

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Kathe Decker at 9:00 a.m. on February 18, 2003 in Room 313-S of the Capitol.

All members were present

Committee staff present: Carolyn Rampey, Legislative Reserch Department
Kathie Sparks, Leislative Research Department
Jill Wolters, Office of the Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Supt. Jerry Cullen, Ashland USD 220
Supt. James A. Sutton, Ed.D., South Haven USD 509
Supt. Gena Stanley, Fowler USD 225
Supt. Larry Geil, Axtell USD 488
Dan Metz, School Board, Oxford USD 358
Mike Graves, School Board, Oxford USD 358
Kent L. Moore, Skyline USD 438
Kay Smith, Skyline USD 438
Mark Tallman, KASB

The Chair called the committee's attention to the testimony on HB 2209 and HB 2210 that she had distributed. Attached was a list of those districts as well as the administration center cost, enrollment figures and number of districts per county. (Attachment 1).

Representative Mason spoke to the committee thanking them for considering passage of **HB 2194, HB 2195 and HB 2253** which were sponsored by him. (Attachment 2).

HB 2195 - Dissolving existing unified school districts.

HB 2209 - Relating to consolidation.

HB 2210 - Relating to consolidation of administrative services.

HB 2253 - Relating to disorganization and consolidation thereof.

HB 2256 - Study of regional education districts.

Speaking as opponents to these bills were Superintendents Jerry Cullen, Jim Sutton, Gena Stanley and Larry Geil, (attachments 3, 4, 5, and 6). Also appearing in opposition were Dan Metz and Mike Graves, school board members, (attachment 7), and patrons Kent Moore and Kay Smith, (attachments 8 and 9), and Mark Tallman, (attachment 10).

The meeting was adjourned at 10:55. The next meeting is scheduled for Wednesday, February 19, 2003.

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TOPEKA
 HOUSE OF
 REPRESENTATIVES

REPRESENTATIVE, SIXTY-FOURTH DISTRICT
 CLAY, DICKINSON, GEARY,
 AND RILEY COUNTIES
 STATE CAPITOL
 ROOM 303-N
 TOPEKA 66614-1504
 (785) 296-7637

COMMITTEE ASSIGNMENTS
 CHAIR: EDUCATION
 MEMBER: EDUCATION BUDGET

2-18-03

Testimony on HB 2209 and HB2210

Dear Committee members:

HB2209 and HB2210 both deal with counties 10,000 and under in population with more than one school district. Attached is a list of those districts as well as the administration center cost, enrollment figures, and number of districts per county

HB2209 calls for counties with 10,000 or less population and more than one school district to consolidate by July 1, 2005. HB 2209 would take school districts from 115 to 69. In 2008 there would be a positive impact of 17.7 Million dollars to the state of Kansas. There was a law enacted in 2002 which allows consolidating districts to keep the full amount of their general fund budget depending on the method of consolidation for a period of two to four years.

HB2210 using the same guidelines for population and school districts would combine administration services. The bill calls for the administration center to be located in the county seat. There would be one county wide superintendent, one budgeting office, etc. Each district would maintain their own board of education until a time of emergency dissolution. When a district falls below 125 students the district would be required to consolidate with the neighboring school district in the county.

Rep. Kathe Decker
 64th District

House Education Committee
 Date: 2/18/03
 Attachment # 1-1



Kansas State Department of Education

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

February 12, 2003

TO: Kathy Sparks
Legislative Research Department

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: General Administration

The total state general administration (all funds) for all school districts in the 2001-02 school year located in counties that have less than 10,000 in population was \$26,251,420.

This administration amount includes certified and noncertified salaries, employee benefits, purchase of professional and technology services, insurance, communication, supplies, equipment, and other.

Feel free to contact this office if you have questions.

c:leg:Sparks-Gen. Adminis.

Division of Fiscal & Administrative Services
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USD No.	County	USD Name	FTE Enroll inc4yr at risk 9/20/02	2001-02 General Adminis.	Year 2000 US Census Population (less than 20,000)	No or USD's
256	Allen	Marmaton Valley	382.5			
257	Allen	Iola	1,476.7			
258	Allen	Humboldt	543.5		14,385	3
X 365	Anderson	Garnett	1,097.5	226,511		
479	Anderson	Crest	247.5	139,756	8,110	2
377	Atchison	Atchison County	748.0			
409	Atchison	Atchison	1,622.1		16,774	2
X 254	Barber	Barber Co.	627.0	195,374		
255	Barber	South Barber Co.	291.5	124,439	5,307	2
234	Bourbon	Ft. Scott	1,982.7			
235	Bourbon	Uniontown	462.0		15,379	2
415	Brown	Hiawatha	993.4			
430	Brown	Brown County	649.6		10,724	2
284	Chase	Chase County	459.3	252,877	3,030	1
X 285	Chautauqua	Cedar Vale	194.0	256,302		
286	Chautauqua	Chautauqua	458.0	167,527	4,359	2
X 103	Cheyenne	Cheylin	171.5	155,749		
X 297	Cheyenne	St. Francis	392.8	131,166	3,165	2
X 219	Clark	Minneola	264.8	89,974		
220	Clark	Ashland	242.2	170,750	2,390	2
379	Clay	Clay Center	1,502.5	675,368	8,822	1
333	Cloud	Concordia	1,165.0			
334	Cloud	Southern Cloud	196.9		10,268	2
X 243	Coffey	Lebo-Waverly	582.0	169,128		
244	Coffey	Burlington	844.5	358,826		
245	Coffey	LeRoy-Gridley	303.5	192,350	8,865	3
300	Comanche	Comanche County	293.5	177,339	1,967	1
X 294	Decatur	Oberlin	452.0	240,419		
295	Decatur	Prairie Heights	73.0	120,332	3,472	2
393	Dickinson	Solomon	416.0			
435	Dickinson	Abilene	1,417.7			
473	Dickinson	Chapman	1,018.2			
481	Dickinson	Rural Vista	435.2			
487	Dickinson	Herington	496.0		19,344	5
406	Doniphan	Wathena	387.0	137,300		
425	Doniphan	Highland	271.0	165,838		
X 429	Doniphan	Troy	369.5	211,774		
433	Doniphan	Midway	204.5	123,404		
486	Doniphan	Elwood	322.5	133,719	8,249	5
X 347	Edwards	Kinsely-Offerle	290.5	200,094		
502	Edwards	Lewis	160.5	110,582	3,449	2
X 282	Elk	West Elk	453.2	202,235		
X 283	Elk	Elk Valley	210.0	157,426	3,261	2
X 327	Ellsworth	Ellsworth	640.8	347,619		
328	Ellsworth	Lorraine	489.0	264,800	6,525	2

USD No.	County	USD Name	FTE Enroll inc4yr at risk 9/20/02	2001-02 General Admins.	Year 2000 US Census Population (less than 20,000)	No USD's
X 291	Gove	Grinnell	127.5	103,334		
292	Gove	Grainfield	179.0	147,134		
293	Gove	Quinter	368.9	182,779	3,068	3
281	Graham	Hill City	433.4	180,120	2,946	1
214	Grant	Ulysses	1,682.4	685,603	7,909	1
102	Gray	Cimarron-Ensign	665.6	166,586		
X 371	Gray	Montezuma	227.5	158,365		
476	Gray	Copeland	128.5	121,251		
477	Gray	Ingalls	247.0	146,467	5,904	4
200	Greeley	Greeley County	299.0	135,328	1,534	1
X 386	Greenwood	Madison-Virgil	281.1	160,616		
389	Greenwood	Eureka	708.8	441,916		
390	Greenwood	Hamilton	106.5	94,878	7,673	3
494	Hamilton	Syracuse	471.0	315,885	2,670	1
X 361	Harper	Anthony-Harper	971.8	329,999		
511	Harper	Attica	137.5	132,173	6,536	2
X 374	Haskell	Sublette	462.6	485,159		
507	Haskell	Satanta	420.0	271,638	4,307	2
X 227	Hodgeman	Jetmore	311.5	83,954		
228	Hodgeman	Hanston	132.0	99,336	2,085	2
335	Jackson	North Jackson	423.0			
336	Jackson	Holton	1,136.0			
337	Jackson	Mayetta	905.5		12,657	3
338	Jefferson	Valley Halls	432.0			
339	Jefferson	Jefferson County	517.5			
340	Jefferson	Jefferson West	958.0			
341	Jefferson	Oskaloosa	666.8			
342	Jefferson	McLouth	544.2			
343	Jefferson	Perry	1,001.0		18,426	6
X 104	Jewell	White Rock	129.5	71,193		
278	Jewell	Mankato	244.0	142,415		
279	Jewell	Jewell	177.5	88,799	3,791	3
X 215	Kearny	Lakin	701.5	284,413		
216	Kearny	Deerfield	329.3	192,620	4,531	2
X 331	Kingman	Kingman	1,176.9	515,623		
332	Kingman	Cunningham	275.0	186,987	8,673	2
X 422	Kiowa	Greensburg	314.4	178,484		
424	Kiowa	Mullinville	125.7	180,676		
474	Kiowa	Haviland	171.1	189,144	3,278	3
X 468	Lane	Healy	112.5	175,631		
482	Lane	Dighton	260.1	276,346	2,155	2
X 298	Lincoln	Lincoln	390.6	176,312		
299	Lincoln	Sylvan Grove	162.3	115,288	3,578	2
X 344	Linn	Pleasanton	398.0	208,055		
346	Linn	Jayhawk	613.1	202,190		
362	Linn	Prairie View	984.5	397,760	9,570	3

USD No.	County	USD Name	FTE Enroll inc4yr at risk 9/20/02	2001-02 General Adminis.	Year 2000 US Census Population (less than 20,000)	No of USD's
X 274	Logan	Oakley	418.3	492,414		
275	Logan	Triplains	87.0	137,341	3,046	2
397	Marion	Centre	271.5			
398	Marion	Peabody-Burns	420.3			
408	Marion	Marion	683.7			
410	Marion	Durham-Hills	677.0			
411	Marion	Goessel	289.6		13,361	5
364	Marshall	Marysville	843.4			
380	Marshall	Vermillion	557.5			
488	Marshall	Axtell	329.4			
498	Marshall	Valley Heights	422.8		10,965	4
X 225	Meade	Fowler	174.1	152,757		
226	Meade	Meade	484.4	211,232	4,631	2
X 272	Mitchell	Waconda	463.7	249,412		
273	Mitchell	Beloit	757.0	355,647	6,932	2
417	Morris	Morris County	932.0	289,238	6,104	1
X 217	Morton	Rolla	237.0	134,050		
218	Morton	Elkhart	635.5	278,703	3,496	2
441	Nemaha	Sabetha	940.7			
442	Nemaha	Nemaha Valley	478.9			
451	Nemaha	B & B	246.0		10,717	3
101	Neosho	Erie-St. Paul	1,088.0			
413	Neosho	Chanute	1,833.9		16,997	2
301	Ness	Nes Tres La Go	37.0	101,893		
X 302	Ness	Smoky Hill	125.0	81,480		
303	Ness	Ness City	271.3	196,133		
304	Ness	Bazine	89.0	127,603	3,454	4
211	Norton	Norton	401.5	220,541		
X 212	Norton	Northern Valley	168.5	130,223		
213	Norton	West Solomon	65.2	58,614	5,953	3
420	Osage	Osage City	743.5			
421	Osage	Lyndon	452.5			
434	Osage	Santa Fe	1,259.5			
454	Osage	Burlingame	336.6			
456	Osage	Marais Des Cygnes	267.5		16,712	5
392	Osborne	Osborne	434.5	193,238	4,452	1
X 239	Ottawa	North Ottawa Co.	617.1	207,642		
240	Ottawa	Twin Valley	623.5	265,324	6,163	2
X 495	Pawnee	Ft. Larned	914.6	321,627		
496	Pawnee	Pawnee Heights	150.0	150,400	7,233	2
X 324	Phillips	Eastern Heights	163.0	144,239		
325	Phillips	Phillipsburg	642.5	284,248		
326	Phillips	Logan	198.0	107,127	6,001	3

USD No.	County	USD Name	FTE Enroll inc4yr at risk 9/20/02	2001-02 General Adminis.	Year 2000 US Census Population (less than 20,000)	No of USD's
320	Pottawatomie	Wamego	1,338.0			
321	Pottawatomie	Kaw Valley	1,074.6			
322	Pottawatomie	Onaga	370.7			
323	Pottawatomie	Westmoreland	743.7		18,209	4
X 382	Pratt	Pratt	1,139.2	307,076		
X 438	Pratt	Skyline	406.1	179,057	9,647	2
X 317	Rawlins	Herndon	84.0	67,217		
X 318	Rawlins	Atwood	330.5	157,340	2,966	2
X 426	Republic	Pike Valley	271.0	137,876		
X 427	Republic	Belleville	512.5	174,086		
X 455	Republic	Hillcrest	131.5	166,441	5,835	3
X 376	Rice	Sterling	493.4			
X 401	Rice	Chase	147.7			
X 405	Rice	Lyons	853.9			
X 444	Rice	Little River	273.7		10,761	4
X 269	Rooks	Palco	152.0	123,457		
X 270	Rooks	Plainville	384.4	315,523		
X 271	Rooks	Stockton	374.1	168,202	5,685	3
X 395	Rush	LaCrosse	336.2	184,166		
X 403	Rush	Otis-Bison	253.5	190,079	3,551	2
X 399	Russell	Paradise	139.5	101,251		
X 407	Russell	Russell	1,016.7	347,760	7,370	2
X 466	Scott	Scott County	942.0	333,361	5,120	1
X 412	Sheridan	Hoxie	355.0	225,121	2,813	1
X 352	Sherman	Goodland	1,013.5	268,395	6,760	1
X 237	Smith	Smith Center	492.1	219,556		
X 238	Smith	West Smith Co.	200.5	165,518	4,536	2
X 349	Stafford	Stafford	328.3	140,792		
X 350	Stafford	St. John-Hudson	461.0	153,494		
X 351	Stafford	Macksville	277.0	242,353	4,789	3
X 452	Stanton	Stanton County	526.0	230,533	2,406	1
X 209	Stevens	Moscow	254.9	206,095		
X 210	Stevens	Hugoton	970.3	240,209	5,463	2
X 314	Thomas	Brewster	152.6	96,944		
X 315	Thomas	Colby	1,041.7	298,634		
X 316	Thomas	Golden Plains	183.0	143,114	8,180	3
X 208	Trego	WaKeeney	390.0	142,142	3,319	1
X 329	Wabaunsee	Alma	509.2	197,982		
X 330	Wabaunsee	Wabaunsee East	493.1	226,223	6,885	2
X 241	Wallace	Wallace	247.7	121,567		
X 242	Wallace	Weskan	125.5	139,025	1,749	2
X 221	Washington	North Central	119.0	111,639		
X 222	Washington	Washington	335.0	167,049		
X 223	Washington	Barnes	365.8	193,639		
X 224	Washington	Clifton-Clyde	336.5	158,662	6,483	4

USD No.	County	USD Name	FTE Enroll inc4yr at risk 9/20/02	2001-02 General Adminis.	Year 2000 US Census Population (less than 20,000)	No of USD's
467	Wichita	Leoti	468.4	189,351	2,531	1
387	Wilson	Altoona-Midway	276.5			
461	Wilson	Neodesha	805.9			
484	Wilson	Fredonia	787.6		10,332	3
366	Woodson	Woodson	567.0	196,910	3,788	1
TOTALS			92,915.7	26,251,420	534,531.0	184

c:usd:Counties-Less than 20,000 Population



Kansas State Department of Education

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

February 17, 2003

TO: Representative Kathe Decker

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Salary Information

As per your request, we are forwarding a list of the 2002-03 salaries for superintendents, assistant superintendents, and associate superintendents for school districts in counties with a population of less than 10,000 and having more than one school district located in such county.

Feel free to contact this office if you have questions.

c:\cg:Decker--Ad. Salaries--Cos. Less than 10,000

Division of Fiscal & Administrative Services
785-295-3871 (phone)
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www.ksde.org

**Superintendents and Asst.
Superintendents for Selected Counties**

02/17/03

Anderson

D0365	Garnett		
	Myers, Gordon	Superintendent	81,912
D0479	Crest		
	Wittmer, Larry	Superintendent	70,741

Barber

D0254	Barber County North		
	Germes, Suzanne	Superintendent	82,344
D0255	South Barber		
	Bailey, David	Superintendent	66,595

Chautauqua

D0285	Cedar Vale		
	Hooper, Herbert	Superintendent	76,581
D0286	Chautauqua Co Community		
	Hills, Scott	Superintendent	87,978

Cheyenne

D0103	Chaylin Zumbahlen, David	Superintendent	77,000
D0297	St Francis Comm Sch Werner, Carl	Superintendent	76,766

Clark

D0219	Minneola Walker, Mark	Superintendent	70,907
D0220	Ashland Cullen, Jerry	Superintendent	76,772

Coffey

D0243	Lebo-Waverly Conrad, Timothy	Superintendent	70,928
D0244	Burlington Rawson, Dale	Superintendent	88,646
D0245	LeRoy-Gridley Kelley, Patrick	Superintendent	64,400

Decatur

D0284	Oberlin		
	Glodt, Kelly	Superintendent	78,718
D0285	Prairie Heights		
	Stleben, Lee	Superintendent	60,000

Doniphan

D0406	Wathena		
	Schultz, Yvonne	Superintendent	39,160
D0425	Highland		
	Mcafee, George	Superintendent	49,917
D0429	Troy Public Schools		
	Huxman, Douglas	Superintendent	84,600
D0433	Midway Schools		
	Mcafee, George	Superintendent	43,126
D0486	Elwood		
	Schultz, Yvonne	Superintendent	39,092

Edwards

D0347	Kinsley-Offerle		
	Garner, James	Superintendent	74,310
D0502	Lewis		
	Ritchie, Virgil	Superintendent	71,100

Elk

D0282	West Elk		
	Eubank, Thomas	Assistant Superintendent	67,920
	Moore, Bert	Superintendent	82,820
D0283	Elk Valley		
	Jeffery, J. chris	Superintendent	73,500

Ellsworth

D0327	Ellsworth		
	Moeckel, Douglas	Superintendent	71,951
D0328	Lorraine		
	Smith, Dwight	Superintendent	68,600

Gove

D0291	Grinnell Public Schools		
	Schmidt, Warren	Superintendent	68,900
D0292	Wheatland		
	Engels, Dennis	Superintendent	73,824
D0293	Quinter Public Schools		
	Homburg, Alaire	Superintendent	73,078

Gray

D0102	Cimarron-Ensign		
	Kissick, Patrick	Superintendent	80,953
D0371	Montezuma		
	Minchew, Robert	Superintendent	76,842
D0476	Copeland		
	Dale, Roberta	Superintendent	47,000
D0477	Ingalls		
	Ledford, Ron	Superintendent	70,628

Greenwood

D0386	Madison-Virgil		
	Herring, David	Superintendent	74,408
D0389	Eureka		
	Lawson, Thomas	Superintendent	76,654
D0390	Hamilton		
	Stapp, Richard	Superintendent	62,514

Harper

D0361	Anthony-Harper		
	Cox, Deborah	Assistant Superintendent	59,125
	Hightree, Bobby	Superintendent	79,125
D0511	Attica		
	Baldwin, Michael	Superintendent	82,018

Haskell

D0374	Sublette		
	Ammons, Gregory	Superintendent	73,538
D0507	Satanta		
	Brown, Vernon	Superintendent	78,237

Hodgeman

D0227	Jelmore		
	Jansonius, Randall	Superintendent	57,630
D0228	Hanston		
	Walker, Gary	Superintendent	63,516

Jewell

D0104	White Rock		
	Walker, William	Superintendent	70,000
D0278	Mankato		
	Kelley, Ronald	Superintendent	37,750
D0279	Jewell		
	Kelley, Ronald	Superintendent	37,750

Kearny

D0215	Lakin Steinle, Randall	Superintendent	82,141
D0216	Deerfield Mahan, Philip	Superintendent	81,767

Kingman

D0331	Kingman - Norwich Mason, Don	Assistant Superintendent	86,685
D0332	Cunningham Ormiston, Melvin	Superintendent	74,641

Klowa

D0422	Greensburg Custer, Lonnie	Superintendent	70,056
D0424	Mullinville Jones, John	Superintendent	67,720
D0474	Haviland Conner, Paul	Superintendent	60,033

Lane

D0468	Healy Public Schools		
	Reece, Jim	Superintendent	63,000
D0482	Dighton		
	Lawrence, Angela	Superintendent	66,500

Lincoln

D0298	Lincoln		
	Stratman, Terry	Superintendent	78,814
D0299	Sylvan Grove		
	Stecklein, Jude	Superintendent	59,000

Linn

D0344	Pleasanton		
	Johnson, James	Superintendent	68,080
D0346	Jayhawk		
	Knox, James	Superintendent	83,345
D0362	Prairie View		
	Stanage, Kenneth	Superintendent	86,989

Logan

D0274	Oakley Steiner, Francis	Superintendent	72,672
D0275	Triplains Spencer, David	Superintendent	69,995

Meade

D0225	Fowler Stanley, Eugenia	Superintendent	62,662
D0226	Meade Herbig, Robert	Superintendent	85,000

Mitchell

D0272	Waconda Coco, Clark	Superintendent	75,233
D0273	Beloit Renter, Gregory	Superintendent	93,759

Morton

D0217	Rolla Plummer, Macarthur	Superintendent	79,790
D0218	Elkhart Myers, Scott	Superintendent	88,792

Ness

D0301	Nes Tra La Go	Hart, Emery	Superintendent	22,000
D0302	Smoky Hill	Kastle, Michael	Superintendent	78,977
D0303	Ness City	Minneman, Jerry	Superintendent	75,000
D0304	Bazine	Frank, James	Superintendent	81,452

Norton

D0211	Norton Community Schools	Mann, Gregory	Superintendent	78,961
D0212	Northern Valley	Lowry, Roger	Superintendent	61,200
D0213	West Solomon Valley Sch	Brown, George	Superintendent	36,300

Ottawa

D0239	North Ottawa County	Combs, Larry	Superintendent	76,528
D0240	Twin Valley	Harian, Richard	Superintendent	74,840

Pawnee

D0495	Ft Larned		
	Beecher, Clair	Superintendent	81,214
D0496	Pawnee Heights		
	Patterson, Raymond	Superintendent	64,860

Phillips

D0324	Eastern Heights		
	Robinson, Casey	Superintendent	73,000
D0325	Phillipsburg		
	Grimes, William	Superintendent	70,000
D0326	Logan		
	Tidball, Kenneth	Superintendent	72,564

Pottawatomie

D0320	Wamego		
	Corwell, Mark	Superintendent	88,445
	Harrison, Dixie	Assistant Superintendent	72,079
D0321	Kaw Valley		
	Roberts, Micheal	Assistant Superintendent	70,460
	Stessman, Martin	Superintendent	77,000
D0322	Onaga-Havensville-Wheaton		
	Hagerman, William	Superintendent	73,185
D0323	Rock Creek		
	Doll, Richard	Superintendent	89,991

Pratt

D0382	Pratt		
	Davis, Donna	Assistant Superintendent	70,129
	Kennedy, Kenneth	Superintendent	84,018
D0438	Skyline Schools		
	Boland, Aaron	Superintendent	82,500

Rawlins

D0317	Harnden		
	Juenemann, Kimberly	Superintendent	67,820
D0318	Atwood		
	Tarrant, Lee	Superintendent	79,850

Republic

D0426	Pike Valley		
	Nelson, Larry	Superintendent	61,800
D0427	Republic County		
	Lysell, Larry	Superintendent	74,044
D0455	Hillcrest Rural Schools		
	Walters, David	Superintendent	37,500

Rooks

D0269	Palco		
	Cox, Dennis	Superintendent	74,698
D0270	Plainville		
	Grover, Donald	Superintendent	72,420
D0271	Stockton		
	Hickel, Jim	Superintendent	73,234

Rush

D0395	LaCrosse		
	Jackson, Larry	Superintendent	85,376
D0403	Otis-Bison		
	Meitler, Ronald	Superintendent	78,640

Russell

D0399	Paradise		
	Scherling, Susan	Superintendent	64,726
D0407	Russell County		
	Couch, David	Assistant Superintendent	77,164
	Degenhardt, Donald	Superintendent	84,589

Smith

D0237	Smith Center Davis, Glen	Superintendent	87,430
D0238	West Smith County Barnell, Warren	Superintendent	74,696

Stafford

D0349	Stafford Taylor, Mary	Superintendent	73,800
D0350	St John-Hudson Summers, Elizabeth	Superintendent	73,900
D0351	Macksville Dunn, John	Superintendent	68,000

Stevens

D0209	Moscow Public Schools Philippi, Lawrence	Superintendent	81,667
D0210	Hugoton Public Schools Self, David	Superintendent	83,800

Thomas

D0314	Brewster Edmundson, Sherri	Superintendent	75,000
D0315	Colby Public Schools Nielsen, Kirk	Superintendent	84,868
D0316	Golden Plains Baskerville, Roger	Superintendent	83,743

Wabaunsee

D0329	Mill Creek Valley Rivers, Randl	Superintendent	73,846
D0330	Wabaunsee East Schmidt, Charles	Superintendent	73,306

Wallace

D0241	Wallace County Schools Bruce, Rex	Superintendent	69,295
D0242	Wallace County Schools DuBols, Dave	Superintendent	75,009

Washington

D0221	North Central		
	Walters, David	Superintendent	37,500
D0222	Washington Schools		
	Stegman, Michael	Superintendent	77,316
D0223	Barnes		
	Joonas, Steven	Superintendent	75,622
D0224	Clifton-Clyde		
	Anderson, Jane	Superintendent	72,000

WILLIAM G. (BILL) MASON
 REPRESENTATIVE, 75TH DISTRICT
 BUTLER COUNTY



TOPEKA

HOUSE OF
 REPRESENTATIVES

COMMITTEE ASSIGNMENTS
 CHAIRMAN: FEDERAL AND STATE AFFAIRS
 JOINT COMMITTEE ON TRIBAL AFFAIRS
 MEMBER: EDUCATION

February 18, 2003

Madame Chairperson and Election Committee

Thank you for hearing the bills on reorganization of school districts.

Funding of public schools is one of the most important responsibilities that we have as a legislative body. The needs are great when we consider retaining a great teaching staff, paying competitive salaries, meeting the increasing costs of insurance and many more unavoidable increases. I have long advocated that we will never be able to fund all of the education requests out of existing resources. If we are to put significantly more resources into education, a portion of that will have to come from within the organization.

In 1996, I proposed a study of school district boundaries. While many agreed that we should look at reorganization, thousands did not. I can recall getting many calls but every editorial indicated that we should be looking seriously at the issue. Today, I am not getting negative calls. Most everyone seems to agree that we should be working toward an implementation plan.

The three bills that I am sponsoring are the county school district proposals, the old criteria of a minimum of 400 students and 200 square miles and the regionalization plan. My hope is that we can take the best from all of these and find a plan that will fit the entire state.

In 1996, my estimate of savings was 200 -300 million dollars per year. The estimates by the proposers of the regionalization plan were for a savings of 240 - 480 million per year.

I believe it is important for us to look for savings in all areas to better utilize those savings in the classroom.

While there is a possibility that some attendance centers would close, most would not. The savings would come from a reduced level of administration throughout the system and greater savings by better utilizing existing facilities. Greater opportunities would be afforded all children because we would remove arbitrary boundary lines and could offer additional curriculum and programs:

I appreciate the hearing of all of these bills and I urge you to give strong consideration to some reorganization of an inefficient delivery system. It can be better.

I would be happy to stand for questions.

Bill Mason
 Representative 75th District

Jerry Culler - Ashland

Consolidation- Rep. Bill Mason

“Lost in all of this is the kids. We talk about dollars, but we don’t talk about a better education for kids and this must be our highest priority” - Topeka Journal – John Milburn

If we are talking about quality, then let’s drop the consolidation issue and talk about school performance. When that happens, small schools will be in good shape.

Small schools provide a quality education. Yes we do offer fewer classes to meet the Regents recommended curriculum, in science we offer five classes at the high school level instead of the 10-12 classes offered at many large schools and the same holds true in math, English or social science. Research has found that there is no relationship between school size and quality curriculum. By offering some classes over ITV or the internet, schools can offer additional classes for selected students. We know our students are well prepared, because they are able to compete at four year universities, and technical schools, or in the world of work. Small schools are found to more personal, community oriented, safer, and conducive to student learning.

As we all know, the reason we are talking about consolidation is because of a hope for zero balance in the 2003 State General Fund and a means to fund the State General Fund in 2004. If consolidation comes about you will see Kansas drop from being a top academic performer in the United States. If you want more students in home school, private schools, schools with a higher drop out rate, schools with a lower graduation rate, less student participation in activities and less community involvement pursue consolidation. Which student will be successful one who has the opportunity to participate in band, vocal, football, scholars bowl

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(Handwritten initials)

forensics and drama or a student that only has the opportunity to participate in one or none of these activities? Small schools are beneficial to all students. Marginal students are made to feel that they are needed and are a critical component. What should happen is for you to fund education at an adequate level, and then let the local community decide if they want to consolidate. Let the consolidation monetary inducements work.

The savings projected by school consolidation has not materialized in the past because large schools often expand their staff to manage additional students. When you try to consolidate the administrative staff of small district you must also consider that many times the superintendent is in charge of budget, transportation, food service, grants, maintenance, QPA and capitol improvement projects. Sometimes small districts will have combination of superintendent and principal or the principal will teach some classes. We must remember that administration must be the instructional leader and without that leadership school will lose their focus.

At-risk students are the challenge of all school districts. In a small district we know each student well and we can address their needs. If an at-risk student is not in class we can find out in a hurry and address the problem. I wonder if that will happen if we add a forty five min. bus ride. We all know that participation in activities helps in keeping students in school and on a graduation track. I know those consolidated schools will not match our 94% participation rate in student activities. I know those consolidated schools will not have the community involvement, which is critical for a school of excellence that we have in our small schools

Testimony regarding House Bills 2195, 2209, 2210 and 2253

February 18, 2003

James A. Sutton, Ed.D.
South Haven Unified School District Number 509
Phone: 620-892-5216
E-mail: jsutton@usd509.org

My name is James Sutton, and I have been the superintendent of South Haven U.S.D. 509 for the past 10 years. South Haven school district is 150 square miles of farm land surrounding a town of about 400 people. Our community as a whole, our staff, and our students are concerned about the talk of consolidation. The reading of House Bills 2195, 2209, 2210, and 2253 does not reduce our level of concern. Consolidation is not an initiative to improve Kansas schools. It is an initiative forwarded by some legislators to reduce spending for education. In our current fiscal situation, the hope of eliminating millions of dollars in state spending is an attractive proposition. However, it is an emotional and complicated issue, and one that, if instituted, will change the face of Kansas forever.

I suggest that the bills proposed will have a negative impact on Kansas schools and communities. I also suggest that the strides that Kansas has made during the last decade in school improvement will be jeopardized if not reversed. I have categorized my observations/questions into five areas: students, staff, boards of education, communities, and school quality. Please consider them before allowing any of these bills to progress.

Students

- House Bill 2253 requires that the State Board of Education do a study of all districts with less than 400 students and less than 200 square miles. It asks that a number of issues be considered before the State Board recommends consolidation. Consolidation is described as a way of equalizing the benefits and burdens of education and a way of improving our educational system. **There are many students that thrive in a small school setting** --- that gladly accept a smaller list of electives to receive open doors in other areas. At South Haven USD 509, eighty-two students are enrolled in grades 9 through 12. This year 22% participate in school government, 29% are a part of the National Honor Society, 33% are a part of the all-school play, 56% are active in our Future Farmers of America chapter, and 53% are playing basketball. This can not be duplicated in a larger school.
- Consolidating school systems will produce **increased costs in the area of transportation and longer bus rides for the students.**
- Consolidating school systems will **increase safety concerns for all Kansas schools.** It has been stated time and time again in small schools, "We don't have the large school problems." It is part of the reason that many parents prefer small schools and many students thrive in them.

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Staff

- **Certified staff across the state of Kansas will be without the certainty of employment without respect for years of service, local connections, or past achievements.** If they are rehired, it may be in buildings away from current homes, homes built in communities where they once worked in order to be a part of a local community and school.
- Administrative costs are a part of all businesses. Administrators in smaller districts often fill multiply rolls. Assuming that the key to our financial woes is in consolidating small schools and eliminating small school administrators does not show an in depth understanding of the problem. **Many large school building principals make more than small school superintendents.** The average superintendent salary in a district of 176 students or less is \$66,885. The average salary of a 6A principal is \$92,053. (See KASB Administrative Salary Survey; Nov. 2002.)
- More staff requires more administrative time. Pulling a superintendent out of a small district to save money will **precipitate the need to give other staff more responsibilities.** This will come with a price tag.

Boards of Education

- Boards of education will emerge in one of two ways: 1) They will include representation from each consolidated district which would produce **a board with little or no cohesiveness**, or 2) the board would be elected at large which would probably produce a board that was comprised almost entirely of people in the most populated areas. **People in the rural areas would find themselves losing both their local school and their connection to school operation.**
- **Newly elected boards will be facing an impossible task.** As outlined in at least one of the bills, newly elected boards on July 1, 2005 would be faced with determining what administrators to hire, what teachers to hire, what non-certified staff to hire, and what buildings to open. All of this would be done with a budget that was most likely more complicated than any current district administrator had handled in the past, in a district more complexed than they were accustomed to.
- As outlined in one consolidation plan, administrative services would be consolidated, requiring boards to appoint two members from each board to hire and establish the salaries of their superintendents and assistant superintendents. Assuming the best, and these boards were in complete agreement about the administrator that could successfully lead all of the districts, the superintendent would now have numerous board meetings to attend with several unique board priorities to address. Assuming the worst, **board appointed administrative committees would find themselves at odds** because their choice of an administrator was not selected, the administrator selected was not perceived as doing a sufficient job in their district, and salaries may be difficult to establish by differing large and small school standards.
- Some boards may decide to keep local buildings open as K-6 or K-8 buildings. These buildings that housed twice as many students in the past will still require the same maintenance budget to keep them in good repair. Districts will not have

the money to accommodate this as they are now bigger schools receiving less money per pupil than ever before. **The buildings in the smaller communities will be doomed to fall into a state of disrepair**, ultimately closed as a result of safety and efficiency issues.

Communities

- We constantly question why many schools choose to be so small in Kansas. Kansas is a very rural state. Small schools allow rural communities to continue to be true stakeholders in that process. **Without small schools, a large (perhaps majority) of Kansas' population will become disenfranchised.**
- Regarding local taxation, mill levies will be determined for a county operated school as opposed to the local boards with local priorities in mind. Mill levies in Kansas vary because priorities and approaches vary. Some have no capital outlay mill levy. LOBs range from 0 to the full 25%. Mill levies are currently allowed for recreation programs. With at least one of the proposals, county citizens will be required to pay county mill levies that may or may not fit local philosophies to pay for schools which may or may not be in their community. In addition, they will still continue to **pay for buildings or additions to buildings which now stand deserted** because the building was determined unnecessary in the county school operation.

School Quality

- If the purpose of consolidation is to improve the quality of Kansas public education, what part of that education system is troubling our citizens? If ACT scores are continuing to rise, if our students score well above the national norm on five out of six of the tests on the Iowa Test of Basic Skills, if our fourth graders ranked in the top 20% of the states tested in reading and our eighth graders ranked in the top 13% in reading, can the legislators who are authoring bills on consolidation define the problem. **Is there evidence that shows consolidated districts have safer, academically superior schools** and are producing a higher caliber student prepared for success as a responsible leader and citizen?
- Studies have shown a strong correlation between good building administrators and quality schools. **Consolidation will provide those administrators with higher ratios of administrators to teachers and administrators to students.** Is that going to improve their ability to address school improvement issues or dilute it?
- Our Quality Performance Accreditation system was originally based on Effective Schools research by Dr. Lezotte. Part of that research pointed to **a strong tie between school and community as a requirement for a successful school.** Will school consolidation improve this connection?

Please consider the consolidation bills carefully. Do not use our economic problems as an excuse for reckless legislation. History has shown us that consolidation will not save Kansas money, and these bills will not improve an educational system that is already strong and getting stronger. Some schools in Kansas have found consolidation to be

necessary. It was a difficult, emotional decision that was made when a community decided they had no other choice. Passing legislation that requires it, will not make the process easier. It will, however, change the party held responsible. It will no longer be dropping enrollments and financial realities. It will now be the Kansas legislature.

HOUSE OF REPRESENTATIVE EDUCATION COMMITTEE
TESTIMONY BY GENA STANLEY, SUPT. FOWLER U.S.D.#225
FEBRUARY 18, 2003

Mr. Chairman, Committee Members, and Guests:

Thank you for this opportunity to address an issue that is uppermost in the thoughts of the teachers, staff members, students, and citizens of southwest Kansas, the potential loss of our small town school districts.

Fowler is a rural community on Highway 54 in Meade County, 32 miles southwest of Dodge City and 70 miles southeast of Garden City. This town of approximately 600 residents supports a Pre-K to 12 school system of 175 students, 22 teachers, 2.5 administrators, one counselor, one librarian, and 16 support staff. The citizens are willing to invest in the future and have a strong belief in and support of education.

One hundred seventy-five students take advantage of the superior academics available at Fowler Public Schools. They regularly place in the Standard of Excellence on the Kansas Assessments in Math, Reading, and Writing. In 2001, all three math groups tested received the Standard of Excellence. On the State of Kansas School Contest from Emporia our students have been in the top 7 schools for the last five years, placing first (1st) in 2000. The average ACT test score for this year's seniors is 21. Both junior high and high school groups perform highly in Quiz Bowls, Math Counts, and Academic Olympics.

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Our seniors regularly receive thousands of dollars in scholarship money to attend college. In fact, 100% of our graduating seniors for the last three years have gone on to attend a 2 or 4 year college or university or a technical trade school. In the three years I have been in Fowler, 2 seniors have dropped out of school and one of those went on to get her GED so she could start college early.

The A+ Network, an interactive cable network made up of 11 schools, provides hookups in southwest Kansas to share academic classes and teachers for classes such as Spanish, Art, and Physics.

This is a family-oriented community, with activities often built around family needs and ties. Life-long learning puts education at the center of many community activities. Our athletic teams are competitive and ballgames fill the gymnasium with spectators on Tuesday and Friday nights when we have home games. Our auditorium, which seats 500, is usually filled to capacity for music performances and plays. There are strong generational ties to Fowler High School.

Our schools are a point of pride as well as a stable employment force for our town. Our leaders are very much aware of our school's importance to the community.

Two years ago, when the Augenblick and Myers Report was released, Fowler was one of the targeted schools. The community and school took a very proactive stance at that time. The community as a whole is now promoting Fowler and the school district by trying to bring in new business and encouraging people

to build or buy new homes in Fowler. The biggest draw to our town is excellent school facilities, superior academics, small class sizes, and extremely low discipline issues.

The plans being considered would all but close down, not only our schools, but also many of the 4 churches, grocery store, convenience store, bank, library, 2 insurance companies, the Family Health Clinic, 4 beauty shops, post office, 3 restaurants, and several agriculture related businesses. The nursing home would probably survive for a while. By closing or consolidating our schools, you would not only be tampering with an excellent educational facility but also the economic welfare of this town.

Given the choice of having their students put into large classes and spending hours on the bus each day or home schooling their children, hundreds of parents are likely to choose home schooling.

I would like to invite you as a committee or as individuals to visit Fowler and other communities in the southwest Kansas area. Before you can make decisions which could impact our lives so significantly, you need to have the whole picture, the human element.

The administrators in the surrounding school districts know that changes need to be made by all. What I am asking for is to not forget the human element in this puzzle. Give us the opportunity to do cutting, combining, merging, or whatever the best is for our own students and communities. There are solutions to these problems that don't have to involve bussing students 30-

40 miles a day or putting them in classes that are too large for adequate learning to take place. There are also viable solutions that don't involve creating fiefdoms for a few people which will ultimately involve hiring multiple principals and directors and hours of driving to oversee all the work.

The destiny of rural Kansas education should be in the hands of the communities.

POSITIVE POINTS OF SMALL SCHOOL DISTRICTS

1. Knowing everyone's name, everyone counts
2. High graduation rate
3. ACT scores are high
4. Less discipline, problems/lower severity level
5. Small class size
6. Good safety factor
7. More student participation in extra-curricular and not just athletics
8. Essential curriculum for life
9. More accountability, local board, parental involvement
10. Traditional values
11. Responsibility for actions/accountability
12. Teacher/student/parent
13. Individual attention to student instruction
14. Fewer dollars set aside for security
15. Lower drop-out rate
16. More effective dealing with at-risk population
17. Better attendance rate
18. More flexibility, innovative teaching strategies
19. Lower teacher turn over
20. More teacher job satisfaction, less stress
21. Community/School pride very high
22. Cost of living lower
23. Sense of belonging
24. Awareness of community needs
25. School is center of community
26. School is the key to economic development



Big Learning at Small Schools

Kids usually go for big ice cream cones and giant rides at the fair. But when it comes to school size, research clearly says that kids thrive on small; it's often better for student learning. For parents who sometimes wonder if a larger school might offer more to their child, it looks like bigger is *not* always better when it comes to the relationship between student learning and school size.

A new report from the Northwest Regional Educational Laboratory finds overwhelming evidence that student attitudes, behavior, and participation are better when school size is smaller. As for student achievement, small schools get results at least equal to, and in many cases superior to, big schools. That's good news in the Northwest—Alaska, Idaho, Montana, Oregon, and Washington—where 1,500 schools enroll fewer than 138 students, according to one analysis.

- In Alaska, nearly 200 schools have fewer than 100 students.
- In Idaho, 174 schools average well under 200 students.
- In Montana, over half of the schools have 70 or fewer students.
- In Oregon, over 500 schools have fewer than 300 students. And about 11 percent of those schools have fewer than 125 students.
- In Washington there are almost 300 very small schools with fewer than 50 students; nearly 900 schools have fewer than 400 students.

"Research has repeatedly found small schools superior to larger ones on most measures and equal to them on the rest," says author Kathleen Cotton in the report, *School Size, School Climate, and Student Performance*. "This holds true for both elementary and secondary students of all ability levels and in all kinds of settings."

Students in small schools are more likely to participate in activities, less likely to drop out, more likely to attend regularly, less likely to engage in risky behavior, and are more likely to view teachers positively.

Researchers point to a number of reasons for the success of small schools. For one thing, students are less likely to be overlooked or isolated in small schools. To have adequate numbers of students, everybody's participation is needed for clubs, teams, and student government. And people in small schools come to know and care about each other to a greater degree than would be possible in much larger schools.

This caring and inclusive environment leads to a greater sense of personal effectiveness, researchers found. Students tend to take on responsibility when classes are smaller. Furthermore, scheduling is more flexible than in larger schools.

Small schools tend to use innovative teaching methods, among them:

- Mixing students according to skill and readiness levels, not arbitrary age groupings
- Individualizing learning activities
- Grouping students to work cooperatively
- Pooling teachers' skills and abilities for team teaching

Another benefit of small schools, according to the report, is that they are more likely to make learning both active and relevant to the world beyond the classroom. Kids get to be involved in projects and activities that keep them engaged in learning, helping to answer the age-old, grumble-grumble, question: *How come I have to learn this? Bet I'll never use it.* By the way they're organized, and by the way teaching is often carried out, it seems that small schools let students discover early on: *Bet I'll use this when I grow up!*

This column is provided as a public service by the Northwest Regional Educational Laboratory, a nonprofit institution, 101 S.W. Main, Suite 500, Portland, Oregon 97204.

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Northwest Regional Educational Laboratory
101 SW Main, Suite 500, Portland, OR 97204
Telephone (503) 275-9500
Resources: Parents: Let's Talk
Last Update: 3/3/00 - Contact [Webmaster](#)

TO: House Education Committee
FROM: Larry Geil, Supt. USD #488
PO Box N, Axtell, Kansas 66403
785-736-2304
DATE: February 18, 2003

House bills 2195, 2209, 2210, 2253 and 2256 are not in the best interests of Kansas children. If you as a legislator think that consolidation will save the State of Kansas money, think again. In reviewing the history of past school consolidation in Kansas the cost of education has increased after each consolidation plan has been implemented. The quality of education in small schools is excellent and the state of Kansas ranks in the top 10 in the nation because of its good school systems. Small schools have high parent involvement. A large proportion of students participate in school activities. Small schools have a very high graduation rate. In a small school district with 7 board members each board member represents less than 50 students. In a district with 7,000 students and 7 board members each member represents 1,000 students. Educational studies have shown that parent involvement in their children's education and student participation in activities are both factors relating to student success in school and their productivity after leaving school. The small governing structure of rural school districts thus leads to a high level of parent involvement. Small schools are providing a high quality of education which leads to adults who make positive contributions to society.

House Education Committee
Date: 2/18/03
Attachment # 6

In Consideration of HB 2195, 2210, 2253, 2209, and 2256

Presented by:

Dan Metz, Vice-President, Board of Education Oxford Unified School District #358
Mike Graves, Board Member, Board of Education Oxford Unified School District #358

February 18, 2003

House Education Committee

Date: 2/18/03

Attachment # 7-1

In consideration of HB 2195, 2210, 2253, 2209, and 2256, in our opinion consolidation of school districts as proposed in above mentioned bills will be harmful to students in school districts that would be consolidated, not to mention the citizens and patrons of the communities where the school districts are located. Consolidation not only destroys the excellent educational opportunities of those students, but the economic vitality of those communities, as well. The communities of Oxford and Gueda Springs are the major communities making up Oxford, Unified School District #358 and are very similar to a majority of the school districts and communities that would be affected by consolidation. The patrons, parents, students and staff of the school district are very proud of the history and accomplishments of the students who have graduated from USD #358. The Oxford community has affordable housing where parents can raise their children in a safe environment and be in close proximity to employment opportunities in the Wichita metro area.

We ask the members of the House Education Committee to take into consideration in their deliberation about school consolidation:

1. Consolidation of school districts will not reduce the state's K-12 education expenditure:
 - a. Consolidation of administrative offices will result in only a small amount of money being saved by eliminating superintendents of districts that are consolidated. The average percentage of general and supplemental fund money devoted to superintendents' salaries in those districts is 2.42%.
 - b. Superintendents in small districts serves as the transportation, curriculum, special education, personnel and buildings and grounds director, and budget manager. A county or regional superintendent will be forced to hire additional administrative staff to manage the added duties and responsibilities placed upon him or her, canceling the savings, perhaps increasing spending on administration. The custom of large school districts in Kansas proves this argument. Olathe has 20,000 students, one superintendent, four assistant superintendents, and fifteen directors and managers. Large school districts in bordering school districts employ public relations directors, for example.
 - c. Consolidation will result in closure of school buildings in many small and medium sized communities as stated in the consolidation plan. The state of Kansas has spent \$193.5 million on new school construction since 1992. A provision of the 1992 school finance law required the state to pay for a portion of school districts' bond issues depending on the wealth of the school district to insure equality among districts (See appendix A). Are we prepared to abandon modern school buildings, ignoring the large sums of money paid to construct the buildings, which will be the result of consolidation?

- d. The supposition that the state will save \$240 to \$440 million through the consolidation of administrative offices is dubious at best. The big school districts have been involved with litigation against the state over the issue of low-enrollment weighting for small school districts. The implication is that they don't have enough money to meet the needs of their district. If you examine the figures presented in the plan offered by Dr. Little, Dr. Norris and Mr. Kennedy, they state they can educate even more students, in more buildings and locations, for less money. Which way is it? Do they need more money or could they do more with less? On what or whose financial information did they base their opinion? When asked for a copy of their data and information, it has not been provided to us. Is there a reason for this?
2. Transportation costs will increase as students are bused to schools further away from their homes and riding on the bus for longer periods of time. Transportation expenditures for Oxford in 2001-2002 were as follows:

No. of Students Bussed	Salaries & Benefits	Fuel	Buses & Equipment	Purchased Services	Supplies	Total
140	\$67,141	\$13,420	\$60,124	\$4594	\$20,709	\$165,988

Oxford is spending \$1185 per student for transportation in a compact school district of 136 square miles. What will be the cost of transporting students in much larger areas or regions?

3. Closing schools in small and mid-size communities will result in an economic disaster for those communities, resulting in large numbers of locally owned businesses being closed. When schools are closed, there is no longer the desire or need for parents with children to live in those communities, resulting in a ruinous decline in the number of customers for owners of small grocery, clothing, lumber and hardware stores, restaurants and banks. Property values will decline resulting in an erosion of the tax base and impairing the ability of the new school district to raise sufficient revenue.
4. Why would Oxford Unified School District parents wish to send their children to the large school district near them? A comparison of Kansas Assessment results for the last three years proves that the academic quality of Oxford schools is superior to that of Wellington (Appendix B). Why would Oxford parents want to send their children to attend schools in Wellington when Oxford schools have consistently achieved better results on state assessments?
5. A comparison of drop out, graduation and attendance rates demonstrates that Oxford out performs Wellington. Please note the study referred to in the Iowa State Extension News release (Appendix B).

8. The patrons and taxpayers of the Oxford School District have demonstrated a significant support for their schools. In 1999, voters overwhelmingly approved a \$4.9 million dollar addition to the high school and elementary school buildings and athletic facilities. There is little doubt; consolidation with Wellington will result in the abandonment of school buildings in Oxford, when students are moved to Wellington schools. The discussion in Wellington by patrons, parents and business people that students of neighboring school districts, including Oxford, will attend Wellington schools because they need the money those students will generate for the Wellington School District.
9. The question of consolidation should be left to the local boards of education and patrons of the school districts. School districts with declining enrollments and budgets will decide to consolidate when it is no longer possible to support themselves or can offer the education the courses and programs required or desired by students. If the parents and patrons choose to increase their taxes at the local level to maintain their schools, we believe local communities should be permitted this decision. Local control should be maintained.

The Kansas Department of Education (KSDE) report, **Percentage of Line Items of the Combined General Fund and Supplemental General Fund 2000-2001 Actual Expenditures**, shows the actual percentage expenditure for General Administration salaries. Using the Sumner County school district data as an example, the report shows that Wellington USD #353 superintendent's salary an expenditure of 1.01% of the general and supplemental general funds. For Oxford's it was 2.36%. The actual dollar amount for Wellington was \$99,000 and Oxford \$71,200. It should be noted the salary for the Wellington assistant superintendent of \$80,000 was reported in student support services, not in general administration. As a consequence, the actual expenditures for general administration for Wellington are comparable to Oxford. A comparison of expenditures for budget lines 2100 Student Support Services, and 2200 Instructional Support Staff where administrative salaries are located by school districts along with General Administration, Oxford's percentage of expenditures in those areas are either comparable or lower than surrounding districts with much larger enrollments (See appendix A). School districts are not consistent in the method of reporting salary expenditures for administrators.

Appendix A

The State of Kansas Bond and Interest Investment

Fiscal Year	Amount
1992-1993	\$4.5 Million
1993-1994	\$7.1 Million
1994-1995	\$11.1 Million
1995-1996	\$15.6 Million
1996-1997	\$16.6 Million
1997-1998	\$19.0 Million
1998-1999	\$22.7 Million
1999-2000	\$26.2 Million
2000-2001	\$30.7 Million
2001-2002	\$40.0 Million
Total	\$193.5 Million

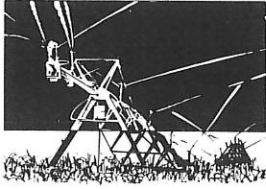
Source: Kansas Department of Education

Appendix B						
	Eisenhower	Kennedy	Lincoln	Washington	All Wellington Elem.	Oxford
Attendance Rate						
1999	95.8%	97.7%	95.8%	96.5%		95.4%
2000	96.3%	97.7%	98.8%	96.6%		100.0%
2001	96.6%	95.9%	96.2%	96.1%		95.3%
2002	96.6%	95.5%	96.8%	96.0%		95.4%
AVG.	96.3%	96.7%	96.9%	96.3%	96.6%	96.5%
Violent Acts						
2001	1.2%	0.9%	1.7%	0.7%		1.5%
2002	0.4%	0.8%	0.0%	0.0%		0.5%
AVG.	0.8%	0.9%	0.9%	0.4%	0.7%	1.0%
Reading						
2000	80.8%	75.8%	80.3%	77.0%		81.1%
2001	78.6%	76.0%	79.6%	74.7%		86.3%
2002	79.1%	73.0%	80.6%	77.7%		79.9%
AVG.	79.5%	74.9%	80.2%	76.5%	77.8%	82.4%
Level of Proficiency						
Proficient						
2001	22%	14%	17%	14%		33%
2002	21%	24%	23%	5%		19%
AVG.	22%	19%	20%	10%	18%	26%
Advanced	22%	19%	20%	10%		26%
2001	6%	0%	11%	19%		11%
2002	10%	0%	23%	21%		15%
AVG.	17%	13%	19%	13%	15%	22%
Math						
2000	44.9%	38.4%	35.2%	44.1%		52.2%
2001	46.2%	41.8%	57.0%	60.9%		59.6%
2002	53.8%	50.8%	53.1%	42.8%		59.5%
AVG.	48.3%	43.7%	48.4%	49.3%	47.4%	57.1%
Level of Proficiency						
Proficient						
2001	15.0%	10.0%	26.0%	24.0%		25.0%
2002	22.0%	23.0%	34.0%	15.0%		39.0%
AVG.	18.5%	16.5%	30.0%	19.5%	21.1%	32.0%
Advanced						
2001	5.0%	0.0%	17.0%	29.0%		25.0%
2002	16.0%	8.0%	12.0%	0.0%		15.0%
AVG.	10.5%	4.0%	14.5%	14.5%	10.9%	20.0%

Appendix B		
Attendance Rate	Wellington Jr. High	Oxford Junior High
1999	99.4%	95.3%
2000	94.8%	95.7%
2001	94.1%	97.7%
2002	94.3%	95.5%
AVG.	95.7%	96.1%
Violent Acts		
1999	6.0%	2.4%
2000	0.0%	0.0%
2001	1.1%	3.9%
2002	0.7%	1.5%
AVG.	2.0%	2.0%
Reading		
2000	79.9%	82.3%
2001	81.2%	83.6%
2002	77.1%	84.8%
AVG.	79.4%	83.6%
Level of Proficiency		
Proficient		
2001	25%	45%
2002	26%	36%
AVG.	26%	41%
Advanced		
2001	7%	0%
2002	5%	18%
AVG.	6%	9%
Math		
2000	49.6	43.5
2001	47.6	49.7
2002	43.2	42.6
AVG.	46.8	45.3
Level of Proficiency		
Proficient		
2001	24%	22%
2002	14%	11%
AVG.	19%	17%
Advanced		
2001	10%	4%
2002	5%	4%
AVG.	8%	4%

Appendix B	Wellington High School	Oxford High School
Attendance Rate		
1999	81.9%	95.3%
2000	85.6%	95.7%
2001	89.6%	97.7%
2002	89.7%	95.5%
AVG.	86.7%	96.1%
Drop Out Rate		
1999	6.0%	2.4%
2000	2.7%	1.8%
2001	2.6%	1.0%
2002	5.1%	1.0%
AVG.	4.1%	1.6%
Violent Acts		
1999	2.4%	2.4%
2000	0.6%	0.9%
2001	2.8%	3.9%
2002	0.4%	1.5%
AVG.	1.6%	2.2%
Reading		
2000	78.4%	77.9%
2001	77.8%	79.0%
2002	75.1%	76.5%
AVG.	77.1%	77.8%
Level of Proficiency		
Proficient		
2001	16%	22%
2002	21%	11%
AVG.	18.5%	16.5%
Advanced		
2001	10%	4%
2002	7%	3%
AVG.	8.5%	3.5%
Math		
2000	43.1%	42.0%
2001	42.8%	38.0%
2002	42.6%	39.0%
AVG.	42.8%	39.6%
Level of Proficiency		
Proficient		
2001	8%	7%
2002	5%	3%
AVG.	6.5%	5.0%
Advanced		
2001	7%	0%
2002	8%	4%
AVG.	7.5%	2.0%
Passing Advanced Courses		
Math	46.7%	73.8%
2000	48.6%	37.2%
2001	48.6%	81.0%
2002	47.9%	64.0%

AVG.		
Science		
2000	60.8%	71.4%
2001	61.6%	34.9%
2002	62.9%	76.2%
AVG.	61.7%	60.8%



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February 18, 2003

Thank you Chairperson Decker and committee members for your service to Kansans. My name is Kent L. Moore. I farm and ranch in NW Pratt County. My wife and I have two children in USD 438 Skyline Schools. I am here today to voice my opposition to the proposed bills to mandate school consolidation in the state of Kansas.

In regard to HB 2195, HB 2209 and HB 2210, I feel that a blanket approach to school consolidation for the entire state would be a detriment to providing education to Kansas students. My school district has stable enrollment, excellent facilities and is meeting the educational needs of it's students. Under these bills, my district would be forced to consolidate with USD 382 in Pratt, KS. I don't question USD 382's ability to educate, but without question Pratt's enrollment is in decline and their facilities are inadequate. Patrons of USD 382 recently defeated a bond issue to build a new high school facility by a wide margin. One also has to question the exclusion of the three most populated counties in Kansas from being forced to consolidate. Wouldn't one assume that the greatest economies of scale would be realized in these the most populated counties? I fail to see the need to exclude these urban areas from any forced consolidation legislation.

HB 2253 charges the State Board of Education to study all districts having 400 or under enrollment and less than 200 square miles to determine whether consolidation would provide public benefit. It concerns me that this responsibility would be given to a board that according to the media has difficulty electing a chairperson. I feel that consolidation is a local decision and over time some districts will see that consolidation may be necessary to adequately educate their children. If and when a community makes that decision, the state should facilitate the consolidation but it should not mandate that it take place.

One of the most referenced consolidation plans in the media is the proposal by Dr. Sharol Little and Mr. Kenneth Kennedy to regionalize and reorganize Kansas school districts. I feel that this plan would be cost neutral to the state. It states in their proposal, "It is estimated that with proper reorganization of school districts and the sharing of services as outlined in the service concept section of this document, the state could realize a reduction in cost. This savings could be used by school districts in Kansas to enhance the educational opportunities for all Kansas students." I interpret that statement to mean that there would be no net reduction in the expenditure by the state to fund public education. Their plan assumes that if a district has a higher cost per pupil the reason for that increased cost is inefficiency. The current state school finance plan recognizes that not

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all districts will have the same per pupil cost. An example in the plan shows the consolidation of four districts. The plan uses the lowest per pupil cost of the four and assumes the lowest per pupil cost would be adequate to fund the new consolidated district. I don't believe that would necessarily be the case.

Schools are the lifeblood of all communities. The education needs of Kansas children should not be compromised merely to attempt to rectify a budget shortfall. The state legislature should allow consolidation to be a local decision. State mandated consolidation would be intrusive. I question whether the state would see a reduction in the cost to fund public education and I doubt that state mandated consolidation would lead to greater educational opportunities for Kansas children.

Thank you.

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Thank you Chairperson Decker and other committee members for allowing me to be here to voice my concerns to you. My name is Kay Smith. I am stepping out of my comfort zone to do this, but feel the issue of forced school consolidation is important enough that I have no choice but to do so. My husband and I farm and raise cattle in the SW part of Pratt County. I have had 4 children attend and graduate from Skyline School District 438. My oldest child received her undergraduate degree from K-State and will graduate in May with her Masters degree. Two of my children are current students at K-State well on their way to completing their degrees.

My husband grew up on a farm and I in a small town. After we married he had an opportunity to go to work as a diesel mechanic for JD in Wichita, KS. He also had a choice of working for a JD dealership in Helena, OK which is a small community. We made a decision at that time that we preferred the small community and wanted no part of "city living". They are wonderful places to visit, but some of us prefer small communities and what they have to offer such as small schools. It really irritates me some feel they have the right to take that choice away by insisting all of our schools be "large schools". I know many who live in more populated areas love it and the opportunities that come with it. I have no quarrel with this, but I do have a problem with someone telling me I have to want the same things they want. I live in America, the land of the free and Kansas, the heartland of America. Forced consolidation is about freedom of choice and taking away local control. No thanks. I prefer knowing on a personal level my children and future grandchildren's teachers and school administrators.

Small schools have much to offer students. In a small school students have a much greater opportunity for leadership positions and participation in many activities. Students in large schools are less likely to participate in extracurricular activities and if they do, it is usually limited to one activity. The majority of students in small schools participate in many activities. They have the opportunity to participate in sports, quiz bowl, forensics, science and math olympiads, choir, small vocal groups, band, individual music competition and on and on. Many of them are class officers or officers in pep club, student council etc. and thus have the opportunity to learn leadership skills. If we go from a high school size of 125 to 400 or more, many of the average kids would lose the opportunity to participate. I have heard Pat Bosco, the dean of student life at K-State express that many of their students come from small schools, and they are the ones who are most active in their organizations. Participation in these activities makes well-rounded students better prepared to handle life situations they will encounter. They have learned responsibility and how to manage their time. Just a couple of years ago a graduate of Skyline was the editor of K-States Student newspaper. I'd say this is quite an achievement and I'm sure he thanks our school for the excellent journalism program we have. Two of my daughters have used extensively the skills they learned in our journalism newspaper extracurricular activity. Two of my daughters have received leadership scholarships from K-State, and I'm sure this is due to the leadership opportunities of going to a small school.

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Small schools have more benefits than I could possibly name. They have less discipline problems, less truancy, lower dropout rates, higher graduation rates, and better student and teacher attitudes. I don't believe our teachers are fearful to come to school because of unruly students. Parents and other relatives are more involved with the life of smaller schools than larger schools. Small schools offer an environment where teachers, students and parents see themselves as part of a community and deal with issues of learning, diversity, governance and build community on an intimate level. Small schools are more flexible and more responsive to students because there is less formal bureaucracy and because people are known to each other. People cannot connect in the same way in larger schools because intimacy is impossible and students are anonymous. Students drop out of large schools at a much, much higher rate than they do out of small schools. The cost to society can probably not be measured but it is enormous.

Forced consolidation would cause students to be spending large amounts of time riding a bus to get to school. Some are already spending close to 2 hours a day commuting to and from school. If we make our districts larger this problem will only get worse, and it will not save money, as it will take more buses to provide this transportation, not to mention increased costs in fuel and labor. With larger districts, more students would be riding the bus, and these routes would be longer, exposing more students to danger. Although busing is very safe, still every year there are accidental deaths that occur with school bus transportation.

Last, but not least there would be a cost to small towns in Kansas. The closure of a school will cause many towns to basically dry up and wither away. These communities are already facing hard times because when the agricultural community is suffering, all businesses suffer in a small town. Drought has been a big problem in Kansas and this is an issue we cannot control. But we can say no to forced consolidation, which will be the final straw to the lifeblood of many of these towns. If forced consolidation becomes reality, I think you will see private schools spring up and much more home schooling. Some small communities may decide to consolidate but it should be their choice.

Yes, my appeal today is on a personal level. You are dealing with issues that will affect human lives. Do you want to make their life better or do you want to be a part of forced school consolidation, which will be detrimental to students in Kansas who will be tomorrow's leaders? They are going to have enough to contend with in this world with out us making more problems for them.

Thank you,

Kay Smith



Testimony on
School District Consolidation
Before the
House Committee on Education

By
Mark Tallman, Assistant Executive Director/Advocacy

February 18, 2003

Madam Chairman, Members of the Committee:

On behalf of the Kansas Association of School Boards, we appreciate the opportunity to offer comments on the general issue of school district consolidation. You have a number of bills under consideration. Rather than speak to each individually, I would like present KASB's general policy position, then address some issues that I believe are relevant to your discussion.

Our position is fixed by the action of our Delegate Assembly, which has adopted a policy position that opposes any state-mandated consolidation of school districts, either directly or indirectly. However, we have also adopted positions that support increased cooperation among schools if appropriate. We do not oppose any and all school district consolidation, but we believe that changes in school district organization should be determined by local communities, rather than state action.

In the balance of this statement, we would like to address some of the questions and issues surrounding school consolidation.

Would school district consolidation save money?

It is sometimes suggested that Kansas has "too many" school districts. In fact, even if the state of Kansas would consolidate into a single school district, it would need to spend the same amount of money if it operated the same number of schools, provided the same services, and employed the same number of people. On the other hand, Kansas could divide into many more school districts and spend the same amount of money if no changes are made in operations.

Under the current school finance formula, larger districts receive less enrollment weighting than smaller districts. If the formula does not change, the *state* might reduce expenditures if districts were consolidated into units with larger enrollments. But that simply means that the new districts would receive less money to operate, leading to school closings, reductions in staff, and cuts in programs and services.

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In fact, consolidation might well actually *increase* costs. In combined districts, employees would certainly expect to be paid at the rate of the highest salary schedule (no one is going to take a pay cut). Parents would expect the same level of academic offering and services across the new district, and possibly more services in a new, larger district. Costs would rise along with expectations.

Between 1965-66 and 1967-68, as a result of the School Unification Acts, the number of districts in Kansas was reduced from over 1,300 to less than 336. Statewide enrollment from first through twelfth grades declined from 497,628 to 479,829. Yet total operating budgets increased by 7.42% over those three years, and per pupil expenditures increased by 11.48%. (KASB Research Department)

Could administrative costs be reduced with fewer school districts?

Approximately 50 school superintendents – nearly one-sixth of the total – already have other duties, such as serving as a school principal. In small districts, the superintendent has multiple duties, including transportation, food service, special education, school accreditation and curriculum planning, facilities management, etc. In larger districts, these duties are spread over more people, but the costs are not necessarily reduced.

A recent study by the Legislative Post Audit Division suggested that Kansas spent \$245 more on non-instructional costs than the average of four neighboring states. However, only \$32 of that amount was for districts-level administration. The rest was for a range of areas such as operations and maintenance, building-level administration, food service, transportation, student support and instructional staff support. District consolidation would have little impact on those other areas – unless it results in fewer buildings and less student and instructional support.

It is also important to note that Kansas students have higher academic performance than the average of these four states, suggesting that the way Kansas school districts currently use their resources, is at least as appropriate and efficient as our neighbors. In fact, Kansas students perform among the best in the nation, despite the fact that our spending per pupil is about average. That suggests the state should be extremely cautious about changing a system that gets a very favorable return on the taxpayer's investment.

Should school districts participate in more cooperative activities?

The Kansas State Department of Education lists 60 cooperative entities – interlocals, service centers, special education cooperatives and interactive television networks – that serve the vast majority of school districts. It would be difficult to identify *any* district that does not participate in some kind of joint activity with other districts, or receive services from these entities.

In fact, some legislators have suggested that service center and interlocal activities should be limited because they compete with private sector providers of goods and services. Such limitations would tend to increase school district operating costs.

In addition to the formal agreements noted above, many school districts share teachers and other staff to more efficiently provide instruction and support services.

How would district consolidation affect public accountability?

The Kansas Constitution requires that public schools be “maintained, developed and operated by locally elected boards.” If school districts were consolidated into larger countywide or regional school

districts, smaller communities would likely feel less connection to the new unit, despite the best efforts of a new school board and central administration.

It is interesting to note the continuing interest in “site based management” and “charter schools” as a means to keep decision-making close to parents and communities. Consolidation into larger district would appear to work against this goal.

School districts are not merely administrative units; they are governing bodies. “Efficiency” should not be the only standard in organizing democratic institutions. Kansas could unquestionably save money by reducing the number of *legislative* districts – Nebraskans seem happy with just 40 Senators. But that would mean each legislator would have to represent many more citizens.

Are consolidation, school closing and other changes ever justified?

With changes in population, enrollment patterns and educational needs, many communities are recognizing the need make changes in the structure of their school district. District consolidation will occur without the state’s direct involvement if local communities see the need, and if disincentives are removed.

The state should encourage and empower school boards to look for ways to operate efficiently and cooperatively. Communities will respond positively to incentives. They will react negatively to mandates and penalties.

KASB proposed legislation to make it easier to school boards to close buildings. We have supported legislation to reduce the financial penalty when districts consolidate. We are working with school districts around the state as they struggle with difficult decisions. At Senator Vratil’s request, we have developed some recommendations to further streamline school consolidation procedures; recommendations we would happy to share with this committee if desired. Please let us know if we can be of further assistance as you address these important issues.

Thank you for your consideration.