

attach 4-9

Application process

To ensure that every student has an equal opportunity to be considered for placement in a magnet school, the district has implemented an application screening process to be used for each application.

Applications will be submitted to a district committee comprised of principals and teachers from each of the magnet schools and representatives from the district's Area III administrative office.

Parents may indicate their first three choices on the application. Selections will be initially sorted by the family's first choice. Applicants that are not selected will be reconsidered for their second and then third choice.

Applications will be available at every elementary school and

each Area office on and after February 10. Completed applications must be submitted to the child's base school on or before March 6.

Preschool applicants who desire placement in a magnet kindergarten will be provided a recommendation form for their child's preschool teacher to submit. Entering kindergartners will also be considered if they have not attended preschool.

All applicants will be notified of their placement in mid-April. If an applicant is not chosen for any of their preferred magnet schools, he or she will be notified of the neighborhood school or assigned building they will attend for the coming school year. If openings occur during the year, applicants still remaining in the pool will be reconsidered for placement.

The search is on for 1992 kindergartners

Although August is many months away, Wichita's elementary schools have begun to prepare for the new kindergarten students. If you have a child who will be five years old on or before September 1, 1992, it's time to start planning. The first step is to contact the school your child will attend to let them know your child will be enrolling. This allows the school to make next year's projections of classrooms, teachers and supplies.

The school can also provide information on student enrollment and orientation for par-

ents of new students. Many schools will conduct informational meetings this spring. Some will conduct meetings in the summer before the start of school.

Most kindergarten classes in the district meet one-half day, every day. All-day programs have been established in a few selected schools with high concentrations of disadvantaged students and in most elementary magnet schools. All-day kindergarten classes are now also offered at L'Ouverture, Ingalls and Mueller.

Parents who are not certain which school their child is to attend should call the pupil accounting office, 833-4498. Questions about kindergarten programs should be directed to the early childhood education office, 833-4420.

Transportation is available for most magnet students

Children who attend magnets or one of the Assigned Attendance Area schools are provided free transportation from their home (or a nearby corner) to the school if the distance from their residence to the school is more than 2 1/2 miles. This distance minimum conforms to transportation requirements for all district schools.



Children must be picked up and returned to the same location. Young children may be picked up and returned to a child care location, but they will not be picked up at home and taken to a different address for after-school care.



Ingalls

WICHITA PUBLIC SCHOOLS
-Where every child can learn-

BOARD OF EDUCATION
Clark Beck
Debra Ferris
Joyce Focht
Carol Rupe
Jean Schodorf
Darrel Thorp

SUPERINTENDENT OF SCHOOLS
Stuart Berger

FIRST CHOICE is published annually for the families of students in prekindergarten through fourth grade in the Wichita Public Schools. Printed by VTC Production Print Center. Photograph processing by Library Media Services.

The Wichita Public Schools System does not discriminate on the basis of race, color, sex, handicap, age or national origin and is required by Title IX and Section 504 not to discriminate on the basis of sex or handicap in admission of access to, or treatment, or employment in its programs and activities. Any person having questions concerning compliance with Title IX and/or Section 504 should contact Equal Employment Opportunity Officer Jan Davis at: 217 N. Water, Wichita, KS 67202; telephone 833-4165.

You are invited . . .

The magnet schools have reserved the following dates and times when parents and prospective students can visit any of the magnet programs. Staff members at each school will be available to answer any questions.

February 26, morning
February 27, 6:30 p.m. to 8 p.m.
February 28, afternoon

Attach #49

W I S E C H O I C E

USD No. 259 - Wichita, Kansas

1992

The choice is yours

Parents, teachers and students recognize that learning styles and interests vary widely among students. Frequently, the ability of a student to match a preferred learning style and/or area of interest can make the difference between a school experience that is vibrant and relevant or merely adequate. The Wichita Public School district is committed to the provision of a wide array of educational choices.

The secondary school alternatives cur-

rently offered in the Wichita district span the range of non-traditional and enriched programming. For some of the programs, students must apply; for others they may be referred. Some schools offer an aggregate secondary program; others require a student to have completed certain core courses before embarking on a specialized plan of study.

The magnet and alternative programs in the Wichita Public Schools are demand

driven. The district makes every attempt to provide individualized programming to suit the needs and educational goals of its students and their families. The choice is yours.

WISE CHOICE is published annually to present secondary educational choices to families and students in the Wichita Public Schools.

MIDDLE SCHOOL MAGNETS • Where every child can learn

Brooks

Middle Magnet School
3802 E. 27th St. North
Wichita, Kansas 67220
Principal: Brenda Moore
Phone: 833-2345

Mayberry

Middle Magnet School
207 S. Sheridan
Wichita, Kansas 67213
Principal: Linda Wilson
Phone: 833-3500

Serves grades six through seven

The district's middle school program provides a bridge between the nurturing and support of the elementary classroom and the independence and self-discipline required at the senior high level. The middle magnet school program preserves the essential skills and curricular objectives of the middle school program in the district while developing an awareness of the interdependence among the nations and cultures of the world. The science technology and foreign language components of the middle magnet program adds to a stimulating and challenging curriculum that will enrich a student's educational program.

The primary distinction of the magnet program from that of other middle schools is in its thematic emphasis upon a global or world perspective. A global education promotes greater understanding of the world as an interconnected aggregate of human and natural systems.

Through its curriculum, the magnet program aims to develop responsible global citizens who will respect and coop-

erate with others while sharing a greater concern for the environment. Students are expected to acquire essential skills in such areas as data gathering, communication, intellect, decision making and interpersonal skills. To succeed in the program, the teaching staff must achieve a series of objectives that includes:

- Providing learning experiences that give students the ability to view the world as a planet-wide society.
- Teaching skills and attitudes that will enable people to learn, in and out of school, throughout their lives.
- Avoiding ethnocentrism or drawing of

sharp divisions between the United States and the rest of the world.

- Integrating world studies with other disciplines and subject fields.
- Teaching the interrelatedness of human beings rather than simply identifying the uniqueness of difference.
- Exploring alternatives for the future.
- Recognizing, in providing experiences to students, the likelihood of continuing change, conflict and ambiguity, and of increasing interdependence.

(The magnet program is open to students in grades six and seven for the 1992-93 school year. The program will be open to students entering the eighth grade beginning with the 1993-94 school year.)

Below are some of the essential skills students are expected to develop through the middle magnet program.

Middle School Essential Skills

DATA GATHERING SKILLS

- Acquire information from a variety of sources
- Compile and organize information
- Evaluate and interpret information

PROBLEM SOLVING / DECISION-MAKING SKILLS

- Define the problem
- List alternative strategies
- Determine consequences of each strategy
- Assess consequences of such actions in relationship to democratic principles
- Act based on those decisions

REASONING SKILLS

- Compare things, ideas, events and situations on basis of similarities and differences
- Classify or group items in categories
- Ask appropriate and searching questions
- Draw conclusions or inferences from evidence
- Arrive at general ideas

COMMUNICATION SKILLS

- Listen to gain information and to respond thoughtfully
- Read to enjoy, learn and improve communication skills
- Participate actively in oral expression
- Write effectively to achieve purpose

INTERPERSONAL SKILLS

- Assess one's own values and beliefs in light of their affect upon relationships with others
- Use group generalizations without stereotyping
- Acknowledge beliefs and feelings different from one's own or one's group
- Work effectively alone and with others
- Give and receive constructive criticism
- Accept responsibility
- Respect the rights and property of others

Attach #4-10

WICHITA PUBLIC SCHOOLS • Where every child can learn



Downtown Law, Public & Social Service

Downtown Law, Public and Social Service

Magnet High School
455 N. Main
Wichita, Kansas 67202
Principal: Jim Copple
Phone: 833-4265

Serves grades 11 through 12

The Downtown Law, Public and Social Service Magnet High School serves juniors and seniors. Located on the ninth floor of Wichita's City Hall, the magnet school's program is for students planning professions in law, criminal justice, fire and police science, public administration, paralegal services, politics and social work.

The goal of this magnet school is to provide an instructional program in a racially balanced, small school environment, which will prepare students for effective citizenship as well as careers.

Instruction includes the use of guest presentations, seminars, demographic analysis and field survey methods, film and team teaching. Model and moot courts,

a model United Nations, a model congress, and a model city government are simulated.

The school utilizes existing labs, libraries and equipment in public and private facilities in the downtown area. Emphasis is given to skills necessary for policy analysis and policy interpretation.

Writing and oral skills are emphasized in the integrated curriculum and in internships and mentorships.

International Baccalaureate Program

Wichita High School East
2301 E. Douglas
Wichita, Kansas 67211
Coordinator: Donna Yeargan
Phone: 833-2589

Serves grades nine through 12

Students seeking a rigorous preparatory curriculum in a comprehensive high school may find an exciting option in the International Baccalaureate Program, which is housed at East High School.

Students are required to study modern foreign languages, sciences, mathematics and the humanities. Additionally, students must complete 100 hours of study of the theory of knowledge and perform 100 hours of community service. The program, which is authorized by the International Baccalaureate Office in Geneva, Switzerland, includes a series of examinations that students must pass to earn an IB diploma. The examinations are externally developed and validated.

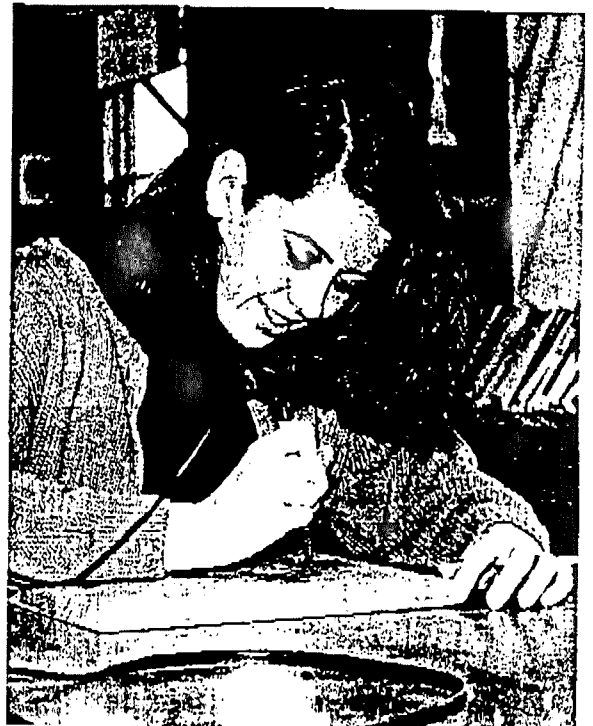
Students who successfully complete the program and score well on the six IB examinations may enter some universities as second-year

students. While class sizes will continue to be small, the program aims to serve 100 students at each grade level.

Students who wish to apply for admission into the IB program must complete and submit an application form, request that a transcript be sent by their sending school and submit three teacher recommendations (one math or science, one English or social studies and one of the student's choice).

To qualify for admission, the student must also take a critical thinking appraisal and produce a writing sample during a Saturday morning session.

Final selection will be determined after a personal conference with the student, parents and IB personnel. Application deadline is February 15.



Metro-Boulevard

The International Baccalaureate curriculum:

Language A - (best language) including the study of selections from world literature.

Language B - (second language) or another language A.

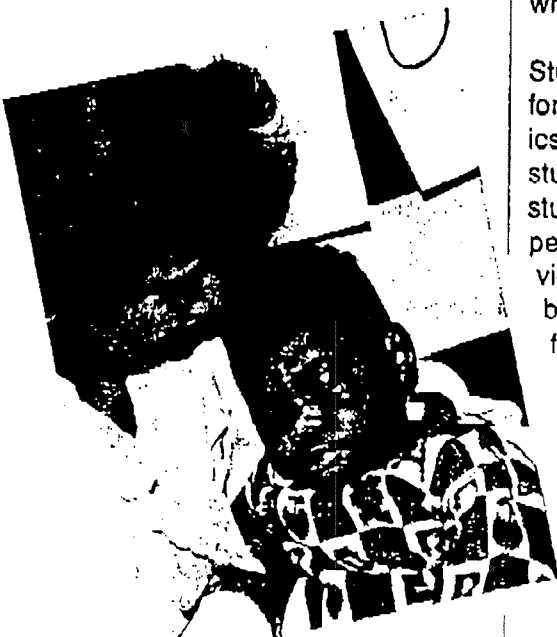
Study of Man in Society - history, economics, psychology.

Experimental Science - biology, chemistry, physics, physical science.

Mathematics - mathematics and mathematical studies.

Electives - art/design, music, computing studies, additional humanities or sciences or a third modern language.

attach #4-11



Metro-Downtown



Metro-Meridian

Metropolitan-Boulevard

Alternative High School
751 George Washington Blvd.
Wichita, Kansas 67211
Principal: Clarence Horn
Phone: 833-2500

Metropolitan-Meridian

Alternative High School
301 S. Meridian
Wichita, Kansas 67213
Principal: Jonathan Wells
Phone: 833-3535

Metropolitan-Midtown

Alternative High School
640 N. Emporia
Wichita, Kansas 67214
Principal: Jerry Goodmon
Phone: 833-4280

All serve grades nine through 12

The Metropolitan High School incorporates individualized and personalized instruction to meet students' special needs. It is a school where counseling and instruction go hand in hand.

Student obstacles such as low self-esteem, negative attitudes toward school, employment, family responsibilities and crisis are better surmounted in an atmosphere of tolerance and flexibility. While not all Metropolitan students graduate, each student gains a measure of success through the program. Small class size, flexible attendance policies and flexible class scheduling provide the opportunity to meet individual needs.

A variety of strategies, an environment of acceptance and respect for differences and the freedom to make choices lead students to a sense of family and ownership of the school.

Courses are offered for high school

credit in English, social studies, mathematics, science, art, home economics, business, physical education and industrial technology. Graduation requirements at the Metropolitan schools meet state and district standards.

An emphasis on preparing the students for the world of work is incorporated into many of the subjects offered at The Metropolitan High School. A work experience program is also available that encourages students to apply classroom skills on a job while receiving assistance and evaluation from a team that includes teachers and

the employer.

Students may be referred for placement at a Metropolitan school by educators at

demands of society; Metropolitan-Boulevard offers an industrial technology program; Metropolitan-Midtown offers a Strategic Techniques for Advancement of Reading (STAR) remedial reading program, and conducts night classes to accommodate students' work schedules; Metropolitan-Boulevard and Metropolitan-Midtown schools have child learning center facilities on site available for their students' children.

Northeast

Magnet High School
1847 N. Chautauqua
Wichita, Kansas 67214
Principal: Jim McNiece
Phone: 833-2300

Serves grades nine through 12

Wichita's Northeast Magnet High School is actually two schools in one. The school, which opened in the fall of 1990, offers magnet programs in science and technology and the visual arts, both of which are centered around a common humanities core. Students in grades nine through 12 are served in traditional and non-traditional classroom settings.

The science and technology program is for students interested in careers in technology and for those interested in earning de-

grees in science or engineering at the college level. Math classes are computer based and integrated with science classes to allow students to apply math and computer skills to science course work. Students graduating from this program will have up to 13 credits in math and science, including two hours of credit at The Wichita State University. Students will have the opportunity to engage in a mentor or internship pro-

SECONDARY CHOICES FAIR

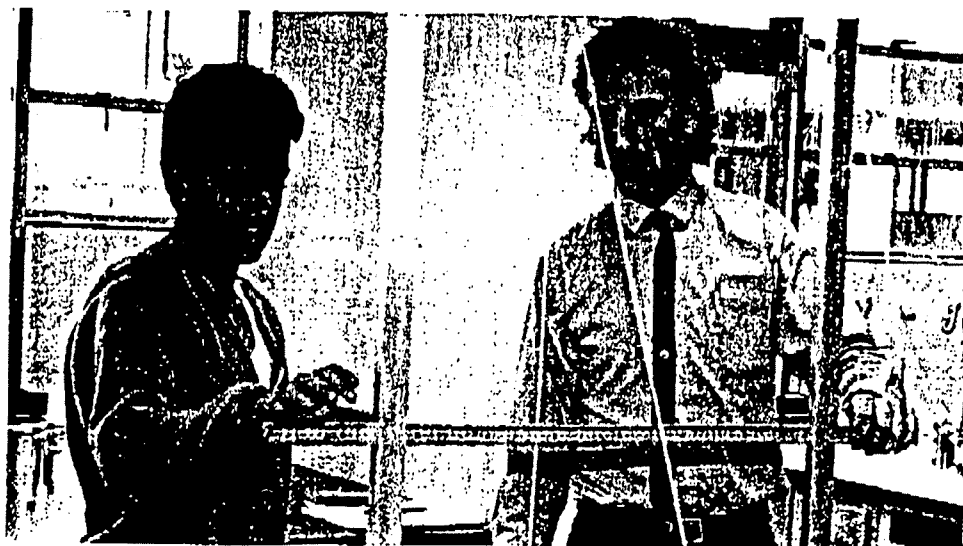
9 a.m. - Noon, Saturday, February 1
Cafeteria of East High School, 2301 E. Douglas

Parents and students are invited to come to the Secondary Choices Fair and find out about available options in public education.

- Brooks Middle Magnet School
- Mayberry Middle Magnet School
- Downtown Law, Public and Social Service Magnet High School
- International Baccalaureate Program
- Metro-Boulevard Alternative High School
- Metro-Meridian Alternative High School
- Metro-Midtown Alternative High School
- Northeast Magnet High School
- Wichita Area Vocational-Technical School

the student's base school or they may be referred by parents or a social service agency. Many students also enter a Metropolitan school on a self-referral basis.

There are three campuses of the Metropolitan High School. Each campus has somewhat varied offerings: Metropolitan-Meridian offers daily counseling to help students cope with the day-to-day



Northeast

attach #4-72

gram with area industries and engineering firms.

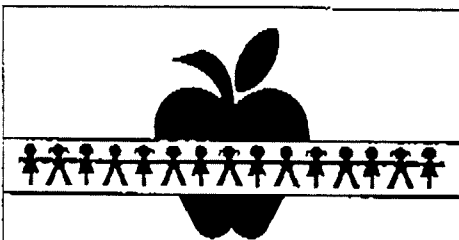
The visual arts program is for students considering a career in the visual arts, for students considering furthering their art education in college and for students who find the extended arts program personally fulfilling.

The program begins with a two-period study that introduces students to varied media including metals, drawing, painting, ceramics, sculpture, commercial design, photography and computer art.

Tenth through 12th graders may work in the art program for half the school day, and seniors may earn college credit in The Wichita State University's introductory studio arts courses. The program also features a more extensive computer-generated art production program than is offered in other district high schools.

The humanities core program is for all students at the Northeast Magnet. It is an interdisciplinary, team-taught program of English composition and literature, world and American history and geography, art history, comparative religion, philosophy and music.

Reading, writing and research assignments are coordinated through the program so that the knowledge and skills students gain in one course may be



WICHITA PUBLIC SCHOOLS

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SUPERINTENDENT OF SCHOOLS

Stuart Berger

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applied to others. All students take at least two years of a foreign language (French, Russian or Spanish).

Applications are screened to comprise a student body that:

1. Meets guidelines for racial balance;
2. Is drawn from each high school district as is practicable;
3. Gives preference to entering ninth graders, followed by entering tenth graders; and
4. Is composed of students who will most likely benefit from and succeed in a magnet program.

Wichita Area Vocational-Technical School

Admn. Office - 428 S. Broadway
Wichita, Kansas 67202

Director of Vocational and Continuing Education: Rosemary Kirby
Phone: 833-4664

Vocational-Technical Center
301 S. Grove

Wichita, Kansas 67211

Site Director: Tom Dixon
Phone: 833-2400

VO TECH



Choosing a career is a big decision. Matching up "what I like to do" and "what kinds of jobs are out there" is what career counseling and preparation can do for career-bound students.

The Wichita Area Vocational-Technical School offers career preparation opportunities for juniors and seniors in many high-skill jobs that are in demand now and are on the horizon.

Students can elect one of the 12 trade and industry programs and take classes at the Vocational-Technical Center, or they can select one of four cooperative education programs. Cooperative education classes are conducted at students' high schools, and students can work in a job related to their career choice.



Vo-Tech

Cooperative Education. Juniors and seniors interested in preparation for other kinds of careers may choose a different path. They may take classes at their high school and work in jobs related to career interests. Work experience is monitored by the teacher and employer, and education credit is granted for time

on the job. Students benefit from work experience, wages, class credit and leadership development experience.

(1) Business Technology (BizTech) appeals to students interested in office administration, word processing, accounting and banking.

(2) Marketing Education (ME) interests students in retail sales, marketing and advertising, management and fashion.

(3) Home Economics Related Occupations (HERO) focuses on interior design, clothing and textile services, fashion sales, child care, food service and health care.

(4) Cooperative Occupational Training (COT) offers programs in manufacturing, agriculture, warehousing, automotive service, health, electronics, horticulture, animal care and carpentry.

In addition to classes and work experience, students can participate in a variety of leadership development opportunities associated with each program.

Students interested in career preparation programs should see their school counselors for more information.

Trade and Industry. Students who select these options take classes for half a day at the Vocational-Technical Center, 301 S. Grove. They may wish to take advantage of school transportation to the center.

Programs offered include general aviation; air conditioning and refrigeration; auto body technician; automotive technician; carpentry; computer-aided drafting; horticulture; machine shop; computer integrated manufacturing technology; millwork and cabinetmaking; offset printing; motorcycle, small engine and marine engine repair; and welding.

Specific class offerings are updated frequently. School counselors can explain the details of these programs. Students in these programs benefit from (1) job placement after graduation, (2) high school credit, (3) higher earning potential and (4) better job potential.

attach #4-13



Testimony on H.B. 2853
before the
House Committee on Education

by

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

February 18, 1992

Mr. Chairman, members of the Committee:

KASB appreciates the opportunity to express our opinion about H.B. 2853, which would establish the tuition voucher act. Our delegate assembly has adopted the following position: "KASB opposes legislation that would use tuition tax credits, voucher systems or choice plans to aid private elementary or secondary schools. However, KASB supports efforts to experiment with intra-district choice plans." We therefore oppose this bill.

Our opposition is based on constitutional, philosophical and practical grounds. We believe public funding that assists sectarian schools breeches the First Amendment prohibition against the establishment of a religion by the state. We oppose the diversion of state funds from public to private schools at a time when many school districts - and certainly U.S.D. 259 - have been forced to reduce services because of reductions in state aid. We oppose state support of schools which are exempted from many state statutes and regulations.

Education
Attachment #5
2/18/92

As far as imposing a greater degree of choice among public schools in U.S.D. 259, we believe that is a decision which should be made by the Wichita community, through its elected school board, rather than by the state legislature.

We have seen no evidence to support the claim that school choice concepts will improve the quality of education in a community, or in the state as a whole. In fact, the number of private schools in communities across Kansas testifies to the fact that choice already exists. Efforts to expand the number of children who can make that choice should rest with those institutions that operate those programs, rather than the public at large.

Thank you for your consideration.

Attach # 5-2

Testimony: House Bill 2853

My name is Tracy Wilkison. I am delivering this testimony on behalf of the ACLU. Carla Dugger, the ACLU lobbyist is unable to be here today. I am a Washburn University Law Student.

The ACLU opposes passage of House Bill 2853.

Public funds will be made available to parochial schools through the tuition voucher program established in this bill. Even though funds will not be used to secure a religious education, ultimately, the entire institution affiliated with the school will be benefited by the expenditure of these public funds. Therefore, passage of House Bill 2853 violates the constitutionally required separation of church and state.

Implementation of the tuition voucher program will also undermine school desegregation. Vouchers could be used to bypass compulsory school busing guidelines. Furthermore, under the tuition voucher program, as created in House Bill 2853, private schools will be allowed to utilize public education funds without being required to show that they are providing an integrated education.

I want to thank the committee for allowing me to present the ACLU's position.

Please refer any questions to:
Carla Dugger, Assistant Director
American Civil Liberties Union
201 Wyandotte, Suite 201
Kansas City, MO 64105
(816) 421-4449

*Education
Attachment #6
7/18/92*



#7 D

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

Craig Grant Testimony Before
House Education Committee
Tuesday, February 18, 1992

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to discuss HB 2853 with the committee.

Kansas-NEA opposes HB 2853 as it does any proposal which would divert public funds to private schools. Our resolutions, adopted by the delegates to our representative assembly say in part that K-NEA "believes it is not the responsibility of government at any level to subsidize such programs (vouchers or tuition tax credits)...which will undermine financial support for public schools even though it is acknowledged it is the right of parents to choose to send their children to private schools." Further reading would find our beliefs include that "choice/voucher plans or funding formulas that have the same effect as vouchers, which finance education through state or local grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system."

Because of our strongly worded beliefs, Kansas-NEA opposes HB 2853, a tuition voucher plan. Our state cannot afford to divert funds, even for a pilot project, away from public school finance. Thank you for listening to our concerns.

Education
Attachment #7
2/18/92



HB 2853

February 18, 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 has a long standing position in opposition to the expenditure of public funds in non-public schools. We have no quarrel with the right of parents to send children to private schools, but we are strongly opposed to funding private schools with public money.

As always a secondary concern lies with the admissions policies of some private schools. Lines 21 through 23 on page 2 of the bill illustrate our concern.

We appreciate the opportunity to be heard on this issue and urge you to report the bill unfavorably.

GWHLEG/HB2853

*Education
Attachment #8*

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS



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

Testimony on H.B. 2687 and S.B. 96
before the
House Committee on Education

by

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

February 18, 1992

Mr. Chairman, Members of the Committee:

KASB appreciates the opportunity to speak in support of financial incentives for educator excellence, as represented in H.B. 2687 and S.B. 96. Most education reform literature stresses the need to recognize and reward outstanding performance by individuals and groups of teachers and administrators.

H.B. 2687 would provide cash awards to the professional employees of districts recognized by the State Board of Education as maintaining exemplary education systems. We strongly support this section.

This bill also defines how up to sixty districts would be identified as exemplary education systems, based on students' scores on an essential skills assessment program. Such districts would be spread across enrollment categories. Because (1) funding would be based on appropriations, (2) enrollment categories may be eliminated under a new school finance plan, and (3) state skills assessments are only one element of the broader Quality Performance Accreditation program, the

Education
Attachment #9
2/18/92

committee may wish to allow the State Board to determine a selection process of exemplary districts through regulations, with the number determined by appropriations.

The bill also requires districts which are not selected as exemplary to develop improvement programs. We believe such improvement programs will be required as part of Q.P.A., and do not need to be a part of this bill.

S.B. 96 will allow districts to provide cash awards for teaching excellence to individual teachers. We support Senate amendments to the bill that places the determination of these awards with a committee composed equally of board representatives and professional employee representatives elected by their peers. This provision should eliminate concerns that excellence awards would be determined by administrative or board favoritism.

S.B. 96 would encourage and reward individual teaching excellence. H.B. 2686, which we supported yesterday, would encourage and reward building-based teaching excellence. H.B. 2687 would encourage and reward district-wide teaching excellence. These three bills would be a powerful, comprehensive package for educational improvement.

Thank you for your consideration.

Attach #9-2



#10



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

Craig Grant Testimony Before
House Education Committee
Tuesday, February 18, 1992

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. Thank you for the chance to visit with the committee about HB 2687.

Kansas-NEA has numerous problems with HB 2687 as we do other proposals to provide incentive or "merit" pay. We are especially concerned that this bill would use only one indicator to test whether a school would be considered meritorious. There would be no input from the profession as to the criteria and development of the program.

The problem we have stated before with an essential skills assessment program is the use of such a program to rank or compare schools. HB 2687 does just that. More importantly, an essential skills program needs to identify individual and collective problems in the learning process so that adjustments in style and curriculum can be made. It should be one of a number of assessments done to improve our approach to educating students. We are not here to have a contest, we are here to improve collectively.

We have so far to go to increase general salaries and benefits for all educators that this reward of a few is not desirable to the teachers.

We appreciate the sponsors willingness to recognize excellence. We do not think this is the method which should be used. Let us all work more collectively--helping one another as we go--to reach the excellence we all desire.

Kansas-NEA opposes HB 2687 and asks that the committee not act on it favorably. Thank you for listening to the concerns of our 24,000 members.

*Education
Attachment #10
2/18/92*



SB 96

ESTABLISHMENT OF EDUCATOR EXCELLENCE RECOGNITION PROGRAMS

February 18, 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 supports SB 96 which establishes educator excellence recognition award programs. This bill makes it possible for boards of education to recognize and make cash awards for outstanding teaching in their schools.

Business and industry have been successful in utilizing the cash incentive method of acknowledging quality performance. With the passage of this legislation, you will provide boards of education with needed flexibility outside the negotiated agreement. In turn, educators will receive tangible encouragement to continue their outstanding teaching while others will be prompted to work toward improved classroom performance.

United School Administrators of Kansas urges your support of SB 96.

GWHLEG/SB96

*Education
Attachment #11
2/18/92*



#12



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

Craig Grant Testimony Before
House Education Committee
Tuesday, February 18, 1992

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this chance to speak in opposition to SB 96.

Historically, since the first merit pay system was installed in 1910, the system has shown that it just does not work. Many districts have implemented such plans to find that morale, cooperation, and performance have suffered. Few systems remain. The highly touted Tennessee Career Ladder plan has been basically dismantled because it did not work.

Kansas-NEA has stated its belief in our resolution A-22. Two paragraphs within A-22 are appropriate for discussion of SB 96. The first paragraph states that Kansas-NEA believes "a merit pay plan or any performance pay schedule offered without a base salary and salary schedule appropriate for the professional services and training of educators is detrimental to educators at all levels and to the education process." Since we are so far from that adequate professional salary and benefit level, SB 96 would certainly be premature.

The second section appropriate to our discussion states that "such merit pay plans should be established in local school districts only through collective bargaining processes." Although the changes in SB 96 made on the floor of the Senate provide more input from the three teachers on the award committee, section "e" on the second page specifically excludes this from the professional negotiation process. This is unacceptable to us.

Merit systems can presently be established under current law. The framework of the negotiations process allows such programs to be established. Some districts have negotiated a merit pay provision. A few of those have later dropped it through the same process. It is through that arena, rather than through SB 96, we should continue to work.

Kansas-NEA opposes SB 96 and our 24,000 members ask that you oppose the bill also. Thank you for listening to our concerns.

*Education
Attachment #12
2/18/92*