

Approved: 3-7-95
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Rochelle Chronister at 3:30 p.m. on February 16, 1995 in Room 519-S of the Capitol.

All members were present except: Eugene Shore (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Bobbi Katzer, Elementary School Counselor, Neodesha USD #461
Paul Martin, Director of Educational Technology, Neodesha USD #461

Others attending: See attached list

Paul Martin, Neodesha, from the Interagency Collaboration Team, Wilson County, explained the coalition of agencies which have been brought together to deal with juvenile offenders, at-risk students, truancy and related problems. Social services, legal services and educational institutions came together to share information and resources for an individual child or youth in the school system. This effort has been successful as they meet regularly with attendance from all the agencies. Schools have always been in contact with these people but face to face interaction has reduced the amount of gaps in services. This coalition has been a successful and effective effort. (Attachments 1, 2, 3, 4)

Bobbi Katzer, Elementary School Counselor, USD #461, Neodesha, discussed intervention strategies in a public school system. She also is a member of the interagency Collaboration Team. She is the "at risk" person in Neodesha. She is the one person who deals with kindergartners all thru the school system to high school seniors. She teaches a life skills class. She feels there needs to be something between probation and YCAT. She listed many options to be considered which are heavy on parental involvement. (Attachment 5, 6)

The floor was opened to questions by the committee.

Discussion and possible action opened on HB 2273 and HB 2359.

Representative Reardon, Representative Ballou, Representative Pettey and Representative Horst had met and combined their concerns on school safety to present a balloon amendment off of HB 2359. (Attachment 7)

Representative Ballou moved and Representative O'Connor seconded a motion to amend HB 2359 as the balloon indicates. Motion carried.

Representative Ballard moved and Representative Luthi seconded motion to pass HB 2359 favorably as amended. Motion carried.

Discussion and possible action opened on HB 2109.

Representative Pettey's amendment was discussed.

Representative Pettey moved and Representative Morrison seconded motion to amend HB 2109 as the balloon indicates.

Representative Powers moved and Representative Wells seconded motion to table. Motion failed.

Representative Pettey renewed her motion. Motion carried.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m.
on February 16, 1995.

Representative Pettey moved and Representative Horst seconded motion to pass favorably **HB 2109** as amended. Motion carried on a division of 15 to 4.

Meeting adjourned at 5:30 p.m.

The next meeting is scheduled for February 20, 1995.

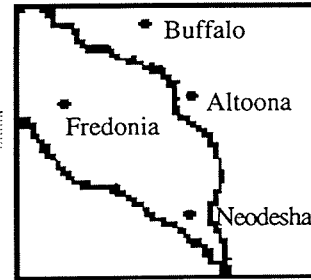
GUEST LIST

Committee: Education

Date: 2-16-95

NAME: (Please print)	Address:	Company/Organization:
Don J. Schroeder	RRI Inman, KS	FARMER / KASB
Dewayne Bryan	RR1 Box 5 Haviland, KS.	Leadership 2000
Tim Kuhn	10335 SE 25th Ave	" "
Scott Brown	Kinsley, KS.	USD 347
Sue Emble	Shawnee, KS	USD 512
Jim Youally	Overland Park	USD #512
Joe Chase	Topoka	KNEA
Mraig Grant	Topoka	KNEA
Don Ryan	Emmett	Kaw Valley 321
Gerald Henderson	Topoka	USTA of KS
Nurse Ayl	Topoka	USTA
Bob Johnson	Topoka	WV Law School
Joshua J. Weber	934 Union RD Herington	Student / KSU
Emmitt Kool	Rt 1 Canton, KS	self
Mark Johnson	TELCORSETT, KS	USD 450
Kenneth Meyer	Topoka	KASB
Jacque Debes	"	SOE
Mark Tallman	Topoka	KASB
Bobbie Kottrose	Neodesha	USD #461
Paul C. Marti	915 Main Neodesha, KS	USD #461
Diane Gjerstad	Wichita	USD 259

WILSON COUNTY INTERAGENCY COLLABORATION TEAM



Report to the Kansas Advisory Committee on Juvenile Offender Programs January 27, 1994

Wilson County Interagency Coalition Representative:
Paul C. Martin, Director of Educational Technology, Neodesha USD #461

I am here today as a representative of the Wilson County Interagency Coalition. Our group is made up of the social and educational agencies working in Wilson County in Southeast Kansas (see attached pamphlet). The agencies within our coalition have been discussing the problem that juvenile offenders and in particular, repeat juvenile offenders create for our agencies for several months and we have three points we would like to present.

The first point deals with repeat juvenile offenders and the consequences for their actions. Because of our interagency set-up, the social services and educational agencies within Wilson County stay in contact and share information and responsibilities for the youth under our direction. Repeatedly within our county, juveniles have been in trouble with the law and placed on probation. Court service personnel set up the conditions of the parole which always includes being actively involved in educational activities at their local school and following a specific curfew arrangement. When these conditions are violated and the offenders go back to court there seems to be no consequences for the juvenile violating parole and their probation is extended. This situation has even occurred where the juveniles commit crimes while on probation, and because of the present juvenile offender program set-up there appears to be no more consequences that can be reasonably applied. Many members of our coalition feel that a bad message is being sent and that increasingly within our communities the youths who are inclined to break the law have a feeling that nothing can be done to them. For this reason we would like to see this committee review the juvenile justice program as to its ability to make the juveniles accountable for their actions.

The second point our coalition would like to make relates to the first point of accountability. The court services agencies within our coalition repeatedly feel frustrated in working with juvenile offenders because of the lack of responsibility taken by the juvenile and by the parents in helping to enforce conditions of parole and restitution to injured parties. Frequently our experience is that the parents will not be honest in dealing with the enforcement of conditions of parole and in holding the offender accountable for restitution of damages. The members of our coalition would like to see the ACJOP address these problems of accountability and consequences, possibly with the parents being held more accountable for the actions of their children.

*House Education
Attachment 1
2-16-95*

The third point of emphasis for our coalition also relates to consequences and accountability. The members of our coalition who deal with juvenile offenders would like to see the legislature look at a couple of options. One is to loosen the laws dealing with trying juveniles as adults. Many of the offenses being committed by juveniles are as serious as those committed by adults, yet the potential consequences and accountability for these actions are very different and those juveniles who have been involved with the court system and are repeat offenders recognize these differences. Again the message is being sent that little can be done to a juvenile offender. We would like to see these repeat juvenile offenders held more accountable for their actions. The second is a "boot camp" type of operation where juvenile offenders who are repeat offenders and refuse to cooperate with conditions of parole could be detained. We feel these are two options, but whatever is decided by the committees dealing with juvenile programs, we would like to see action taken so that there are programs and facilities available for those juvenile offenders who refuse to cooperate with the conditions that are sent from the courts.

**WILSON COUNTY
INTERAGENCY COALITION
MISSION STATEMENT:**

All children are entitled to the opportunity of realizing their full potential in all aspects of their lives, including but not limited to, mental, physical, social, and spiritual health and development. To this end the participating agencies will collaborate to develop through partnership with families and community, a productive and healthy citizen.

If you are in need of support services contact:

Altoona-Buffalo:

Melba Gahagan
Altoona-Midway High School
RRT # 1
Buffalo, KS 66717
(316) 537-7711

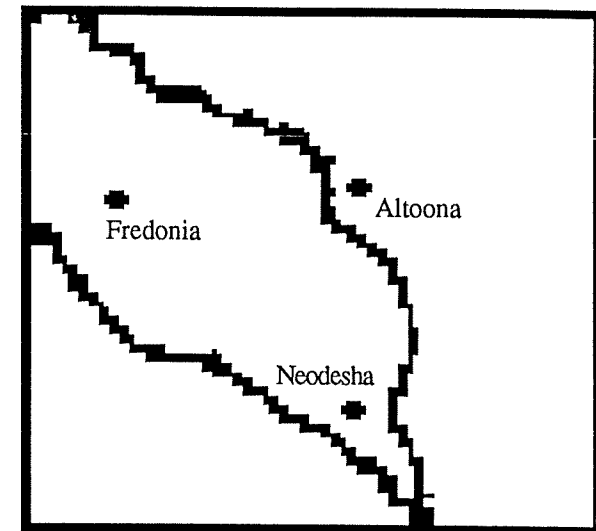
Neodesha:

Steve White
Neodesha High School
1001 N. 8th St.
Neodesha, KS 66757
(316) 537-7711

Fredonia:

Gene John
Fredonia High School
916 Robinson St.
Fredonia, KS 66736
(316) 537-7711

**WILSON COUNTY
INTERAGENCY
COLLABORATION
TEAM**



**COMMUNITY AGENCIES COMBINE
EFFORTS TO MEET THE NEEDS OF
CHILDREN AND YOUTH**

**PROVIDING SUPPORT FOR
FAMILIES THROUGH
MULTIDISCIPLINARY TEAMING**

*House Education
Attachment 2
2-16-95*

2-2

What is Multidisciplinary Teaming?

Multidisciplinary Teaming consists of community agencies and school districts combining efforts to meet client needs. With these combined efforts we will target troubled student and families and through a committee of family members and agency representatives will jointly produce a plan of delivery to provide needed services.

Agencies Currently Involved:

- * Wilson County Court Services
- * Wilson County Attorney
- * Wilson County Sheriff Department
- * Fredonia Office of Social and Rehabilitation Services (SRS)
- * Tri-County Cooperative
- * Four County Mental Health
- * Fredonia Ministerial Alliance
- * Fredonia Police Department
- * Neodesha Police Department
- * Buffalo-Altoona-Midway School District USD #387
- * Fredonia School District USD #484
- * Neodesha School District USD #461

Benefits....

The benefits of Multidisciplinary Teaming to provide services to clients include the following:

- * Avoid duplication of services
- * In some cases, demonstrate the need for duplication of services
- * Tie services together through the Interagency Plan for individual clients
- * Increases knowledge of agencies and provides an educational process for each agency/institution to better understand each other's role.
- * Strengthens the community support
- * Strengthens regional influence at state level through a unified county/regional effort to establish interagency cooperation
- * Enhances working relationships between agencies
- * Identifies client needs which cannot be met by the existing service structure
- * Agencies recognize that we have clients-in-common
- * Begins to break down local barriers in collaborative service delivery
- * When needed, establishes interagency teams around the child and family
- * Provides a forum for case resolution of individual client needs
- * Enhances the mutual esteem of professionals, each discipline recognizes other agency workers competence and diligent effort

2-2

WHY DO WE NEED TO RESTRUCTURE EDUCATION?

The world in which our students will live is very different than the world in which their grandparents or parents lived. (See U.S. News & World Report, October 26, 1992, *1993 Guide to Best Jobs for the Future*, and TIME, Special Issue, Fall 1992, *Beyond the Year 2000*.) Yet, the educational system in which they are taught has really made no significant changes since it was developed in the 1912's.

In the 1800's, the world's knowledge-base (the amount of knowledge known in the world) was doubling about every 100 years.

From 1910-1960 the knowledge base of the world doubled every 50 years.

By the time the kids who are in first grade today reach adulthood, the world knowledge base will double

Every 35 days

It is projected that at least one out of every three children in our schools today will be working in jobs that do not presently exist.

It is projected that within five to ten years there will be no jobs that do not require post-secondary education. However, 70% of the good paying jobs will not require a four year degree, and only 10% will be acquired with a high school diploma.

Job re-training will occur every three years.

The workplace is making a rapid change.

In the 1940's and 1950's the United States was the master of mass production, mass production technologies peaked in the 1950's. We then moved into the information technology age, which peaked in the 1980's. This moved us into the microelectronic age which is projected to peak during this decade. The next projected period is the human capital technology period, which is projected to peak around the year 2000. The period after that will be the organizational technology period (organizations will be created with grow-grow opportunities and organizations in competition will share information and be dependent upon each other) which is projected to peak around 2010.

Past

- Routine Mass Production
- Narrowly defined jobs
- Large inventories to make up for poor quality
- Pyramid hierarchy
- Centralized responsibility
- End-of-line quality control
- Low skill jobs
- Little competition for products
- Acquired skill lasted life of worker
- Capital is land, building, & inventories

Present and Future

- Customized, Fast Response products
- Integrated job functions
- Quality products customized
- Flattened organization hierarchy
- Decentralized responsibility
- Worker input in quality control
- Knowledge & high skill jobs
- Intensified international competition
- Limited long-term value of any knowledge or skill
- Capital is human resources and information

**The illiterate of the year 2000 will not be those that cannot read and write,
but those that cannot learn and relearn**

House Education
Attachment 3
2-16-95

The SCANS Report

The U.S. Department of Labor commissioned a study to be done on the work skills needed for future employees. 31 SCANS commissioners, representing education, business, labor, and state government, and the SCANS staff and research teams conducted research by interviewing employers, managers, and frontline workers in a wide range of U.S. businesses. They asked employers what kind of skills their employees need, and they asked workers what skills they use in their jobs. The answer that they got from both was that good jobs depend on people who can put knowledge to work. They listed a three part foundation of skills and personal qualities and five competencies in the original SCANS report.

The 3 part foundation of skills and personal qualities needed for high-performance work:

1. BASIC SKILLS: reading, writing, mathematics, speaking, and listening
2. THINKING SKILLS: creativity, decision making, reasoning, and problem solving
3. PERSONAL QUALITIES: individual responsibility, self-management, and integrity

The 5 competencies that must be built upon the foundation necessitates the ability to productively use:

1. RESOURCES: allocating time, money, and people
2. INTERPERSONAL SKILLS: working on teams, teaching, negotiating, and serving customers
3. INFORMATION: acquiring, evaluating, and processing data
4. TECHNOLOGY: selecting, using, and applying technology systems--understanding social, organizational, and technological systems.
5. SYSTEMS: understanding social and technological systems.

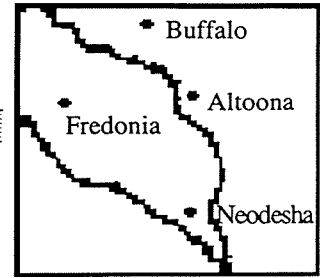
We can no longer allow **any** American students to glide through the system getting D's and F's and leaving with a high school diploma based on social skills but not be prepared for the type of training needed to join the world of work.

To this means, an approach to reform referred to as Tech-Prep has been developed. Tech-Prep is a combined secondary and post-secondary program that links the two years of high school to post-secondary training in colleges or vocational schools. The combination of academic course work and applied study in career-related fields leads to a certificate or associate's degree. This can also be used as a foundation for a bachelor's degree or credentials for entry into skilled employment.

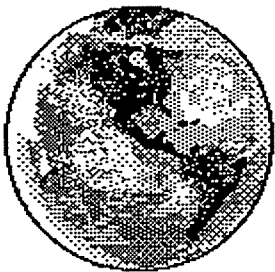
Tech-Prep is a combined secondary and post-secondary program that:

- Leads to an associate degree or two year certificate;
- Provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;
- Builds student competence in mathematics, science, and communication (including applied academics) through a sequential course of study; and,
- Leads to placement in employment

**WILSON COUNTY
INTERAGENCY COLLABORATION
TEAM**



**Testimony Before the Kansas House of Representatives
Education Committee
February 16, 1995**



The World is a Very Rapidly Changing Place.

**Our Children are Growing Up and Will Live
and Work in a World Very Different Than
Their Parents or Grandparents.**



KNOWLEDGE EXPLOSION

**In the 1800's, the world's knowledge-base (the
amount of knowledge known in the world) was
estimated to double about every 100 years.**



**From around 1910-1960 the knowledge base of
the world was estimated to double approximately
every 50 years**

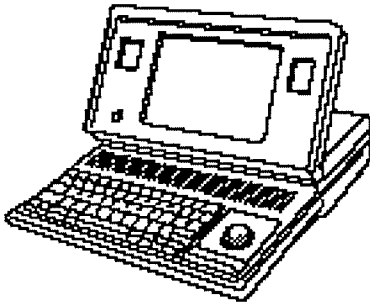
**By the time the students in approximately third
grade today reach adulthood, it is estimated that
the world knowledge-base will double *******

*House Education
Attachment 4 2-16-95*

EVERY 35 DAYS

This is changing the way business is done in the world and will change the job opportunities that will be available to our children.

1. It is projected that at least one out of every three children in our schools today will be working in jobs that do not presently exist.
2. It is projected that within five to ten years there will be no jobs that do not require post-secondary education. However, it is estimated that 70% of the good paying jobs will not require a four year degree, and only 10% will be acquired with a high school diploma.
3. Job re-training will occur every three years.



By one estimate, 7 out of 10 American jobs will be related to computer and electronics industries by the year 2000

AMERICAN WORKFORCE AS KEYBOARD OPERATORS

1983 - 7% ALL PAID HOURS
1987 - 13% ALL PAID HOURS
1995 - 25% ALL PAID HOURS

These predictions and estimates imply that the education system as it has been operated for the past 100 years needs to be adapted or changed.

Schools in the United States have historically said they are educating all youths. The reality of the system used for the last 100 years is that we have presented information to all the youths who enter the schools. Drop-out rates and competency examinations give statistics that show the methods used in America's classrooms do not educate **all** students. Predictions for the future of America's workforce say that to be competitive in the future, a higher percentage of America's youth will need to enter the workplace with improved learning abilities. Kansas schools, some on their own initiative and some by being shoved by new accreditation standards, have begun to address excellence and equity in educational opportunities for **all** students. These changes require the "re-tooling" of the curriculum and presentation methods and will require time for development and implementation, but are the only answer for America to reach the National Educational Goals for the Year 2000 (see handout).

A real problem with the goals of educating all of the youths of our community is that the social makeup of the individual classroom in the 1900's is greatly different than in the past. A much greater percentage of the student population is made up of what is labeled at-risk. In the Neodesha USD 461 school district, in the 1993-1994 school year 50.5% of the student population in grades 7 - 12 could be labeled as academically or economically disadvantaged or disabled (see 1993-1994 Neodesha High School Special Needs Population Report). Mrs. Katzer will address what our school district is attempting to do to educate all of these students.

The Wilson County Interagency Collaboration Team was founded as another answer to the problem of working with the at-risk youths of the communities of Wilson County. Community social services, mental health, law enforcement, and educational agencies are combining efforts to target troubled youth and coordinate efforts for delivery of services (See Wilson County Interagency Collaboration Team Pamphlet). The organization of this group has greatly enhanced communications between agencies working with the youth of Wilson County, and the development of plans of delivery has improved the efficiency with which services have been provided to troubled youth.

Some of the troubles which our team feels are important can be seen in the report given to the Kansas Advisory Committee on Juvenile Offender Programs. We see a real need for youth services (social and legal) to be provided in a better manner. The schools provide a home base for the youth of our communities and would be a logical place from which agencies could function in a manner similar to the way our county inter-agency coalition operates.

The National Education Goals

By the year 2000:

1. All children will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
4. United States students will be first in the world in mathematics and science achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in the United states will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
7. The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

JUVENILE OFFENDERS INTERVENTION STRATEGIES IN A PUBLIC SCHOOL SYSTEM

Presented by
Bobbi Katzer
Elementary School Counselor
U.S.D. #461 - Neodesha

I come to you today to speak of finding a solution as to what to do with juvenile offenders. For many of these offenders, probation is a consequence wherein the offender learns his/her lesson and does not repeat the cycle of crime. Yet, some choose not to comply with the stipulations of their probation, and the probation is revoked. Then, what are the options-- house arrest, extension of probation, taken into SRS custody, or juvenile detention center?

Have some of these options been considered?

1. Parenting classes required for those who have children on probation through mental health services or SRS.
2. Child is placed on probation--parent is placed on probation.
3. If juvenile offender breaks probation, parents must also experience consequences.
4. The offender held responsible for restitution for injury or loss.
5. The offender be required to perform some public service while on probation.
6. Help stop the reimbursement to parents who receive SSI because their children misbehave.
7. Violent offenders, regardless of age, should be tried as adults. Minors, regardless if they kill, have been "protected" for so long, they are not fearful of the consequences of their actions. The victim seems to be the only one who experiences the consequences of the offender's behavior.

*House Education
Attachment 5
2-16-95*

8. Consider separating violent offenders from those who commit misdemeanors. If you want more information on this, visit with the superintendent at the Youth Center at Topeka. He recently spoke to the Wilson County Interagency on this subject.

9. If additional correctional facilities are built, avoid the "hotel/motel" accommodations. Statement made by a student right after the facility in Independence, KS. was built--"They say that is a great place--you get good food, exercise, don't have to work, T.V. etc."

10. Continue to support the programs that have been created at the Southeast Kansas Education Service Center that provide rehabilitation and treatment for those who are offenders and at risk youth. (See hand outs)

You may wish to visit with representatives of these programs. As Chris Smith, staff member at the Project Center recently stated, **"To be able to integrate our transitional services, we need advocates at the state level to push for a state wide vision for how we can, from border to border, consolidate our services and integrate our services for mental health, education, juvenile justice."**

The public school system is designed to teach all children. Because of the diversities of the student population, the schools are furiously working to meet this panorama of needs. In order to be proactive--to try to prevent students from "dropping out," and becoming juvenile offenders, schools have designed programs and hired additional staff to work with "willful" students.

For example, at Neodesha, the district strives for the most effective prevention programs, methods, and strategies that work with our students.

The district has:

1. Hired a school social worker
2. Has on staff an elementary school counselor, and a secondary school counselor

3. Receives services from the Tri-County Special Education Coop. The services provided are school psychologist, special education teachers, and paraprofessionals who provide support for academically and behaviorally at risk youth.

4. School representatives are members of The Wilson County Interagency Coalition (See brochure provided on that Agency.)

5. School team meetings are utilized to identify and meet the needs of students experiencing academic/behavioral problems. Student Improvement Plans are developed. Such plans include identifying intervention strategies to provide the students with every opportunity to succeed.

6. Inclusion (bringing special education students into the regular classroom) is being implemented.

7. Discipline strategies are designed for those students who can't follow the rules. Interesting to note that there are some parents who sabotage those strategies and support their children when rules are broken. It is difficult to convince parents that such behavior merely enables the child to continue breaking rules, which at times, leads to juvenile offenders.

8. We have designed an Outcomes Based Curriculum to meet the needs of students.

9. We have developed a Life Skills Curriculum that includes such concepts as decision-making, conflict management, goal-setting, stress reduction, how to be a better student, alcohol/drug education, refusal skills, career awareness and sex education.

10. We belong to the Southeast Kansas Education Service Center at Greenbush where teachers have the opportunity to keep updated in their field of study. This agency offers fantastic services.

11. We have re-designed our school day in order to provide additional opportunities for students to get assistance from classroom teachers.

12. We have provided an additional staff member to work with students "at risk."

13. We have a wonderful technology department that provides our students with experiences that allow them to increase their knowledge in the world of work.

14. Our school is updated in computer technology.

15. Another choice for students is a curriculum wherein the student can elect to incorporate in their education the building trades or community-based options. This type of curriculum allows the student to spend up to three hours a day learning a trade; experiencing the world of work.

16. At the last Board meeting, the Board approved a proposal with modifications for a partnership between Independence Community College and Neodesha High School. This relationship would provide community college courses during the school day through concurrent enrollment. Students enrolled in these courses could earn up to 24 hours of college credit while still in high school.

17. An apprenticeship program was presented to the Board. This program would provide students with the opportunity to work in area businesses and industries for paid apprenticeships. During the school year the apprentices would work three hours per day during the school day.

18. Recently, the Board discussed the Wilson County Alternative School Proposal. Final action on this item is expected at the March meeting. If it is approved, the alternative school would open in August of this year.

I have shared in this presentation my suggestions of how to deal with juvenile offenders, and how one school system supports programs to cut down the risk of students becoming juvenile offenders. I have been involved in education for twenty-one years, and it is a challenging but exciting occupation.

A reminder--we do have students who set goals, come to school eager to learn, who do consider the rights of others, and respect our laws.

**1993 - 1994 Neodesha High School
Special Needs Population Report**

In October, the jr high and high school counselors (Bobbie Katzer and Steve White) and the district vocational education director (Paul Martin) went through the class rosters to identify special needs students for federal and state vocational program reporting. The categories and guidelines for the categories are listed below.

Members of special needs populations include:

* **INDIVIDUALS WITH DISABILITIES** are those who have an individualized education program (IEP) on file.

* **DISADVANTAGED** refers to individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts, or who are identified as potential dropouts, from secondary school.

* **ACADEMICALLY DISADVANTAGED** individuals are those students who score at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fail to attain local minimum academic competencies.

* **ECONOMICALLY DISADVANTAGED** individuals are those who are eligible for free or reduced price lunches.

* **LIMITED ENGLISH PROFICIENCY (LEP)** students are members of a national origin minority and who do not speak and understand the English language in an instructional setting well enough to benefit from educational studies to the same extent as a student whose primary language is English. These students may include (1) individuals who were not born in the U.S. or whose native tongue is a language other than English, and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A student with limited English proficiency can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test.

* **INDIVIDUALS IN CORRECTIONAL INSTITUTIONS** have been charged with, or convicted of, any criminal offense, including a youth offender or a juvenile offender who resides in a correctional institution. Correctional institutions include prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

**1993 - 1994 NEODESHA HIGH SCHOOL SPECIAL NEEDS POPULATION
IDENTIFIED FROM THE ABOVE CRITERIA**

Grade	Total Enrollment	Special Needs Population	%
7th	77	41	53.2%
8th	70	35	50.0%
9th	63	33	52.3%
10th	49	31	63.3%
11th	51	22	43.2%
12th	56	23	41.1%
Total	366	185	50.5%

**SOUTHEAST KANSAS
EDUCATION SERVICE CENTER**
at Greenbush

PROGRAM NAME: Project Alternative

MISSION STATEMENT: *To assist students by modifying their behavior so they can become well adjusted and successful adults.*

DESCRIPTION:

A program for severely behavior disordered students which provides intensive programming and treatment that is child and family centered.

Students in grades five through twelve who can not be adequately served within home school programs are served at Project Alternative. Individual behavioral, social, and educational needs of the students are met through programs designed by teams consisting of special education teachers, special needs vocational teachers, psychologists, SRS workers, mental health workers, and court service workers.

Students in grades kindergarten through four are served through outreach teams that help to establish behavior programs within home schools.

Project Alternative is located in Parsons to provide a centralized location for the ANW, SEK, and Tri-County Special Education Cooperatives to access services.

**PROGRAM DIRECTOR
& STAFF**

Lorna Alexander
Director of Special Services

Pennie Province, Walter Boore,
Steve Conaway, Stacey Mayberry
Pat Sheern, and Dale Vining

In Parsons, (316) 421-6550.
Ext. 1842 or 1843
Fax (316) 421-4971

P O Box 189
Girard, KS 66743
Telephone (316) 724-6281
FAX (316) 724-6284

FUNDING: KSBE and Local/State Categorical Aid

AGENCIES INVOLVED:

USD 101 Erie, USD 235 Uniontown, USD 246 Arma, USD 247 Cherokee, USD 248 Girard, USD 249 Frontenac, USD 250 Pittsburg, USD 256 Moran, USD 257 Iola, USD 258 Humboldt, USD 366 Yates Center, USD 387 Altoona-Midway, USD 404 Riverton, USD 413 Chanute, USD 436 Caney, USD 445 Coffeyville, USD 446 Independence, USD 447 Cherryvale, USD 461 Neodesha, USD 479 Crest-Kincaid, USD 484 Fredonia, USD 493 Columbus, USD 499 Galena, USD 503 Parsons, USD 504 Oswego, USD 505 Chetopa, USD 506 Altamont, USD 508 Baxter Springs, ANW Special Ed. Cooperative, SEK Special Ed. Cooperative, Tri-County Special Ed. Cooperative

NUMBER: 31

08/17/94

House Education
Attachment 6
2-16-95

**SOUTHEAST KANSAS
EDUCATION SERVICE CENTER**
at Greenbush

PROGRAM NAME: Juvenile Detention Center

MISSION STATEMENT: *To provide adjudicated youth with access to continued educational opportunity.*

DESCRIPTION:

Beginning with the 1994-95 school year, comprehensive education services will be required for 14-16 FTE youth housed and maintained at the Juvenile Detention Center in Girard, Kansas. It is the responsibility of USD 248 to provide education services and they have contracted with the ESC to coordinate these services.

It is anticipated that there will be 14-16 youth at this facility at all times during the school year. Youth may stay for 10 to 90 days, unless determined otherwise by a court order. It is also anticipated that most youth will have been residents of Southeast Kansas.

The core curriculum areas and respective competencies will be adopted from the Lawrence Gardner High School curriculum for use in the JDC. Preparation for GED's will also be included in the course offerings. Use of technology will be an integral part of the program. Students will have access to equipment that will enhance their learning and also track and record their progress.

A full range of support services will be made available through the ESC. Students who need educational psychological testing, hearing, speech or vision screening will receive those services. Should other specialty support services be necessary, the ESC will secure services through consultation or subcontracts to meet each student's needs.

**PROGRAM DIRECTOR
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Bonnie Merritt

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FUNDING: KSBE and Local/State Categorical Aid

AGENCIES INVOLVED:
USD 248 Girard

NUMBER: 1

08/17/94

**SOUTHEAST KANSAS
EDUCATION SERVICE CENTER**
at Greenbush

PROGRAM NAME: Special Purpose Schools

MISSION STATEMENT: *Provide individualized education for institutionalized youth.*

DESCRIPTION:

The Southeast Kansas Education Service Center contracts with the SRS to provide services to school age students at Parsons State Hospital, Winfield State Hospital, Kansas Neurological Institute, Youth Center at Topeka and Department of Corrections Facilities in Kansas.

The ESC is responsible for employing all staff and operating an accredited school under Kansas statutes.

Funds to operate the school programs are provided by the state through the SRS, DOC, and KSBE.

The ESC receives an administrative fee to operate the schools.

**PROGRAM DIRECTOR
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FUNDING: SRS and KSBE/State Aid

AGENCIES INVOLVED:

Special Purpose Schools at: Parsons State Hospital and Training Center, Winfield State Hospital and Training Center, Kansas Neurological Institute, Youth Center at Topeka, and Correctional Facilities at El Dorado, Hutchinson, Lansing, Norton, Topeka and Winfield.

NUMBER: NA

08/17/94

**SOUTHEAST KANSAS
EDUCATION SERVICE CENTER**
at Greenbush

PROGRAM NAME: Project Centers

MISSION STATEMENT: *Increase student learning through interagency collaboration and comprehensive support services.*

DESCRIPTION:

The project will develop a model demonstration program that assists Haderlein Elementary School in Girard to become the center of the learning-working community. The model program will explore the development of multiple strategies for a collaborative interdisciplinary interagency process with local health, mental health, courts, child welfare, social services, business and other providers so that the school may more effectively impact the learning and life adjustment of the most difficult to educate students.

The model program will accomplish the following goals:

Overall Goal: In cooperation and collaboration with a Southeast Kansas community and with human development agencies which serve it, Project Centers will plan the development and implementation of a "full service school."

- 1) Through cooperation and collaboration with a Southeast Kansas community and the human development agencies which impact the community service catchment, Project Centers will work to refine and expand existing interagency processes and joint efforts.
- 2) Through cooperation and collaboration with a Southeast Kansas community and the human development agencies which impact the community service catchment, Project Centers will plan the development of a co-location facility for delivery of needed youth/family services.
- 3) Project Centers will support behavior disordered, other special education students, and high risk students to remain in their home school by providing needed services on campus.
- 4) Project Centers, in collaboration with identified schools, communities and human development agencies will articulate a common vision and common goals which maximize the educational and life opportunities for all students.

**PROGRAM DIRECTOR
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FUNDING: KSBE

AGENCIES INVOLVED:
USD 248 Girard and SEK Special Ed. Coop.

NUMBER: 2

08/17/94

House Education
Attachment 7
8-16-95

1 any manner so as to prevent any school employee from reporting criminal
2 acts to appropriate state and local law enforcement agencies;

3 (4) prepare and make available to pupils and their parents, to school
4 employees and, upon request, to others, a publication that contains at
5 least the following information: (A) The current school policy regarding
6 procedures for pupils, employees and others to report criminal acts oc-
7 ccurring at school, on school property, or at school supervised activities,
8 and the current school policy regarding procedures for disposing of or
9 responding to such reports; (B) the current school policy regarding se-
10 curity of and access to school buildings and other school facilities; (C) the
11 current school policy regarding school security officers and school law
12 enforcement officers including their jurisdiction, powers, duties and func-
13 tions and their working relationship with state and local law enforcement
14 agencies; (D) a description of programs designed to inform pupils and
15 employees about school safety and security procedures, to encourage pu-
16 pils and employees to be responsible for their own safety and security
17 and the safety and security of others, to inform pupils and employees
18 about crime prevention and crisis management; and (E) the current
19 school policy regarding the development and effectuation of a positive
20 school climate, utilization of conflict resolution principles at school, and
21 development and effectuation of strategies for diffusing potentially violent
22 situations; and

23 (5) ~~prepare an~~ annual school ~~crime~~ report on ~~a~~ form prescribed and
24 furnished by the state board ~~of education that contains~~ at least the fol-
25 lowing information: (A) The types and frequency of criminal acts disag-
26 gregated by occurrences at school, on school property and at school su-
27 pervised activities; (B) whether the acts were person or nonperson crimes;
28 (C) age and gender of each offender, whether the offender was a pupil
29 and, if a pupil, whether the offender attended the school where the crim-
30 inal act occurred or a different school, whether the offender was under
31 suspension, expulsion or exclusion from school at the time the criminal
32 act was committed, and whether the offender had been adjudicated a
33 juvenile offender under the Kansas juvenile code; (D) age and gender of
34 the victim of each crime, injuries suffered by the victim, whether the
35 victim was a pupil or a school employee, if a pupil, whether the victim
36 attended the school where the criminal act occurred or a different school,
37 and if a school employee, whether employed at the school where the
38 criminal act occurred or a different school, and in what capacity em-
39 ployed; (F) where, at what time, and under what circumstances the crim-
40 inal act occurred; (F) the cost of each criminal act to the victim and the
41 school; (G) the procedure utilized by the school in responding to each
42 criminal act.

43 (b) The publication required under subsection (a)(4) shall be pre-

include in the

required by the state board of education,

the

relating to school safety and security

1 pared and made available in each school year, commencing with the 1995-
 2 96 school year, and shall be updated annually. In order to comply with
 3 the provisions of this subsection, boards of education not having in effect
 4 the school policies specified in subsection (a)(4) on the effective date of
 5 this act shall adopt such policies as soon as possible after the effective
 6 date of this act.

7 (c) The ~~annual school crime~~ report required under subsection (a)(5)
 8 shall be prepared and submitted to the state board of education ~~on or~~
 9 ~~before June 30~~ in each school year. The state board of education, ~~in~~
 10 ~~consultation with the attorney general, shall prescribe the format of the~~
 11 ~~report. The state board of education~~ shall compile the reports and trans-
 12 mit the compilation to the governor, the legislature, the attorney general,
 13 the secretary of health and environment, and the secretary of social and
 14 rehabilitation services.

at a time to be determined and specified
 by the state board

15 Sec. 4. (a) Willful and knowing failure of a school employee to make
 16 a report required by subsection (a)(2) of section 3, and amendments
 17 thereto, is a class B nonperson misdemeanor. Preventing or interfering
 18 with, with the intent to prevent, the making of a report required by sub-
 19 section (a)(2) of section 3, and amendments thereto, is a class B nonper-
 20 son misdemeanor.

21 (b) Willful and knowing failure of a school safety officer to transmit
 22 reports made by school employees to the appropriate state or local law
 23 enforcement agency as required by subsection (a)(3) of section 3, and
 24 amendments thereto, is a class B nonperson misdemeanor. Preventing or
 25 interfering with, with the intent to prevent, the transmission of reports
 26 required by subsection (a)(3) of section 3, and amendments thereto, is a
 27 class B nonperson misdemeanor.

28 (c) No board of education shall terminate the employment of, or pre-
 29 vent or impair the profession of, or impose any other sanction on any
 30 school employee because the employee made an oral or written report
 31 to, or cooperated with an investigation by, a law enforcement agency
 32 relating to any criminal act that the employee knows has been committed
 33 or reasonably believes will be committed at school, on school property,
 34 or at a school supervised activity.

35 (d) Any board of education, and any member or employee thereof,
 36 participating without malice in the making of an oral or written report to
 37 a law enforcement agency relating to any criminal act that is known to
 38 have been committed or reasonably is believed will be committed at
 39 school, on school property, or at a school supervised activity shall have
 40 immunity from any civil liability that might otherwise be incurred or im-
 41 posed. Any such participant shall have the same immunity with respect
 42 to participation in any judicial proceedings resulting from the report.