

Approved: \_\_\_\_\_

Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on January 23, 1997 in Room 123-S of the Capitol.

All members were present except: Senator Jones

Committee staff present: Ben Barrett, Legislative Research Department  
Carolyn Rampey, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Bob Vancrum, Blue Valley Schools  
Mark Tallman, Kansas Association of School Boards  
Gerald Henderson, United School Administrators  
Sue Chase, Kansas-National Education Administration  
Helen Stephens, Kansas Sheriffs Association

Others attending: See attached list

Chairperson Lawrence called the meeting to order and called on Senator Salmans, who was present to introduce a bill on special education services and the termination of agreements entered into by school districts for the provision of such services.

Senator Emert moved to introduce the bill. Senator Bleeker gave a second to the motion.  
The motion carried.

Bob Vancrum, Blue Valley Schools was present to add information for the Committee on federal impact aid. He stated that currently, the state is not in compliance with federal impact aid because Olathe and Blue Valley have taken advantage of the appeal to the State Board of Tax Appeals for excess costs associated with the opening of new buildings. If the non-compliance is not addressed, Kansas will likely lose \$8 million of impact aid. (Attachment 1)

Mr. Vancrum gave various solutions to the situation and introduced a bill that will affect the amount of school facilities weighting to be allowed in the 1996-97 school year and thereafter.

Senator Emert moved the bill introduction. Senator Downey gave a second to the motion.  
The motion carried.

Chairperson Lawrence called on Ben Barrett, Legislative Research Department, to continue with the staff review of the Special Committee on School Finance. Mr. Barrett focused on Local Option Budget issues, giving the interim recommendations, background and current law.

Chairperson Lawrence thanked Mr. Barrett for the overview and turned the Committee's attention to SB 36--duration of short-term suspensions. She called on Mark Tallman, KASB, a proponent of the bill.

Mr. Tallman gave two reasons why this legislation would be beneficial to Kansas students. First, it would allow school personnel more flexibility in dealing with dangerous or disruptive students. This, in turn, will help achieve safer and more orderly schools. Second, the bill will help those students who face suspension by providing a "middle ground" between the short-term suspension and long-term suspension. Mr. Tallman ended his testimony by urging the Committee's favorable consideration of the bill. (Attachment 2)

Gerald Henderson, United School Administrators of Kansas, spoke as a proponent of the bill and stated that USA supports the change in statute which will bring Kansas in line with federal guidelines. He assured the Committee that except for extraordinary circumstances, students are suspended from school only after other attempts to solve their behavioral problems have failed. (Attachment 3)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 9:00 a.m. on January 23, 1997.

Written testimony in support of **SB 36** was submitted by Jacque Oakes, representing Schools for Quality Education. (Attachment 4)

Sue Chase, Kansas National Education Association, spoke as a neutral conferee. The concern expressed was what type educational alternative would be provided for the student during the term of suspension. (Attachment 5)

Helen Stephens, Kansas Sheriffs Association, spoke of the problem some students get into with the law during long term suspensions. The law enforcement community would like to begin taking an active role in looking at alternative schools. She spoke of a small school that has been started in a sheriff's office where suspended students have to go for a certain time each day. After several further comments, Ms. Stephens ended her testimony by stating that it is time that those concerned with education, law enforcement, and the Legislature in general address the idea of alternative education for these types of students. Written testimony will be provided at a later date for distribution to the Committee.

David DePew, an observer at the meeting, stated that there had been a state-wide education summit in Hutchinson in November. The report will be ready in the next few days. He will see that the Committee gets a copy of the report.

The Chairperson asked for action on the January 21 minutes.

Senator Langworthy moved approval of the January 21 minutes. Senator Umbarger gave a second to the motion. The motion carried.

The meeting was adjourned.

The next meeting is scheduled for January 27, 1997.

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: January 23, 1997

NAME	REPRESENTING
Sue Chase	KNEA
Mark Callman	KASB
Gerald Henderson	USA of KS
Helen Stephens	KPOA
Jacque Oaks	SQE
Bob Vancura	Blue Valley USD 229
Robin Lehman	Olatche USD 233
Pat Lehman	Olatche USD 233
Tim Potter	Nichita Eagle
Monica Neff	PPK
Grant Denny	Sen. Goodwin's Office
Danielle Hise	Governor's Office
Ken Behr	Keys USD 489
Rosilyn James-Martin	SRS-Children/Family Services
Pat Beason	Parsons, KS
Debbie Lamb	Parsons, KS
Carolyn T. Totten	Senate Major, Leader's Office
Janice Forbes	Parsons, KS
Robert Bartelli	Parsons

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: January 23, 1999

NAME	REPRESENTING
Marie Moore	Parsons, KS.
Jim Irwin	Parsons, KS
Dale Debus	KS Council on Voc Ed
Bartholomew J. Keller	LWVK

January 21, 1997

TO: Senate Education Committee  
FROM: Blue Valley Schools and Bob Vancrum

### School Finance Issue - Federal Impact Aid - Public Law 874

The State of Kansas treats federal impact aid as a deduction in the computation of the State School District Finance formula. Simply stated, districts which generate federal impact aid, such as Derby and Junction City, do not receive an additional spending authority. These districts are treated like all other districts in the State School District Finance formula. Therefore, the state treats the federal impact aid as local effort which has the effect of reducing state aid.

The Federal Department of Education regulations set certain strict tests regarding variances in budget per pupil allowed among various individual school districts under a state formula such as exists in Kansas. Currently, our state is not in compliance with federal guidelines, because Olathe and Blue Valley have taken advantage of the appeal to the State Board of Tax Appeal for excess costs associated with opening new buildings. If this non-compliance is not addressed, the State will likely lose the \$8 million of impact aid.

Various solutions are possible for this situation as follows:

- ♦ Discontinue deducting federal impact aid in computing general state aid. This solution would require approximately 8 million more state dollars in the school aid formula.
- ♦ Eliminate entirely the additional opening of new schools budget authority which means a loss of approximately \$4 million in budget authority to Blue Valley and about \$1 million to Olathe Schools.
- ♦ Slightly increase the new facilities weighting factor within the current school finance formula. This would remove the budget authority generated by the Olathe BOTA appeal and would allow Blue Valley's to continue. This solution requires approximately \$3 million in new state aid for several rapidly growing districts.

The last solution is obviously preferable for Blue Valley. It maintains our ability to appeal for excess costs associated with opening schools prior to their student populations' supporting all of the associated overhead costs. Without such ability, mobile villages would be typical at all Blue Valley schools and buildings could not be opened until they could be filled to a reasonable extent to support the additional staffing and other overhead such as supplies, materials and utilities.

Blue Valley has experienced extraordinary growth for the last decade. With the announcement of the Sprint campus and other known economic factors, this extraordinary growth is likely to continue into the foreseeable future. It is imperative that the Blue Valley School District maintain its ability to address continuing enrollment pressure through the construction, staffing and maintenance of new schools in growing neighborhoods. The state's response to this dilemma associated with Public Law 874 in the distribution of federal impact aid is critical to our ability to maintain current practices in the Blue Valley School District and ultimately our ability to maintain a quality educational program for all students.

*Senate Education*  
January 9, 1997  
97PL874.doc  
1-23-97  
Attachment 1

# Sprint Campus: It's a Go

Plans filed for massive 12,000-worker office park in southern Overland Park

By Phil LaCerte  
Sun Staff Writer



The new year dawned in Overland Park with a potential economic bang unparalleled in the city's history.

Sprint on Monday filed revised plans for what promises to be the largest office project ever in Kansas, a worldwide headquarters that ultimately would employ more than 12,000 workers.

The 247-acre, 21-building complex, if approved, would be between Lamar and Metcalf avenues and 115th and 119th streets, just east of the Overland Park International Trade Center, formerly known as the Kansas City Merchandise Mart.

Construction on the first phase of the project could begin in 1997 if city approval and private financing falls into place, and completion could come within a decade, possibly within six or seven years, Sprint officials said.

With 3.8 million square feet, the Sprint headquarters would have more than twice the office space of Corporate Woods Office Park, which boasts 1.7 million square feet in 20 buildings, with another million square feet zoned but not developed.

City and chamber of commerce officials were ecstatic that the telecommunications giant appeared poised to proceed with the headquarters project.

"The implications," said Chamber President Mary Birch, "are profound."

Besides the 11,000 existing jobs that would be retained, thousands more would be created both by Sprint and by spin-off companies that spring up to service the campus. The project would mean millions in tax revenues for the local and state economy. Overland Park, for example, would see its tax

base expanded by \$500,000 a year, even during the 10 years in which 50 percent property tax abatements have been granted.

A 1990 study by the Johnson County Economic Research Institute outlined other economic benefits: Household incomes would increase; thousands of temporary construction jobs would be created; and hotels, restaurants, and retail and wholesale establishments would enjoy a boon.

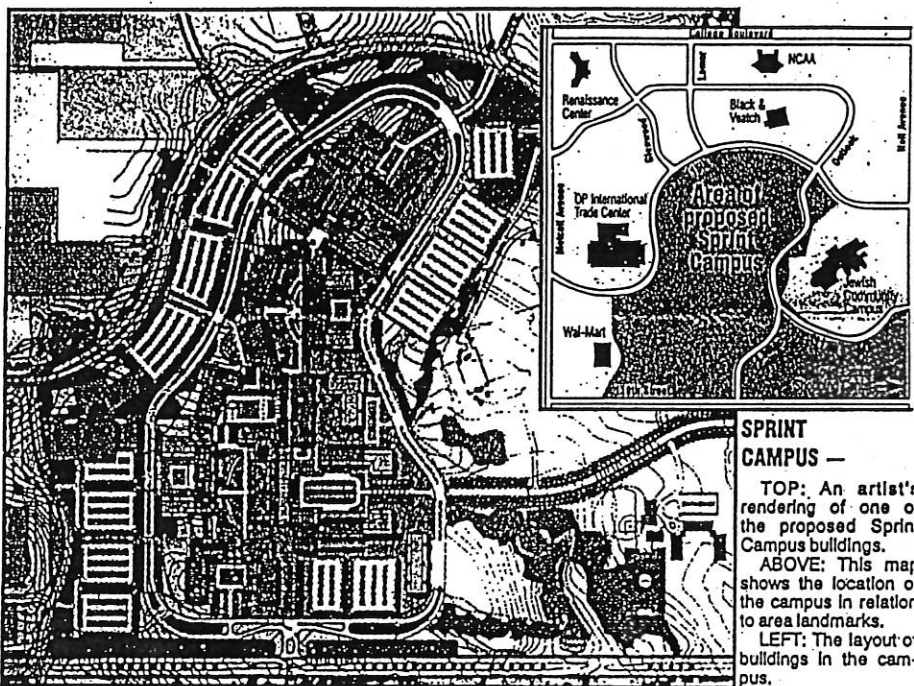
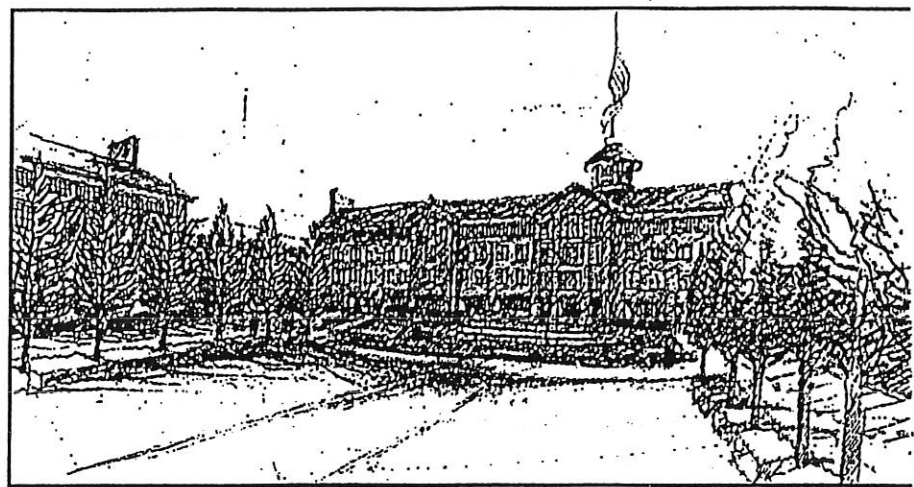
Sprint officials said the time was ripe to proceed, given escalating office lease rates. Currently, the firm's 11,000 metropolitan area employees are scattered in 54 buildings on both sides of the state line, mostly in leased buildings.

"As the office market has tightened, it has become more economically advantageous to build the campus," said Bill White, vice president of corporate communications. "And, from a business standpoint, it's a lot more beneficial to have our employees together in one location. Now, they're doing a lot of communicating by cellular phone while driving between our buildings."

The company's current world headquarters is in Westwood in northeast Johnson County. Sprint officials have made no decisions at this time regarding any changes for that facility.

Sprint officials said the revised campus plan was an improvement over the plan approved by the City Council in 1991. The project's 21 red brick

See SPRINT, Page 2



**SPRINT CAMPUS —**  
TOP: An artist's rendering of one of the proposed Sprint Campus buildings.  
ABOVE: This map shows the location of the campus in relation to area landmarks.  
LEFT: The layout of buildings in the campus.

## Campus' impact goes far beyond OP

By Phil LaCerte  
Sun Staff Writer

Sprint's decision to proceed with a \$400 million worldwide headquarters in Overland Park is more than a triumph for that city: It's a feather in the cap for the county, the state and the metropolitan area.

"It's incredibly good news," said Lt. Gov. Gary Sherrer, who also serves as Kansas' Secretary of Commerce. "Just put aside all the economic numbers, all the increases in employment and household income, and consider that a world-class, international-



Mitchelson      Ellert      Birch      Vogt

ly known company has chosen Kansas for its world headquarters. That's an honor." And it's an honor that can be

put to good use, Sherrer said. "You can put out all the glossy brochures you want saying what a wonderful state you

are, but putting Boeing and Sprint into the same sentence as your state's two largest employers is very, very persuasive," Sherrer said. "Attracting those kinds of businesses is very helpful in our recruitment efforts."  
City and local economic development officials agreed. "The impact of this goes way beyond Overland Park," said Charley Vogt, executive director of the Shawnee Area Chamber of Commerce. "There will be spin-off effects in Shawnee, throughout the county and

See REACTION, Page 2

# REACTION

From Page 1

throughout the metropolitan area."

Vogt agreed that Sprint's presence in Johnson County was a good sales tool for business recruiters.

"Using Sprint's image and reputation as a selling point for the Kansas City area gives us greater credibility," Vogt said.

Vogt congratulated the Overland Park City Council for its decision in 1991 to grant property tax abatements to Sprint, a departure from the city's traditional practice.

"If there was ever a time to use abatements and to use them wisely, this was it," Vogt said. "A healthy Sprint means healthy supporting industries."

Certainly, Overland Park Mayor Ed Eilert, Chamber President Mary Birch, and Lynn

Mitchelson, who chaired the chamber when it crafted an incentives package, have no second thoughts about the abatements.

"They could have chosen to go anywhere," Birch said. "Keeping Sprint as a corporate citizen here and having it grow on a campus they own is one of the most exciting things that could have happened in this community."

Added Mitchelson: "It was a good decision then, and it's still a good decision. We not only retained a company, we retained an industry that is dynamic. The impact on real estate values, on household incomes, and on the tax base will be incredible."

Eilert pointed out that, even with abatements, the presence of Sprint would increase the tax base by \$6.5 million a year.

"The payback will be many times over the abatement," Eilert said.

# SPRINT

From Page 1

buildings, none to be higher than five stories, have been clustered nearer the center of the 247-acre tract, and are surrounded by green space.

"This campus will look very collegial," White said. "It will not be towers of power. And, with 60 percent of the site devoted to green space, it won't look like an asphalt jungle."

Added Overland Park Mayor

Ed Eilert: "In both aesthetics and functionality, this is a superior plan."

Sprint employees at the campus would be able to avail themselves of on-campus services, amenities such as barbershops, restaurants and shopping. Having those services inside the campus could limit the traffic congestion that thousands of workers could represent, Eilert said.

The new Sprint plan is scheduled for review by the Planning Commission on Monday, Jan. 27.

Growth Strategies for Companies on the Move

# EXPANSION MANAGEMENT

September-October 1996

## Guaranteed Graduates!

### 1996 Education Quotient

Which public schools are  
adequately preparing your  
future work force ... and  
which ones aren't

PAGE 67

Texas targets industry ...  
All of them

PAGE 104

U.S. food industry spends  
\$19 billion annually on new  
facilities and equipment

PAGE 14



The "Do's and Don'ts" of  
international site location

PAGE 27



Paige Harris, a senior at  
Gold Medal-rated Franklin  
High School in Franklin, TN, is  
No. 1 in her class of 400 students.



What's new with Germany's flourishing medical technology industry? — PAGE 49

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# EQ '96

# Guaranteed Graduates

**Hire a graduate, get a warranty!**

By Ladene Morton, EQ Research Director  
and Jack R. Wimer, Editor

**G**uaranteed Graduates. It's more than just a term that trips lightly off the tongue. It's a new attitude in public education, bucking the popular trends in education circles while fitting right in with manufacturing and service industry trends.

The attitude goes like this: "If we don't get it right the first time, we'll do it over."

As far as *Expansion Management* can discern, the term Guaranteed Graduates was first used officially in the small community of Plainfield, Ind. Since then the term, the process and the attitude have begun to spread. Cities and states, and their politicians are talking about making students who are making the grade.

If you hire a graduate of the Plainfield Community School Corp., the district guarantees that the student:

*"... will possess the appropriate math, reading and communication skills necessary to perform the job for which he or she has been employed. If not, the school corporation will provide instruction and remediation in the deficient area at no cost to the employer or the graduate."*

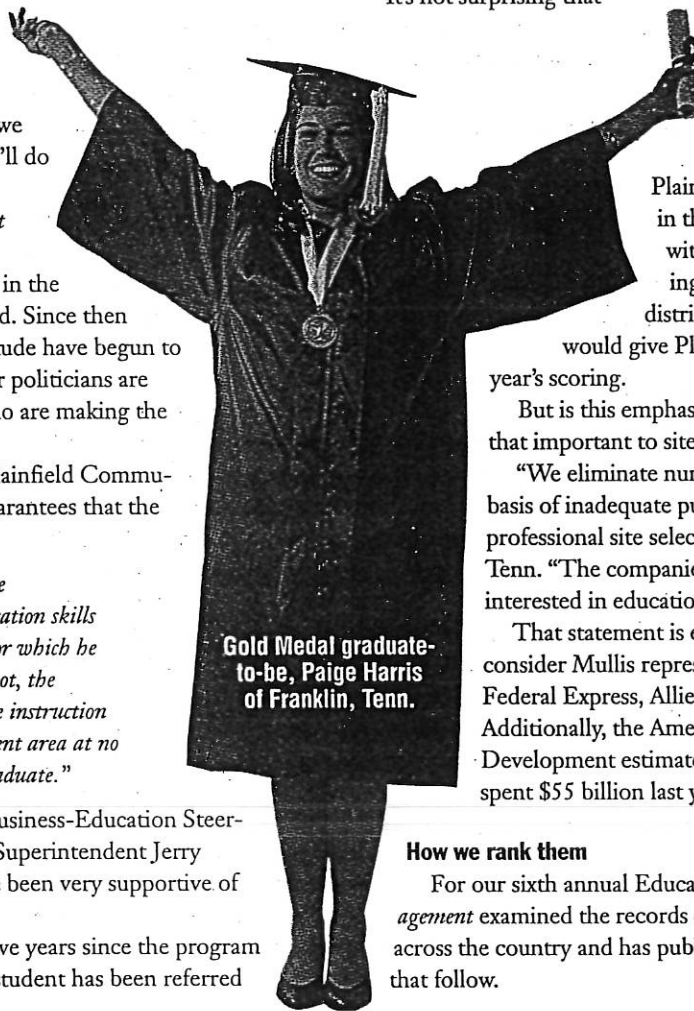
"This need came out of our Business-Education Steering Committee," said Plainfield Superintendent Jerry Holifield. "Local businesses have been very supportive of this initiative."

Holifield reports that in the five years since the program was first conceived, not a single student has been referred

back to the school for additional training.

"I wish we did have some come back," Holifield said. "It would send a good message to the other students."

It's not surprising that



**Gold Medal graduate-to-be, Paige Harris of Franklin, Tenn.**

Plainfield isn't getting any warranty returns. When we evaluated the school system a year ago in a special project for PSI Energy, Plainfield scored an impressive 130 in the graduate outcome score, with an overall EQ of 115.4, making it the fifth highest scoring district in Indiana. Those scores

would give Plainfield a Blue Ribbon in this year's scoring.

But is this emphasis on education quality really that important to site locators?

"We eliminate numerous communities on the basis of inadequate public education systems," says professional site selector J.M. Mullis of Collierville, Tenn. "The companies we represent are extremely interested in education."

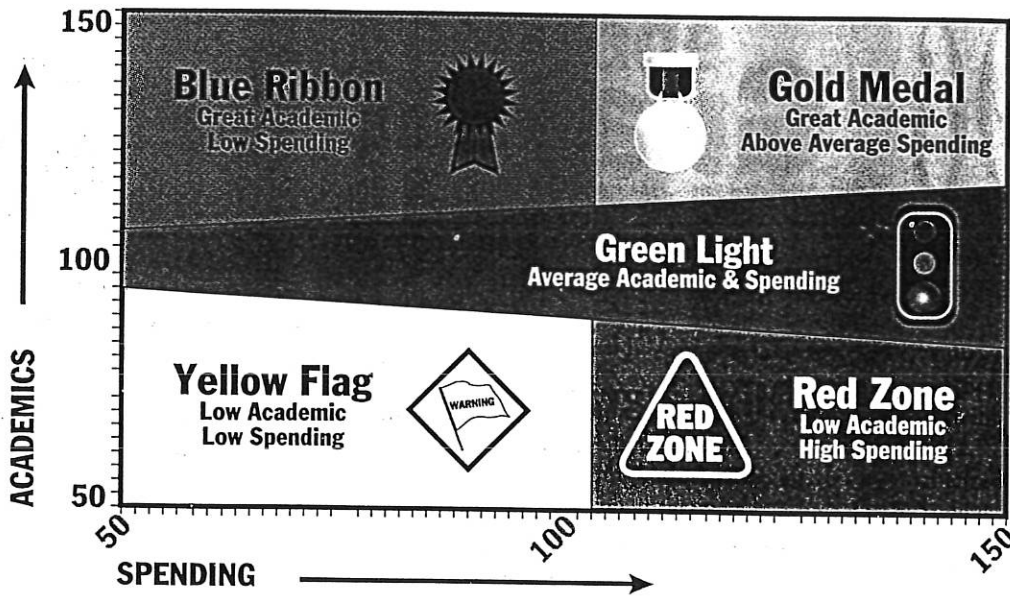
That statement is even more potent when you consider Mullis represents such giants as Boeing, Federal Express, Allied Signal and Harley-Davidson. Additionally, the American Society for Training and Development estimates that businesses in the U.S. spent \$55 billion last year on training.

**How we rank them**

For our sixth annual Education Quotient, *Expansion Management* examined the records of 770 school districts from across the country and has published the ratings in the tables that follow.

1-5

## The EQ Price-Performance Chart



have simplified the interpretation of our scoring system by assigning color-coded descriptors to districts based on where they fall on our price-performance chart. (See graphic on this page.)

**Gold Medal** districts are those that score well above the national average in academics and community educational attainment, and whose spending is also well above the national average. Much like an expensive car, these are districts that one would expect to be competent and comfortable due to their price.

**Blue Ribbon** districts are those that score just as well — and sometimes better — than the Gold Medal districts, but

What we found were school districts that score academically far beyond their financial means, districts that spend a great deal of money and achieve very poor results, and, mostly, those that fall in the middle ground.

This year, continuing a popular feature we started in 1995, we

do so while spending at or below the national average on a per pupil basis, adjusted for regional cost of living differences, of course. These districts are much like a “Consumer Reports Best Buy” offering superior performance at an attractive price.



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### Top 15 Districts Academically

RANK	STATE	DISTRICT	GRADUATE OUTCOME
1	KS	Blue Valley	149.03
2	TN	Oak Ridge	147.67
3	WI	Eau Claire	146.24
4	CA	San Marino	146.05
5	MN	Wayzata	145.60
6	IA	Ames	145.21
7 (tie)	IA	Iowa City	145.14
7 (tie)	MN	St. Cloud	145.14
9 (tie)	IL	Highland Park	144.49
9 (tie)	KS	Olathe	144.49
9 (tie)	NY	Syosset	144.49
12	IL	Naperville	144.30
13	MN	Rochester	144.04
14	IL	Schaumburg	143.26
15	IL	Arlington Heights	142.88

**Green Light** districts (our “average” category, which was known last year as “in the black”) are districts that fall in the middle of the price-performance matrix, excelling neither in spectacular test scores nor in spending on salaries and instruction. Also, these are schools where no performance measurement falls far enough to knock them into the less desirable corners of

1-6

our performance box. True to form, over half of the schools we researched ended up in the Green Light category.

**Yellow Flag** districts are those that do not achieve much in the way of academic performance. Generally, these districts would not be expected to achieve much, since their spending is also well below the national norm. Their community scores (this category measures how much school the general population finished and how

affluent local families are) are also usually on the mid to low end of the spectrum. To continue the automotive metaphor, these districts constitute the Volkswagen Beetle group: Not much performance, but you didn't pay much for it.

**Red Zone** districts are those that spend a lot of money, yet get poor academic results. It seems that each of these districts has its own special story of why things are just not working as well as in

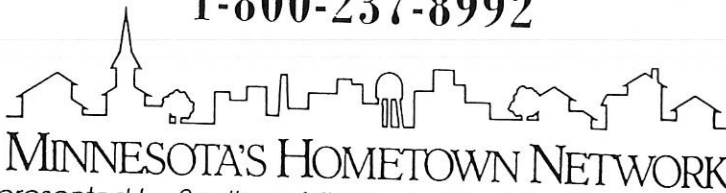
other districts. The common thread in these stories seems to be a combination of politics and demographics. Most of them are in cities and often fall within areas that have low community scores.

Out of the 770 districts we examined, we found 81 Districts that earned a Gold Medal designation, 152 that earned a Blue Ribbon, 388 Green Light districts, 102 Yellow Flag districts and 43 that fell into the Red Zone.



**“Tell them to call Minnesota,  
Mr. President”**

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**MINNESOTA'S HOMETOWN NETWORK**

*Represented by Southern Minnesota Municipal Power Agency*

*500 First Avenue S.W., Rochester, MN 55902-3303*

**Overall EQ Performance**

RANK	STATE	DISTRICT	EQ RATING
1	NY	Syosset	143.8
2	NY	Garden City	143.4
3	IL	Schaumburg	140.1
4	IL	Arlington Hgts.	139.4
5	CT	Greenwich	139.1
6	WI	Madison	137.9
7	IL	Evanston	137.2
8	CT	Westport	136.9
9	PA	Mt. Lebanon	136.7
10	CT	Ridgefield	136.6
11	MI	Birmingham	136.3
12	PA	Upper St. Clair	136.0
13	TN	Oak Ridge	135.3
14	PA	Tredyffin	134.6
15	MI	Novi	134.2

The EQ is a scanning device a site selector can use to assess the public education infrastructure in a community. On a 50 to 150 scale, with 100 being average, it provides a capsule summary of how a school district stands on a continuum of all U.S. school districts of 450 students or more.

**The Indexes**

The EQ score itself is an average of the other scores, and thus is of limited value unless you also know the three scores that are used to produce this average. These are the Community Index, the Resource Index and the Graduate Outcome Index. Each index works just like the EQ itself, with possible scores ranging from 50 to 150. A score of 100 is designed to fall right at the median or national norm.

**The Community Index.** This test (composed of community education attainment and income levels) measures

Indicate information number 92

1-7

the level of education and level of affluence found in the district. It is designed to provide some insight into the environment offered to students for learning.

**The Resource Index.** This test (composed of per pupil expenditures, teacher salaries and student-teacher ratios) measures the relative investment being made by the patrons of the district. In manufacturing terms, it can be seen as the input

or "value added" designed to produce higher quality and more useful students.

**The Graduate Outcome Index.** This index (composed of graduation rates and college board scores) measures the relative performance of the graduates of a district. While not a perfect measurement, it is how our society tends to gauge the final product of the education process. **EM**

## Work Keys Works!

Omaha, Neb., has begun an innovative program that bridges school and work to connect real life job skills with public education.

The program is called Work Keys. It began in April 1994 as a three-year collaboration between Omaha World-Herald Foundation, Omaha Public Schools, the Chamber of Commerce (OMAHA 2000), and American College Testing (ACT).

Work Keys, developed by ACT — one of the nation's leading developers of standardized assessment tools — presents a unique structure that identifies generic workplace skills, as well as a means of documenting and improving individuals' proficiency in those areas.

Essentially, Work Keys does for employers what the ACT does for colleges: it provides a snapshot of a person's proficiency in a specific job. It gives employers a guide for hiring and training their employees.

Jack Trindle, Director of Human Resources of Airlite Plastics in Omaha, believes that Work Keys is the "sensible way to develop workers and prepare students."

Susan Ogborn, the manager of education initiative for the Omaha Chamber of Commerce, says that Work Keys also becomes a diagnostic tool for students. It allows them to identify their strengths and weaknesses, and to revise class and study plans before, rather than after, graduation.

Employers and community colleges in Tennessee, Ohio, Mississippi and other states have used the Work Keys assessment to screen and place workers in jobs, but Omaha was first to use Work Keys in public high schools.

Hattiesburg, Miss., for example, used the Work Keys program to screen over 1,200 potential employees for the recently located Sunbeam/Oster appliance plant, and reports good success.

"We found that Work Keys actually performed quite well," said David Rumbarger, president of the Hattiesburg Area Development Council. "We were excited about it and Sunbeam was pleased as well."

— Linda Kostner

# CLASS ACT



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We're Building a future for your family. And your business.  
**BROWARD COUNTY, FLORIDA**

Indicate information number 4



TO: Senate Committee on Education  
FROM: Mark Tallman, Director of Governmental Relations  
DATE: January 23, 1997

**RE: Testimony on S.B. 36 - Short Term Student Suspensions**

Madam Chair, Members of the Committee:

Thank you for the opportunity to appear today as a proponent of S.B. 36, concerning short-term suspensions from school. We believe this legislation will benefit the students of Kansas in two significant ways.

First, it would allow school personnel more flexibility in dealing with dangerous or disruptive students in the classroom, helping to achieve safer, more orderly schools. We believe growing numbers of students, parents and teachers are concerned about that small minority of youngsters who hinder the educational experience of others. The rights of those students who come to school ready to learn, willing to work and follow the rules must not always be subordinate to rights of students with behavior problems. Children with such problems may need punishment, discipline or special services. We trust the professional educators in our public schools to make appropriate choices. This bill would also allow a longer short term suspension without formal, legalistic hearing requirements of a long term suspension.

Second, we believe that this bill will help students who face suspension. Most short term suspensions are probably 3-5 days, while long term suspensions often run until the end of the semester or up to 90 days. This bill would provide a "middle ground" for school officials who believe five days is not long enough.

Furthermore, by lengthening the maximum short-term suspension from five to ten school days, Kansas would be consistent with federal special education law, which allows for ten day suspensions.

This provision was contained in S.B. 1, which passed this committee and the Senate in the 1995 session. It was removed by the House Education Committee and ultimately lost in conference committee. We hope you will make another effort to enact this change.

We urge your favorable consideration of this bill.

*Senate Education  
1-23-97  
Attachment 2*



## SB 36

Testimony presented before the Senate Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas  
January 23, 1997

Madam Chairman and members of the Committee:

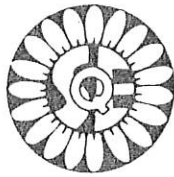
United School Administrators of Kansas supports the change in statute which will bring Kansas in line with federal guidelines for the maximum length for short-term suspensions. We would point out to the committee that nothing in this bill will likely change the fact that most short term suspensions are for less than the current five day maximum. In addition, I can assure the committee that except for extraordinary circumstances, students are suspended from school only after other attempts to solve behavior problems have failed.

I would also point out that this change in the law affects neither the due process rights of the student nor the necessity for prompt notification of parents. Again, rare indeed is the circumstance when a suspension notice is the first communication received by parents concerning a particular problem.

We urge the committee to report **SB 36** favorably.

LEG/SB36

*Senate Education  
1-23-97  
Attachment 3*



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## Schools for Quality Education

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

January 23, 1997

TO: SENATE EDUCATION COMMITTEE

SUBJECT: CONCERNING SCHOOL DISTRICTS: RELATING TO THE  
DURATION OF SHORT TERM SUSPENSIONS OF PUPILS  
FROM SCHOOL-SB 36

FROM: SCHOOLS FOR QUALITY EDUCATION

Madam Chair and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education, an organization of 111 small school districts.

We submit written testimony in favor of SB 36 which would extend short term suspension from 5 days to 10 days.

School superintendents and boards take very seriously a suspension of a student in their district. An extension to 10 days for short term suspension would allow more consideration to assure a decision that is best for the student. It often takes time to make certain of the facts surrounding the pupil's problem.

This is particularly true in a special education case. Five days does not allow enough time for a team to get together, possibly rewrite the IEP, and find an alternative placement.

Please give SB 36 your favorable consideration.

*Senate Education  
1-23-97  
Attachment 4*

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**"Rural is Quality"**

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

Susan Chase Testimony Before  
Senate Education Committee  
Thursday, January 23, 1997

Thank you Madam Chair and members of the committee for the opportunity to offer comments on SB 36. I am Susan Chase and I represent the Kansas National Education Association.

Whenever a bill affecting education comes up for a hearing, the bill is discussed by the lobby team for KNEA. The KNEA Lobby Team, composed of various staff and teacher leaders, decides our position on the piece of legislation, whether we should testify, and the reasons for our position. These decisions are based on positions and issue statements that are adopted by KNEA and NEA Representative Assemblies and the expertise and knowledge of the lobby team.

When SB 36 was discussed, the concern that continued to surface is what effect the suspension would have on the student. The team decided what was more important than the length of the suspension was what education alternatives would be provided for that student during the term of the suspension. A student who has exhibited behavior that would result in a short-term suspension is probably already at risk for failure. Suspending that student for a period of time in excess of a week with no other education alternatives provided will almost assure their failure.

Most school districts and educators are trying to address the problem of educational alternatives, but with limited resources most of those are not satisfied with what they are able to offer. KNEA believes we need to provide incentives, support, and recognition to those districts that are working to develop and implement good alternatives for students who are not being successful in the regular classroom.

KNEA is concerned about this issue and stands ready to assist this committee in trying to address the problem. Thank you for listening to our concerns.

*Senate Education  
1-23-97  
Attachment 5*