

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Senator Dwayne Umbarger at 1:20 p.m. on January 30, 2001 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Carolyn Rampey, Legislative Research
Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes
Judy Steinlicht, Secretary

Conferees appearing before the committee: Sheila Frahm, Executive Director, KACCT
Dale Dennis, Deputy Commissioner of Education
Dr. Alexa Pochowski

Others attending: See attached list

Chairman Umbarger introduced Sheila Frahm, Executive Director, Kansas Association of Community College Trustees (KACCT). Sheila distributed the "Black Book" which is a collection of materials from many different sources. The KACCT put the book together because there have been a number of new trustees and presidents coming into the state and for the legislators. It is a way to put everything together in one place so that they can refer to it quickly. The information answers some questions and raises others. Sheila pointed out pages that she felt would be of interest and assistance. Sheila also provided a brochure outlining future initiatives. The brochure points out initiatives that will be addressed during 2001-2003. These initiatives include partnerships, funding, statewide impact and support, legislation and policies and accountability.

Chairman Umbarger recognized and welcomed the many visitors from Farm Bureau visiting the committee today.

Chairman Umbarger introduced Dale Dennis, Deputy Commissioner of Education, who gave a presentation on special education funding. The figures were put together by budget, research, and the State Board of Education. (Attachment 1)

Dale Dennis introduced Dr. Alexa Pochowski, who gave a presentation on the change in special education and why the cost continues to rise. She explained the charts in (Attachment 2) and her comments are summarized in (Attachment 3).

During committee discussion, it was asked about what options the districts have for what they provide. Alexa stated that the law states the school must provide an appropriate education for a child. The costs vary per child depending on the disability of the child. There are no options under the law. The education must be provided. Committee discussion showed that many of the special education students came from the state hospitals and the funding that they received there stayed with the hospitals and was not transferred to the school along with the student. The federal law provides educational opportunities to age 21 to special ed students and regular education to the age of 18. Alexa did not have the percentage of special education students that stay in the school system until 21, but it is mostly the profoundly challenged which is a higher cost.

Chairman Umbarger adjourned the meeting. The next meeting is scheduled for January 31, 2001 at the regular time.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE - 1-30-01

<u>NAME</u>	<u>REPRESENTING</u>
Jeff Brumpton	Montgomery Co F.B.
Bobby Zuechting	Marion Co FB
Don Zuechting	" " "
Tom Robison	Labette Co FB
Caleb Phillips	KFB
Eric Lomas	Labette Co F.B.
Jessica McKee	Labette County F.B.
Kayla Johnston	Labette County F.B.
Anne Peterson	Labette County FB
Kim Mattox	Labette County FB
Hail Banzet	Labette Co. FB
Ardis Romine	KFB
David Romine	KFB
Jamie McKingie	Labette County F.B.
Heather Reeves	Labette County F.B.
Samantha Walmoth	Labette County F.B.
Leslie Myers	Labette County F.B.
Dan Peterson	Labette County F.B.
Eric Wimmer	SEN. UMBARGER
Mike Meyer	KFB
Charles Stob	Ellis Co. F.B.
Riz Hendricks	Ellis Co F.B.
Jan Koehn	Osage County - Kansas Farm Bureau

Wanda Kinney
 Sylvia Mai
 Ryan & Amy Hobbie

Washington County Farm Bureau
 Johnson County Farm Bureau

STATE DEPARTMENT OF EDUCATION
 PRESENTATION ON
 SPECIAL EDUCATION FUNDING
 TO
 SENATE EDUCATION COMMITTEE
 JANUARY 30, 2001

TABLE OF CONTENTS

	PAGE
Estimated Special Education Excess Costs -- FY 2002	1
Form 118 -- 2000-01 Estimated Special Education Revenue General Aid--Special Education Fund	2
Special Education Catastrophic State Aid Calculation	3
Special Education Sources of Revenue Example	4
Special Education Expenditures Example	5
Selected Information on Special Education Expenditures FY 1983 -- Estimated FY 2002	9

*Senate Education
 1-30-01
 Attachment 1*

NOV. 16, 2000 CONSENSUS EST. REVISED DEC. 19, 2000 TO ACCOUNT FOR INCREASED FY 2002 FEDERAL FUNDS.
ESTIMATED SPECIAL EDUCATION EXCESS COSTS--FY 2002

FY 2000 ACTUAL EXPENDITURES			\$443,315,525
FY 2001 ESTIMATE			
FY 2000 Actual			\$443,315,525
Percent Inc. (based on teacher salary increase avg.)	3.50%		15,516,043
Added Teachers No./Amt.	425	\$45,700	19,422,500
EST. TOTAL FY 2001 EXPENDITURES			\$478,254,068

FY 2002 PROJECTION--SPECIAL EDUCATION EXPENDITURES AND EXCESS COSTS BASED ON CURRENT LAW

Est. FY 2001 Costs			\$478,254,068
Percent Inc. (based on teacher salary increase avg.)	2.75%		13,151,987
Added Tchrs. No./Amt.	425	\$46,957	19,956,725
PROJECTED FY 2002 TOTAL BUDGETED EXPENDITURES			\$511,362,780

EXCESS COST COMPUTATION

Projected Budgeted Expenditures			\$511,362,780
Add: Unbudgeted Medicaid Expenditures			\$4,000,000
Projected Total Expenditures			\$515,362,780

Less: Avg. Per Pupil Cost of Regular Ed. (\$5,519)*			
times 25,400 FTE Special Ed. Pupils			
(except SRS residents):	25,400	\$140,182,600	140,182,600
Less: Fed. Aid from State Dept. of Ed.			55,300,000 **
Less: Medicaid Reimbursements			17,042,000 ***
Less: SRS Contribution			2,179,000
FY 2002 EXCESS COST--100 PERCENT			\$300,659,180

**EXHIBIT:
ESTIMATED EXCESS COST FUNDING FY 2002**

Percent of Excess Cost	Amount (THOUSANDS)	Inc . Over FY 2001 (a) (THOUSANDS)	Teach. Unit Amount (b)
100 Percent	\$300,659	\$52,323	\$24,041
95 Percent	\$285,626	\$37,290	\$22,660
90 Percent	\$270,593	\$22,257	\$21,280
85 Percent	\$255,560	\$7,224	\$19,899
80 Percent	\$240,527	(\$7,809)	\$18,519
75 Percent	\$225,494	(\$22,842)	\$17,138
70 Percent	\$210,461	(\$37,875)	\$15,758
65 Percent	\$195,428	(\$52,908)	\$14,378

* Computed by subtracting from the projected state total of general fund and supplemental general fund budgets the amounts for the preceding year attributable to the transportation, vocational education, bilingual education and at-risk program weights. This sum was then divided by the projection year unweighted FTE enrollment.

** On Nov. 16 this estimate was \$47.3 million. On Dec. 19, subsequent to federal appropriation action affecting FY 2002, this number is expected to be \$55.3 million. The Consensus Group agreed to revise the estimate to reflect this new information.

*** Assumes continued authorization for bundled rate reimbursement.

- (a) Actual FY 2001 appropriation: \$248,336,000
 (b) For FY 2002, this amount is computed by dividing the amount of the appropriation remaining after amounts for "catastrophic" state aid and transportation reimbursements have been paid by the number of FTE teaching units.

Amounts are in Thousands:

Est. Catastrophic State Aid	\$1,800
Est. Transportation Reimb.	\$37,056
Est. Actual FTE Teaching Units	10,890.0

Prepared by: Legislative Research Department, Division of Financial Services--State Department of Education and Division of Budget.

NOTE: KSDE 11/16 est. of current FY 2001 excess cost funding -86.6%. FY 2001 FTE students, 24,845; per pupil cost, \$5,323

KANSAS STATE BOARD OF EDUCATION

USD# 234

FORM 118
2000-2001 ESTIMATED SPECIAL EDUCATION REVENUE
GENERAL AID—SPECIAL EDUCATION FUND

(This form should be included with the budget document and filed with the State Board of Education)

1. Estimated number of Special Education Teachers (FTE*)		<u>17.5</u>
2. Estimated (FTE*)Special Education Paraprofessionals	<u>41.5</u> times .4 =	<u>16.6</u>
3. Total number of Special Education Teachers (Line 1 + Line 2)		<u>34.1</u>
4. Estimated State Aid due from 7-1-2000 to 6-30-2001 (Line 3 x \$20,300)**		<u>\$692,230</u>

*Full-time equivalency

**This represents approximately 85% of the excess costs.

TRANSPORTATION AID — SPECIAL EDUCATION

Reimbursed Transportation Costs for Special Education.

5. Salaries of Bus Drivers and Transportation Aides (includes social security and fringe benefits)		<u>\$29,000</u>
6. Contractual Services (includes mileage paid to parents)		<u>\$2,200</u>
7. Insurance		<u>\$1,029</u>
8. Maintenance in Lieu of Transportation (limited to \$750 per child)		<u></u>
9. Other Expense (gasoline, oil, vehicle maintenance, etc.)		<u>\$5,450</u>
10. Capital Outlay Fund—Equipment (exclude bus purchases)		<u></u>
11. Depreciation (Includes only those vehicles which are not depreciated in the regular transportation formula. See depreciation schedule for prior year.)		<u>\$3,438</u>
12. Teacher travel (in-district)		<u>\$1,500</u>
13. Total of Lines 5 through 12		<u>\$42,617</u>
14. Less: Transportation reimbursement (include cash sale of buses, EXCLUDE State Aid)		<u></u>
15. Net Transportation Cost (Line 13 minus Line 14)		<u>\$42,617</u>
16. Total Estimated Transportation Aid (7-1-2000 to 6-30-2001) (Line 15 x 80%)		<u>\$34,094</u>
17. Total Estimated Special Education Aid (7-1-2000 to 6-30-2001) (Line 4 + Line 16)		<u>\$726,324</u>

Special Education Catastrophic State Aid Calculation

Total Expenditures (Line 1) _____

Less \$25,000 (Line 2) _____

Net expenditures (Line 3) _____
(Line 1 - Line 2)

State Aid Portion (Line 4) _____
(75% of Line 3)

SPECIAL EDUCATION	Code 30 Line	12 mo.	12 mo.	12 mo.
		1998-99 Actual (1)	1999-2000 Actual (2)	2000-2001 Budget (3)
UNENCUMBERED CASH BALANCE JULY 1	01	154,810	176,484	92,652
Cancel of Prior Year Encumbrances	03	288	114	
REVENUE:				
1000 LOCAL SOURCES				
1510 Interest on Idle Funds	05		88	
1900 Other Revenue From Local Source	15	149	320	3,037
3000 STATE SOURCES				
3205 Special Education Aid	25	713,899	715,813	726,324
3211 Deaf/Blind	35			
4000 FEDERAL SOURCES				
4310 PL 382 Special Ed (formerly PL:874)	45			
4560 Aid Regular	55			
4570 Medicaid	60	164,975	104,604	140,000
4590 Other Reserve Grants in Aid	65		18,164	18,164
5000 OTHER				
5206 Transfer From General	75	506,682	413,957	391,175
5208 Transfer From Supplemental General	80	0	77,610	112,214
5253 Transfer From Contingency Reserve	85	0	0	XXXXXXXXXXXXXXXXXX
RESOURCES AVAILABLE	170	1,540,803	1,507,154	1,483,566
TOTAL EXPENDITURES & TRANSFERS	175	1,364,319	1,414,502	1,483,566
UNENCUMBERED CASH BALANCE JUNE 30	190	176,484	92,652	XXXXXXXXXXXXXXXXXX

SPECIAL EDUCATION EXPENDITURES	Code 30 Line	12 mo.	12 mo.	12 mo.
		1998-99 Actual (1)	1999-2000 Actual (2)	2000-2001 Budget (3)
1000 Instruction				
100 Salaries				
110 Certified	210	556,910	557,338	565,302
120 NonCertified	215	495,873	541,315	551,315
200 Employee Benefits				
210 Insurance (Employee)	220	3,141	4,433	10,000
220 Social Security	225	88,226	93,784	95,600
290 Other	230	1,104	1,175	1,200
300 Purchased Professional and Technical Services	235		10,588	5,000
500 Other Purchased Services				
560 Tuition				
561 Tuition/other State LEA's	240	56,880	55,664	56,880
563 Tuition/Priv Sources	245			
564 Payment to Spec Education Coop/Interlocal	250	21,145	25,289	28,000
590 Other	255			
600 Supplies				
610 General Supplemental(Teaching)	260	20,272	14,819	25,119
644 Textbooks	265			
680 Miscellaneous Supplies	270	867	1,453	1,500
700 Property (Equipment & Furnishings)	275			
800 Other	280			
2000 Support Services				
2100 Student Support Services				
100 Salaries				
110 Certified	285			
120 NonCertified	290			
200 Employee Benefits				
210 Insurance (Employee)	295			
220 Social Security	300			
290 Other	305			
300 Purchased Professional and Technical Services	310			
500 Other Purchased Services	315			
600 Supplies	320			
700 Property (Equipment & Furnishings)	325			
800 Other	330			
2200 Instr Support Staff				
100 Salaries				
110 Certified	335			
120 NonCertified	340			
200 Employee Benefits				
210 Insurance (Employee)	345	1,173	3,474	3,500
220 Social Security	350			
290 Other	355			
300 Purchased Professional and Technical Services	360			
500 Other Purchased Services	365			

Code No. 30a

SPECIAL EDUCATION EXPENDITURES	Code 30 Line	12 mo.	12 mo.	12 mo.
		1998-99 Actual (1)	1999-2000 Actual (2)	2000-2001 Budget (3)
600 Supplies				
640 Books(not textbooks)and Periodicals	370			
650 Audiovisual and Instr. Software	375			
680 Miscellaneous Supplies	380			
700 Property (Equipment & Furnishings)	385	8,784	753	8,000
800 Other	390			
2300 General Administration				
2330 Special Area Admin Services				
100 Salaries				
110 Certified	395	44,507	45,222	46,500
120 NonCertified	400	16,502	16,794	17,300
200 Employee Benefits				
210 Insurance (Employee)	405			
220 Social Security	410			
290 Other	415			
300 Purchased Professional and Tech Services	420			
400 Purchased Property Services	425			
500 Other Purchased Services	430			
600 Supplies	435			
700 Property (Equipment & Furnishings)	440			
800 Other	445			
2400 School Administration				
100 Salaries				
110 Certified	450			
120 NonCertified	455			
200 Employee Benefits				
210 Insurance (Employee)	460			
220 Social Security	465			
290 Other	470			
300 Purchased Professional and Tech Services	475			
500 Other Purchased Services	480			
600 Supplies	485			
700 Property (Equipment & Furnishings)	490			
800 Other	495			
2600 Operations & Maintenance				
100 Salaries				
120 NonCertified	500			
200 Employee Benefits				
210 Insurance (Employee)	505			
220 Social Security	510			
290 Other	515			
300 Purchased Professional and Tech Services	520			

Code No. 30b

SPECIAL EDUCATION EXPENDITURES	Code 30 Line	12 mo.	12 mo.	12 mo.
		1998-99 Actual (1)	1999-2000 Actual (2)	2000-2001 Budget (3)
400 Purchased Property Services				
411 Water/Sewer	525			
420 Cleaning	530			
430 Repairs & Maintenance	535			
440 Rentals	540			
490 Other	545			
500 Other Purchased Services	550	5,227	5,095	5,500
600 Supplies				
610 General Supplies	555			
620 Energy				
621 Heating	560			
622 Electricity	565			
626 Motor Fuel (not schoolbus)	570			
629 Other	575			
680 Miscellaneous Supplies	580			
700 Property (Equipment & Furnishings)	585			
800 Other	590			
2700 Student Transportation Serv				
2710 Supervision				
100 Salaries				
120 NonCertified	595	22,396	22,748	22,900
200 Employee Benefits				
210 Insurance	600	4,508	4,947	5,000
220 Social Security	605			
290 Other	610			
400 Purchased Property Services	615			
600 Supplies	620			
700 Property (Equipment & Furnishings)	625			25,000
800 Other	630			
2720 Vehicle Operating Services				
100 Salaries				
120 NonCertified	635			
200 Employee Benefits				
210 Insurance	640			
220 Social Security	645			
290 Other	650			
400 Purchased Property Services				
442 Rent of Vehicles (lease)	655			
490 Other	660			
500 Other Purchased Services				
513 Contracting of Bus Services	665			
519 Mileage in Lieu of Trans	670			
520 Insurance	675			
590 Other Purchased Services	680			
600 Supplies				
626 Motor Fuel	685			
680 Miscellaneous Supplies	690			
730 Equip (Including Buses)	695			
800 Other	700			

Code No. 30c

SPECIAL EDUCATION EXPENDITURES	Code 30 Line	12 mo. 1998-99 Actual (1)	12 mo. 1999-2000 Actual (2)	12 mo. 2000-2001 Budget (3)
2740 Vehicle Services& Maintenance Services				
100 Salaries				
120 NonCertified	705			
200 Employee Benefits				
210 Insurance	710	595	209	850
220 Social Security	715			
290 Other	720			
300 Purchased Professional and Technical Services	725			
400 Purchased Property Services	730			
500 Other Purchased Services	735	12,097	5,319	5,000
700 Property (Equipment & Furnishings)	740			
800 Other	745			
2790 Other Student Transportation Services				
100 Salaries				
120 NonCertified	750			
200 Employee Benefits				
210 Insurance	755			
220 Social Security	760			
290 Other	765			
300 Purchased Professional and Technical Services	770			
400 Purchased Property Services	775			
500 Other Purchased Services	780			
600 Supplies	785			
700 Property (Equipment & Furnishings)	790			
800 Other	795			
2500, 2800, 2900 Other Supplemental Service				
100 Salaries				
110 Certified	800			
120 NonCertified	805	4,112	4,083	4,100
200 Employee Benefits				
210 Insurance	810			
220 Social Security	815			
290 Other	820			
300 Purchased Professional and Technical Services	825			
400 Purchased Property Services	830			
500 Other Purchased Services	835			
600 Supplies	840			
700 Property (Equipment & Furnishings)	845			
800 Other	850			
5200 TRANSFER TO:				
956 Disability Income Benefits Reserve	855			
958 Health Care Services Reserve	860			
959 Group Life Insurance Reserve	862			
960 Risk Management Reserve	865			
962 School Workers' Compensation Reserve	870			
970 COOP/Special Education (a)	875			
TOTAL EXPENDITURES & TRANSFERS*	XXXX	1,364,319	1,414,502	1,483,566

(a) Sponsoring District only. If you are not a sponsoring district then enter coop payment on Line 250.

* Enter on Code 30, Line 175.

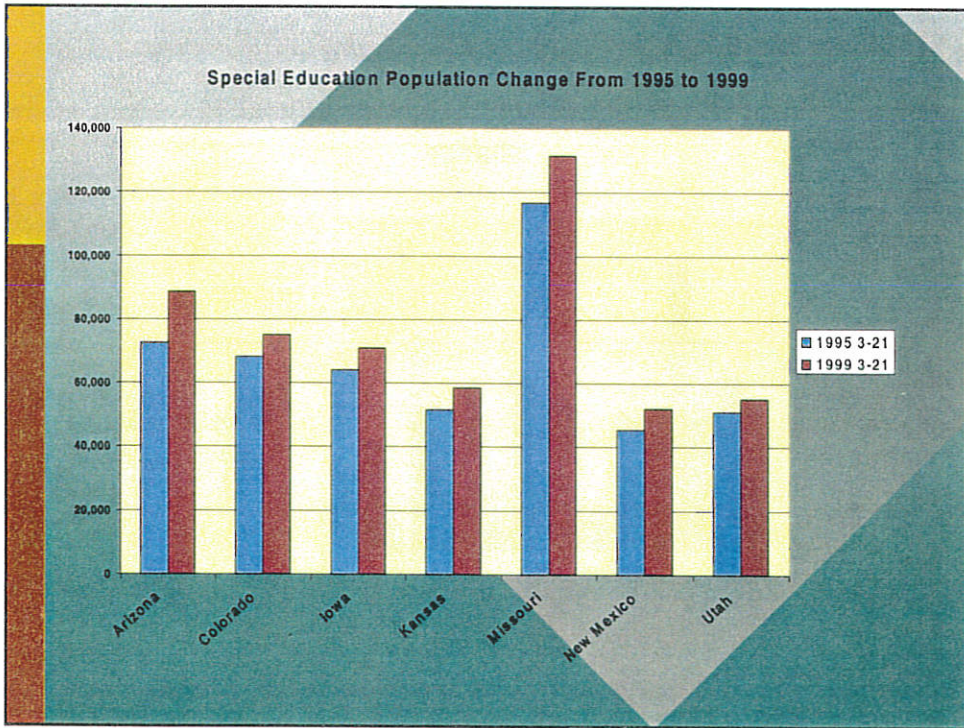
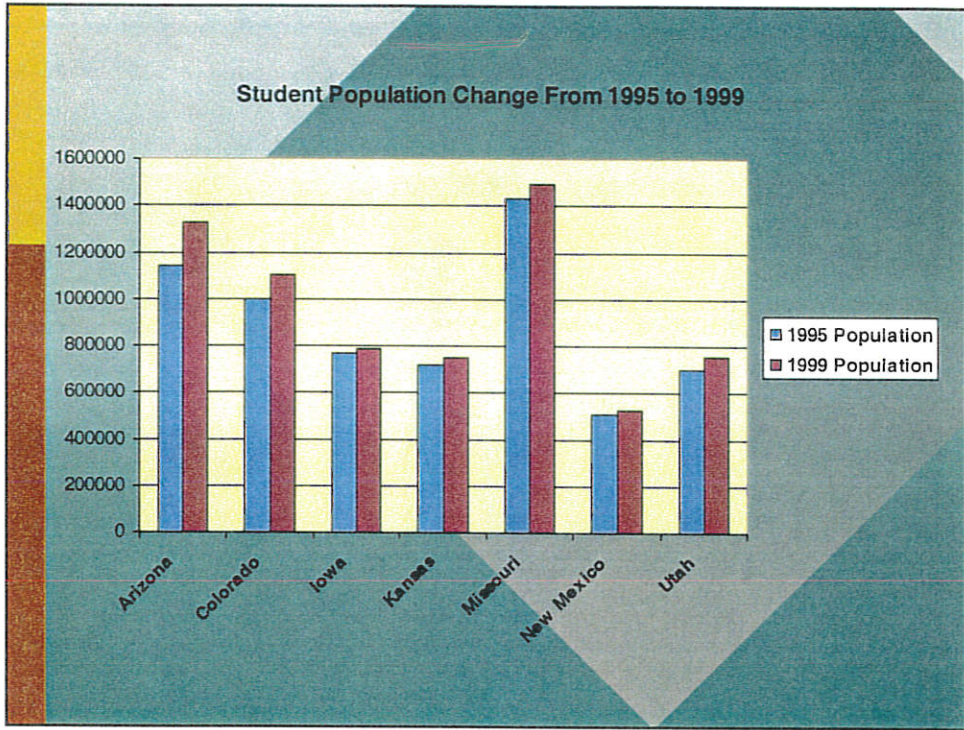
Code No. 30d

SELECTED INFORMATION ON SPECIAL EDUCATION EXPENDITURES—FY 1983–FY 2002 (EST.)

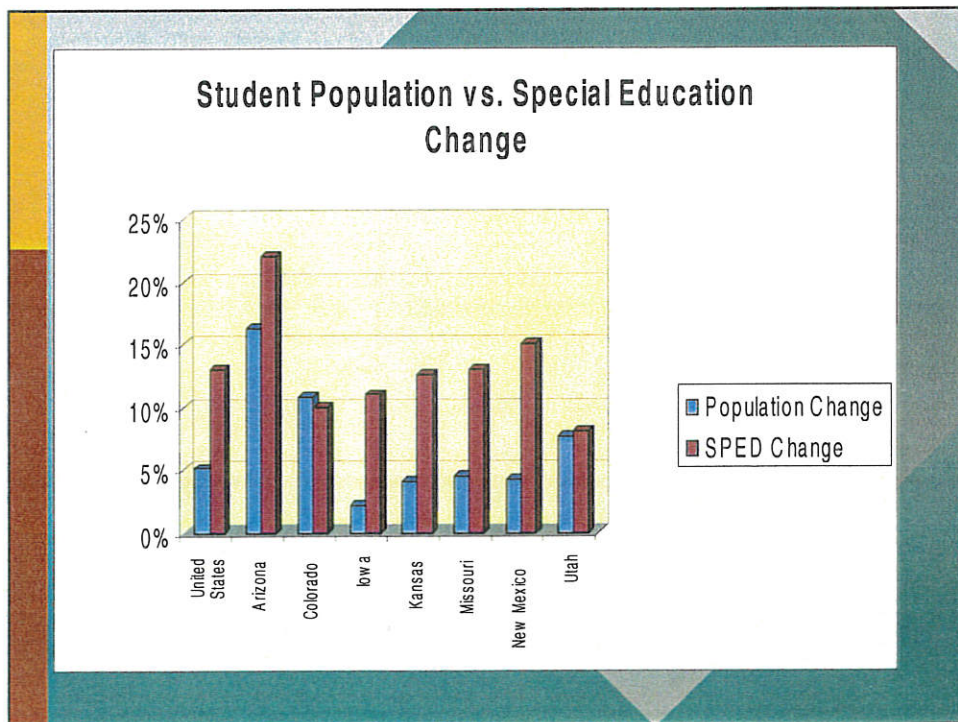
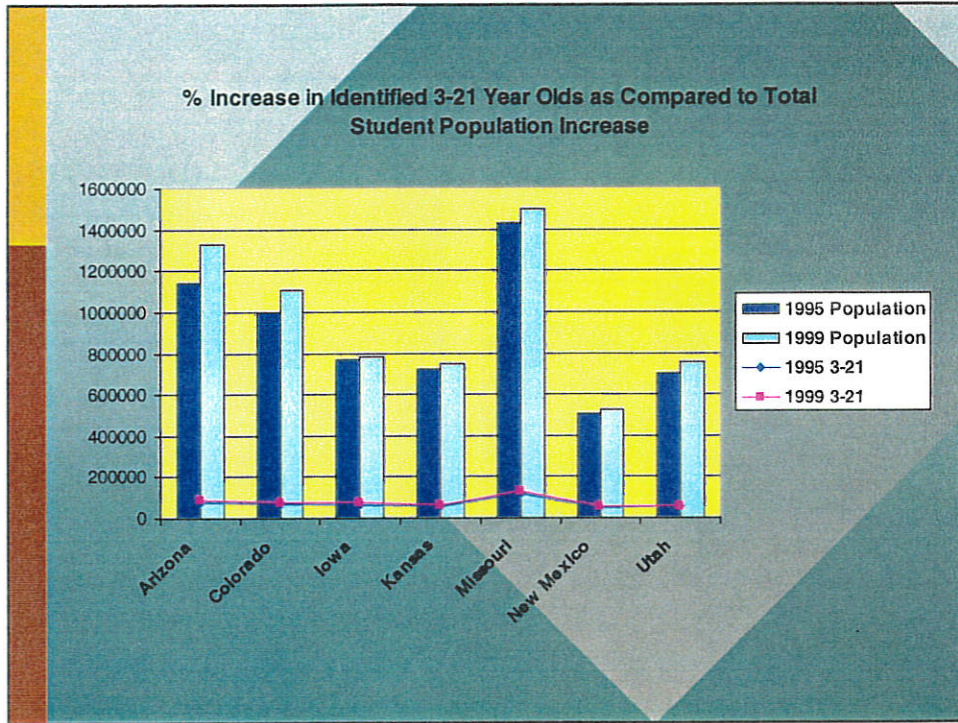
Fiscal Year	Total Expenditures for Special Education (in thousands)	% Change from Prior Year	Special Education Excess Costs at 100.0% (in thousands)	% Change from Prior Year	Special Education Categorical Aid (in thousands)	% Change from Prior Year	Categorical Aid as a Percent of Excess Cost	Federal Funding—IDEA	% Change from Prior Year	Medicaid Reimbursement	% Change from Prior Year	Teaching Units	% Change from Prior Year	Amount per Teacher	% Change from Prior Year	Headcount Enrollment	% Change from Prior Year
1983	\$ 118,784	—	\$63,716	—	\$ 57,440	—	90.1	NA	—	NA	—	5,149	—	\$ 9,580	—	54,296	—
1984	129,361	8.9	69,523	9.1	62,662	9.1	90.1	NA	—	NA	—	5,360	4.1	10,135	5.8	53,615	(1.3)
1985	143,097	10.6	78,282	12.6	70,418	12.4	90.0	NA	—	NA	—	5,493	2.5	11,210	10.6	52,650	(1.8)
1986	162,035	13.2	93,405	19.3	76,384	8.5	81.8	NA	—	NA	—	5,726	4.2	11,855	5.8	52,784	0.3
1987	166,926	3.0	94,007	0.6	76,443	0.1	81.3	NA	—	NA	—	5,759	0.6	11,298	(4.7)	54,263	2.8
1988	173,278	3.8	99,797	6.2	89,785	17.5	90.0	NA	—	NA	—	5,457*	(5.2)	14,450	27.9	55,222	1.8
1989	192,199	10.9	108,143	8.4	101,260	12.8	93.6	NA	—	NA	—	5,753	5.4	15,440	6.9	55,972	1.4
1990	214,650	11.7	119,626	10.6	113,643	12.2	95.0	15,161	—	NA	—	6,132	6.6	16,200	4.9	56,599	1.1
1991	239,321	11.5	151,261	26.4	125,562	10.5	83.0	14,828	(2.2)	NA	—	6,463	5.4	16,945	4.6	58,205	2.8
1992	250,529	4.7	157,439	4.1	121,078	(3.6)	76.9	17,465	17.8	NA	—	6,568	1.6	15,800	(6.8)	59,569	2.3
1993	281,214	12.2	174,840	11.1	149,026	23.1	85.2	14,953	(14.4)	NA	—	7,097	8.1	18,250	15.5	61,634	3.5
1994	305,736	8.7	190,236	8.8	149,026	0.0	78.3	19,698	31.7	NA	—	7,424	4.6	17,400	(4.7)	63,221	2.6
1995	325,609	6.5	212,115	11.5	177,289	19.0	83.6	21,684	10.1	NA	—	7,839	5.6	19,675	13.1	65,651	3.8
1996	345,533	6.1	223,370	5.3	185,815	4.8	83.2	23,349	7.7	NA	—	8,182	4.4	19,825	0.8	67,387	2.6
1997	363,622	5.2	236,973	6.1	190,393	2.5	80.3	25,483	9.1	NA	—	8,591	5.0	19,170	(3.3)	68,992	2.4
1998	389,403	7.1	250,952	5.9	200,848	5.5	80.0	29,292	15.0	NA	—	9,004	4.8	19,245	0.4	70,730	2.5
1999	418,349	7.4	256,990	2.4	218,843	9.0	85.2	33,604	14.7	15,800	—	9,558	6.2	19,815	3.0	72,877	3.0
2000	443,316	6.0	272,167	5.9	228,759	4.5	84.9	39,615	17.9	12,000	(24.1)	10,040	10.9	19,700	(0.9)	74,534	2.3
2001 (est.)	478,254	7.9	286,762	5.4	248,336	8.6	86.6	44,325	11.9	16,000	33.3	10,465	6.3	20,300	3.1	NA	NA
2002 (est.)	515,363	7.8	300,659	4.9	256,390**	3.2	85.3	55,300	24.8	17,042	6.5	10,890	4.1	20,507**	1.0	NA	NA

* Paraprofessionals were counted as 0.5 FTE teaching unit through FY 1987 and as 0.4 teaching unit beginning in FY 1988.
 ** Based on Governor's recommendation.

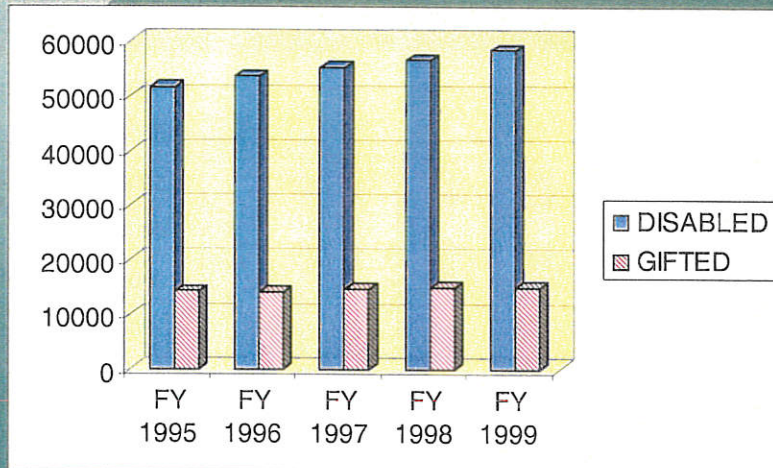
NOTE: Federal funds consist of aid for special education under the Individuals with Disabilities Education Act (IDEA) and Medicaid reimbursement for qualifying special education services.



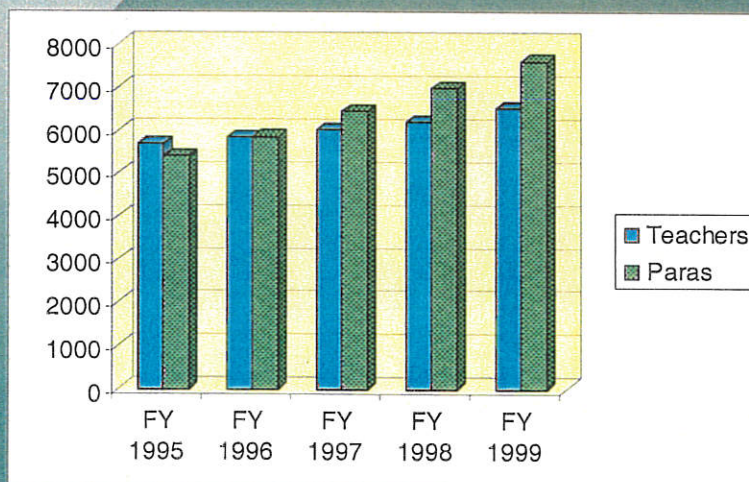
Senate Education
 1-30-01
 Attachment 2



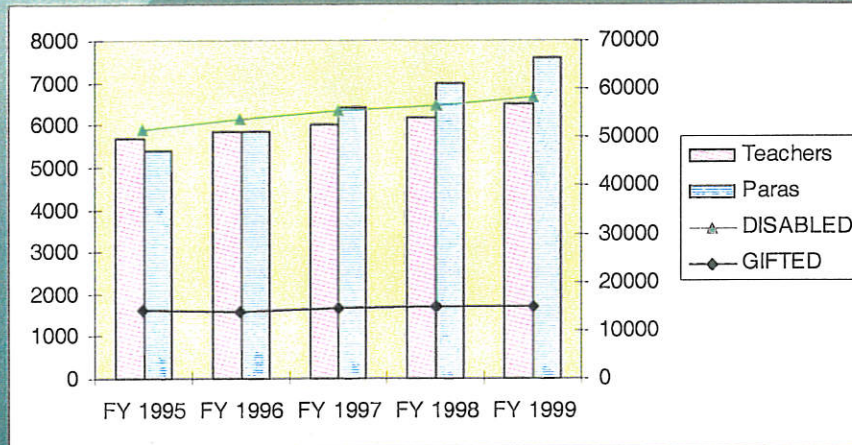
KS Students with Disabilities & Gifted



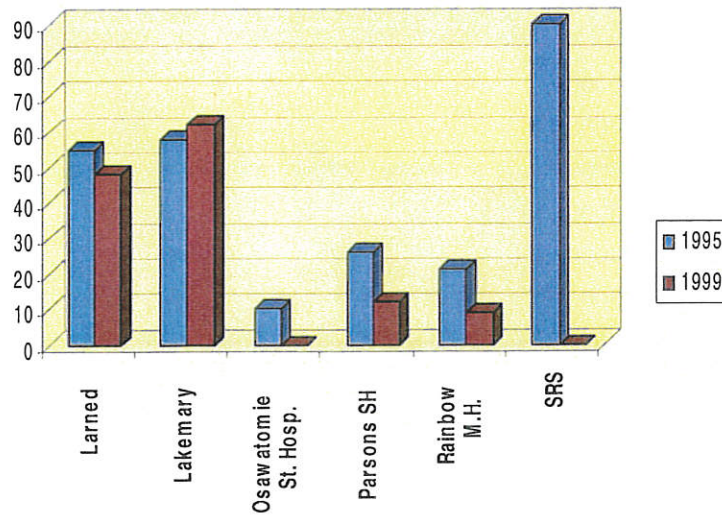
KS FTE Teachers and Paraprofessionals

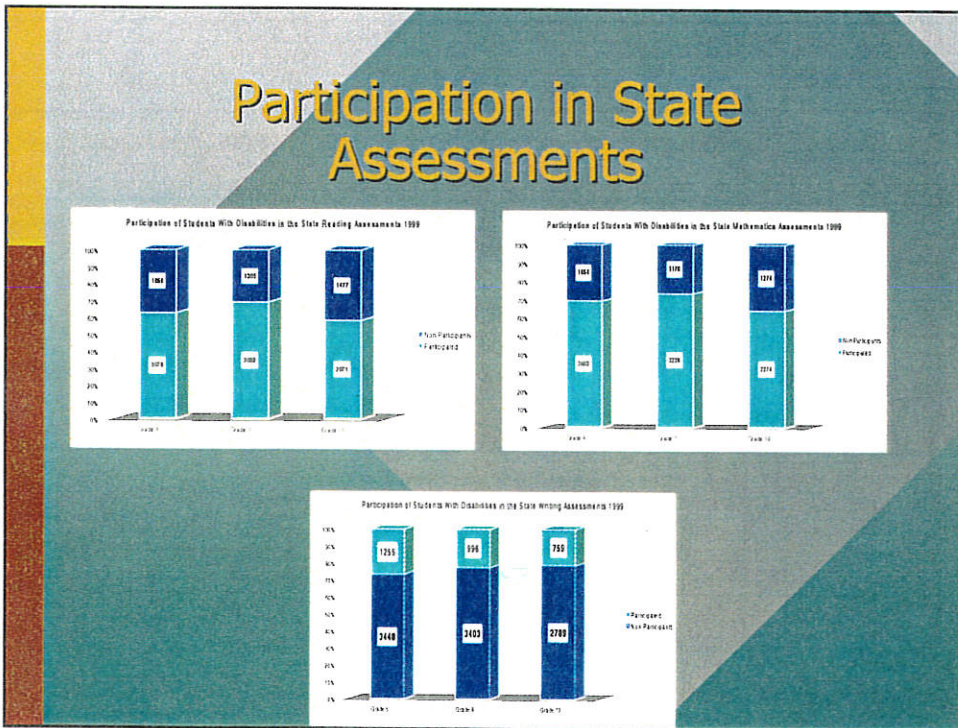
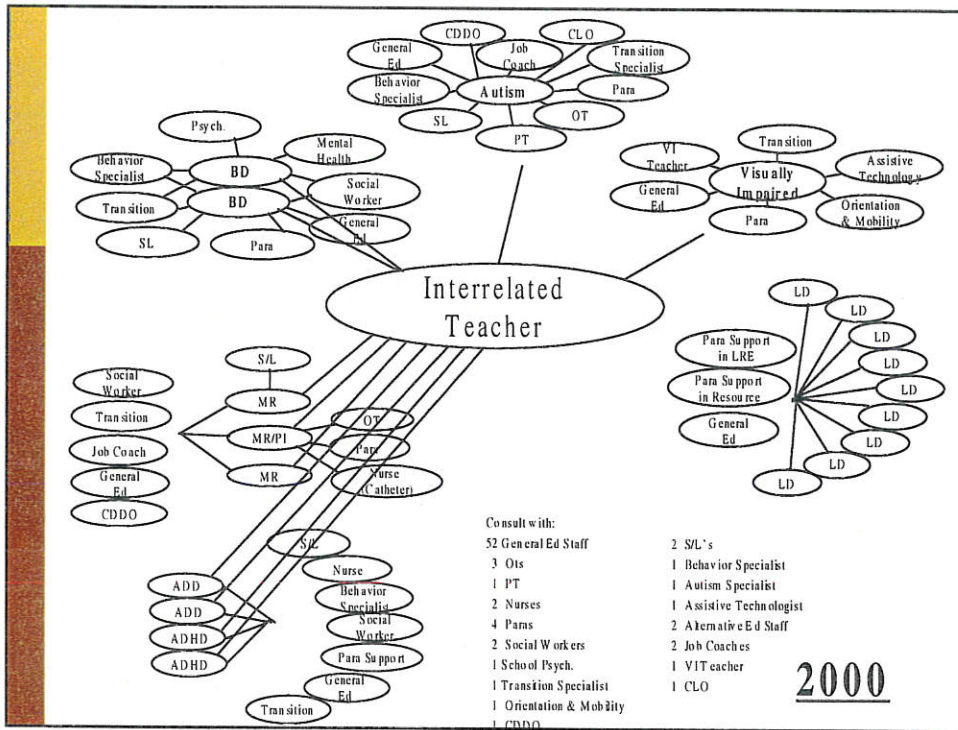


Comparison of KS Personnel and Students with Disabilities



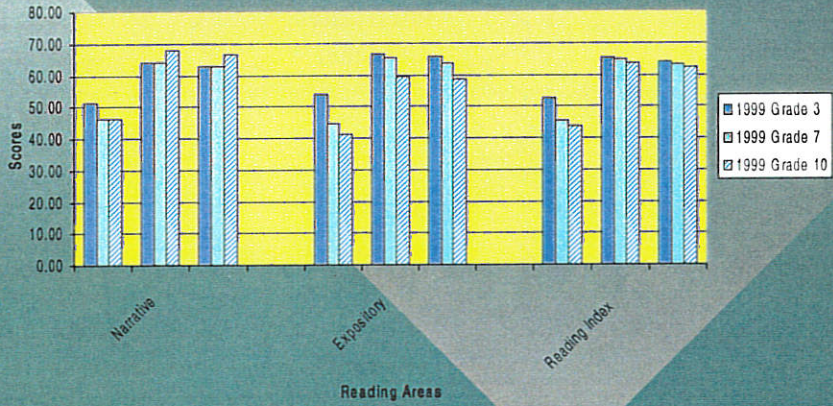
Deinstitutionalization of Special Needs Students





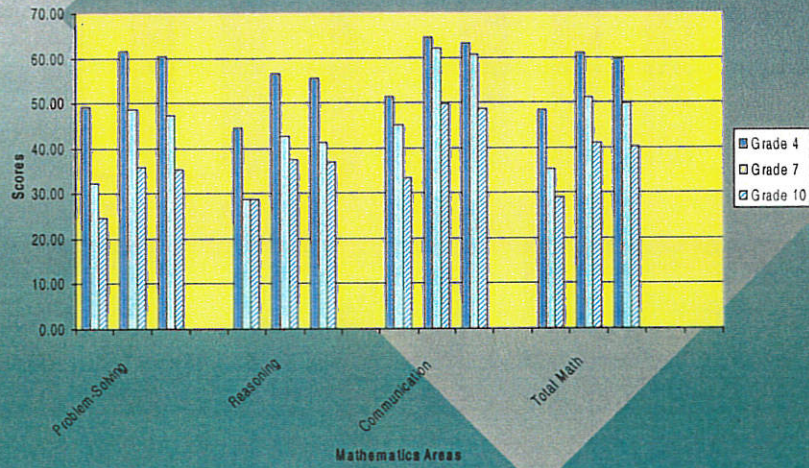
Reading Assessment Data

1999 Reading Assessment

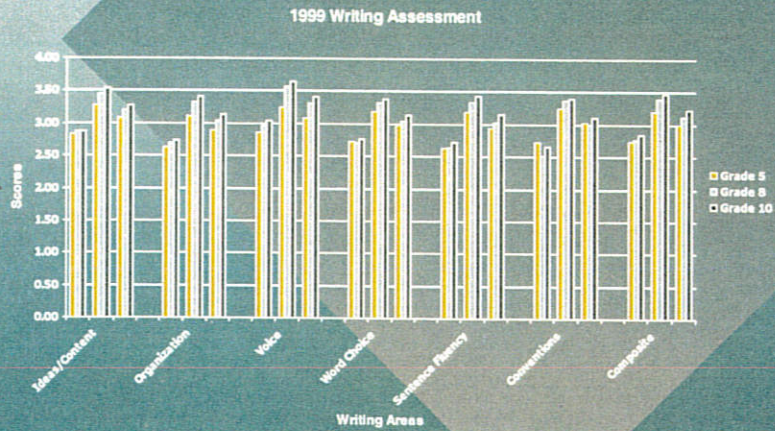


Mathematics Assessment Data

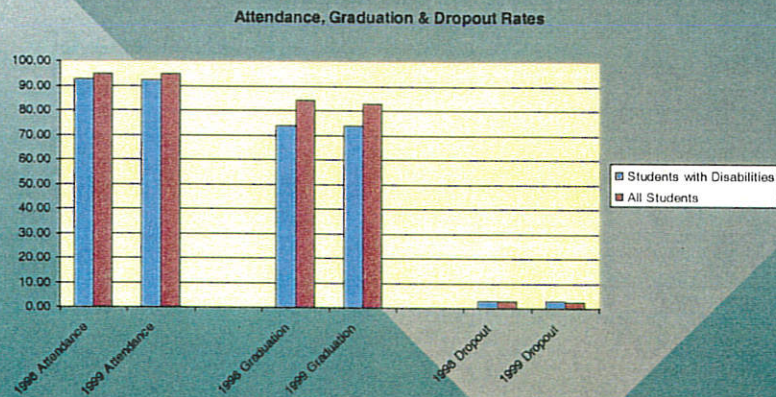
1999 Mathematics Assessment



Writing Assessment Data



Attendance, Graduation & Dropout Rates

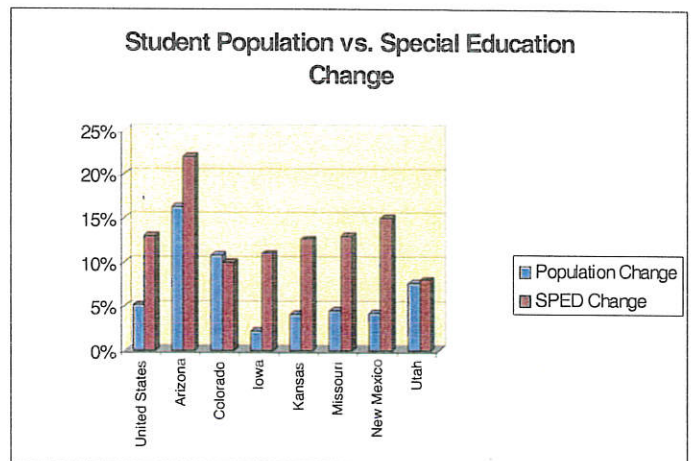


Special Education: A Decade of Change
Dr. Alexa Pochowski
January 30, 2001

In the little more than two decades since the passage of the Individuals with Disabilities Education Act (IDEA), the public school system has ensured children with disabilities the right to a free appropriate public education—an achievement unparalleled anywhere else in the world. Within this short time span, many changes have occurred in society in general and in education specifically. Nowhere is this more apparent than in special education. Changes in population, laws and regulations, society, systems, instructional practice and student outcomes have greatly impacted supports, services, and staff.

Population Changes

- ✓ Over the past five years, KS has increased slightly in terms of total student population—as with Iowa, Missouri, New Mexico and Utah; an approximate 4% increase has been realized or 30,000 additional children totally, ages 3 through 21.
- ✓ Since 1995, KS has incrementally increased the number of students identified as in need of special education by approximately 13%—comparable to Iowa (11%), Missouri (13%), and Colorado (11%)—while other states such as Arizona (22%), Idaho (20%) and Nevada (26%) increased at a much greater rate. The US average increase was 13%.



Laws and Regulations

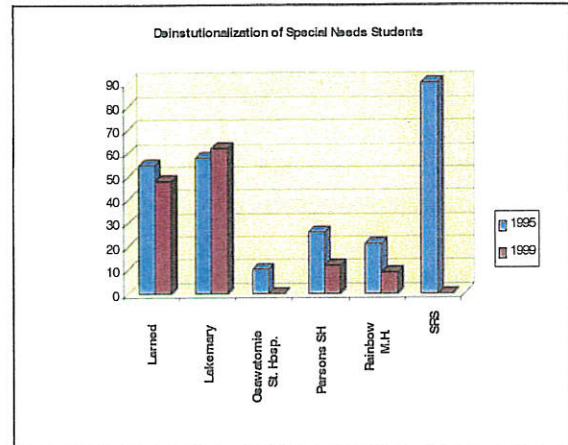
- ✓ As IDEA is only 25 years old, only 4 years of entire graduating cohorts have been provided special education services from birth through age 21.
- ✓ All public schools are required to find and identify all eligible children whether they are enrolled in public schools, private schools, parochial schools, or home schools.
- ✓ Transition services—enabling a student to successfully transition from school to adult life—are required for all students, at age 16, who receive special education services.
- ✓ Both state and federal regulations require that assistive technology devices are provided as soon as the need is identified to ensure that a student benefits from education.
- ✓ IDEA ensures that schools must provide all special education services to students with disabilities who are either suspended or expelled for more than 10 days.
- ✓ Parents are, and need to be, well informed about their child's educational program.

Senate Education
1-30-01
Attachment 3

Society

✓ Since 1995 students with severe disabilities—previously served by health care, mental health and social service agencies including Osawatomi State Hospital, Winfield State Hospital, KNI, Rainbow Mental Health, Parsons, and SRS—have been deinstitutionalized, placed in public schools, and have required supports and services that cost \$50,000 to \$100,000 or more.

✓ The number of medically and economically at-risk students—children born in poverty, born with low birth weight, born to parents engaged in substance abuse or infected by AIDS and advances in medical procedures including saving infants who previously did not survive—has resulted in schools serving many more children with multiple physical and cognitive disabilities.



✓ The number and type of medical diagnoses of children have increased. For example, the prevalence of students with autism was one out of every 2500 children in 1990; currently the ratio is 1 to every 125 children. Students may now also be identified as having attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), pervasive developmental disorder (PDD), or obsessive compulsive disorder (OCD), diagnoses not made nor recognized as in possible need of special education services prior to 1992.

Systems Change

✓ Teachers' roles have changed from traditional teacher in a classroom to that of collaborator, consultant, curriculum modifier, facilitator, writer and documenter.

A Decade of Change

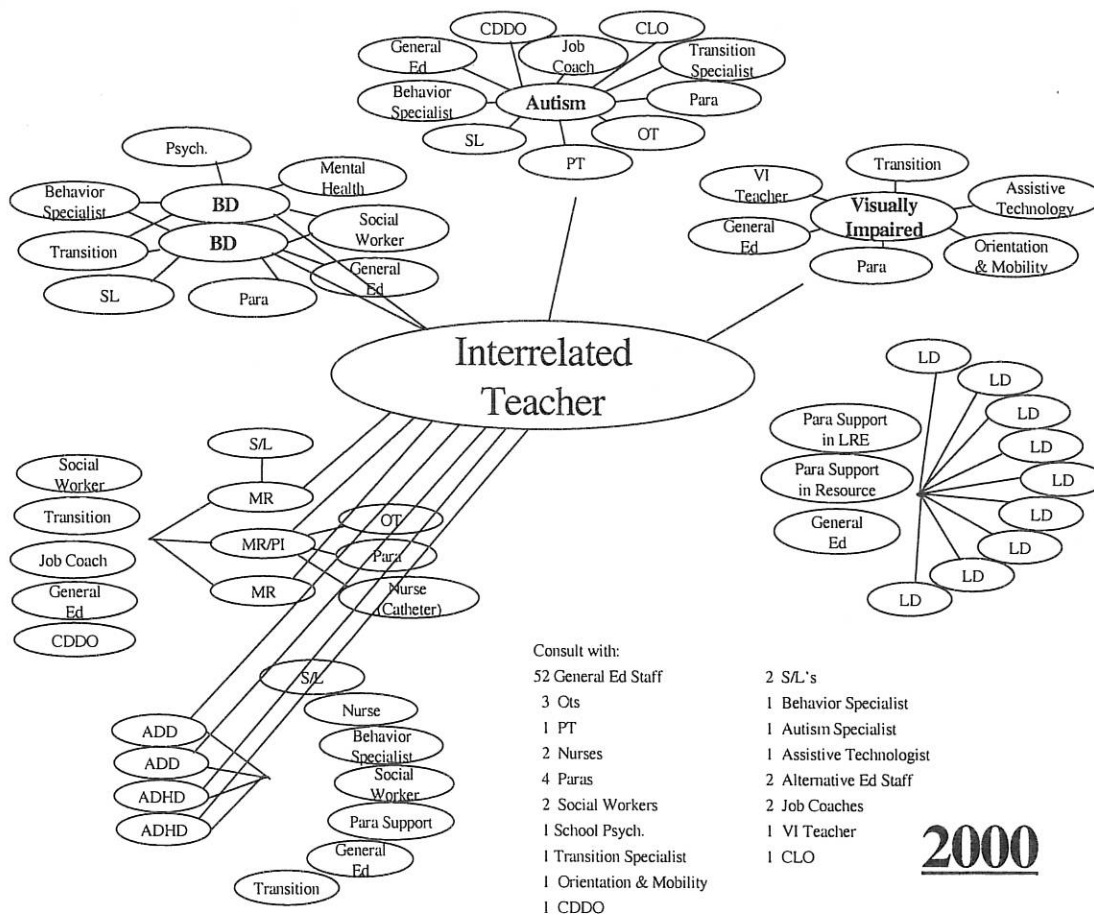
"A longitudinal study of 407 students found that 74% of the children whose disability in reading was first identified at nine years of age or older continued to read in the lowest quintile throughout their middle and high school years."

✓ Students are identified at earlier ages due to the growth of early childhood services and infant-toddler services. Research has documented that the provision of appropriate educational services provided early and provided effectively, capture the learning potential of each and every student at the youngest age possible.

✓ Districts have had to intensify recruitment and retention efforts to enable them to hire appropriately qualified staff to meet the varied and multiple needs of all students.

Instructional Practice

- ✓ Of greatest impact in Kansas classrooms has been the increased emphasis on the least restrictive environment, the increased emphasis on collaborative teaching models, the move away from segregated classrooms, and the resolution of numerous court cases.



- ✓ Research over the past decade has shown that inclusion—the belief that students are more alike than different—is highly effective for both the general education population as well as for students with disabilities. Separation of students is often a cause for limited educational outcomes for students with disabilities.
- ✓ It must also be recognized that different standards or different expectations for students with disabilities are no longer acceptable. School districts must now ensure that students with disabilities are held accountable to the same standards, have the same high graduation rate as their peers, and be gainfully employed.

Student Outcomes

- ✓ During the 1998-99 school year, three-fifths of students with disabilities participated in the state reading assessment and three-fourths participated in the mathematics assessment.
- ✓ Over 30% of 3rd graders with disabilities achieved at the excellent or proficient level in reading achievement. Almost 20% of both the 7th and 10th graders scored at the excellent or proficient level of reading achievement.
- ✓ Over 28% of students with disabilities at grade 4 attained the excellent or proficient level of achievement in mathematics.

- ✓ The graduation rate for students with disabilities is 74%, a 10% increase since 1993, when the graduation rate of students with disabilities was just 64%. Also, an additional 20% of students with disabilities, ages 18-21, completed their schooling, resulting in a school completion rate of almost 95%.

