

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 A.M. on February 14, 2007 in Room 313-S of the Capitol.

All members were present except:

Representative Benjamin Hodge- absent  
Representative Ted Powers- excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department  
Michele Alishahi, Kansas Legislative Research Department  
Ashley Holm, Kansas Legislative Research Department  
Theresa Kiernan, Revisor of Statutes  
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Mike Resnick, National School Boards Association  
Senator David Wysong  
Representative Terrie Huntington  
SuEllen Fried, trainer  
Alex Tranin, student (no testimony provided)  
Aishlinn O'Connor, student (no testimony provided)  
Kate O'Neil, student (no testimony provided)  
Gina McDonald, Kansas Children's Service League  
Kathy Cook, Kansas Families United for Public Education  
Val DeFever, Schools for Quality Education  
Cheryl Semmel, Executive Director, United School Administrators of Kansas  
Jennifer Schwartz, Kansas Association of Centers for Independent Living (written testimony only)  
Diane Gjerstad, Wichita Public Schools (written testimony only)  
Terry Forsyth, KNEA  
Pat Eakes, Legislative Liaison, Kansas Commission on Disability Concerns  
Laura Kaiser, President - Kansas Congress of Parents & Teachers, Inc.

The Chairman introduced Mike Resnick who spoke to the Committee about "*Reauthorization of NCLB*".  
(Attachment #1)

A brief question and answer session following the presentation.

**HB 2310: School districts; policies against bullying**

Senator Wysong spoke to the Committee in support of **HB 2310**. (Attachment #2)

Representative Huntington spoke as a proponent of **HB 2310**. (Attachment #3)

SuEllen Fried spoke to the Committee as a proponent of the bullying bill **HB 2310**. She stated bullying is a form of child abuse and has extended to the internet and all manner of media. (Attachment #4)

Alex Tranin, a sixth grader, spoke to the Committee about his experiences of being bullied. He told members of the Committee of how he had to change schools because of the bullying. (Verbal testimony only)

Kate O'Neil, a student, told Committee members of the social exclusion and how it had become worse in middle schools and she also had to transfer to a different school. (Verbal testimony only)

Aishlinn O'Connor, a student, told Committee members that students don't always mean to be bullies and that they don't recognize the consequences of their actions. (Verbal testimony only)

Gina McDonald spoke to the Committee as a proponent of **HB 2310** and stated the bill would begin the

CONTINUATION SHEET

MINUTES OF THE House Education Committee at 9:00 A.M. on February 14, 2007 in Room 313-S of the Capitol.

process of defining bullying. (Attachment #5)

Kathy Cook testified as a proponent of **HB 2310**. She stated every child has a right to feel safe and secure in their school, classroom and at after school activities. (Attachment #6)

Val DeFever spoke to the Committee about bullying and cyber-bullying and as a proponent of **HB 2310**. (Attachment #7)

Written testimony was accepted from Jennifer Schwartz (Attachment #8), and Diane Gjerstad (Attachment #9), and Pat Eakes (Attachment #10) as proponents of **HB 2310**.

Written testimony for **HB 2310** was accepted from Cheryl Semmel as a neutral. (Attachment #11)

Terry Forsyth spoke to the Committee as a neutral on **HB 2310**. (Attachment #12)

The hearing was then closed on **HB 2310**.

**HB 2447: Registration of charitable organizations, parent teacher associations exempt**

Laura Kaiser spoke to the Committee as a proponent of **HB 2447**. (Attachment #13)

The hearing on **HB 2447** was then closed.

The Chairman told Committee members that a Sub-Committee would be formed for **HB 2310**. That committee consisted of Representative Colloton as Chair; Representatives Crow, Donohoe, Loganbill, and Trimmer. The Chairman also asked that a report be due the following week.

The meeting was adjourned at 10:30 AM. The next meeting is scheduled for Thursday, February 15, 2007.



# A Quick Reference Guide

## ***NO CHILD LEFT BEHIND IMPROVEMENTS ACT OF 2007***

***H.R. 648***

### **Provisions and Rationale**

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#### **Measuring Adequate Yearly Progress: Group Size / Measuring AYP of Groups**

1. The "N" size may be larger for school districts than for schools.

Rationale: Larger school districts are negatively impacted by the "N" number designed for an individual school. If larger school districts are to be identified as *"in need of improvement,"* a larger "N" number is more appropriate – of course, subject to the approval of the state.

2. The "N" size for a group within a school may be increased to a number or percentage of that school's total school enrollment to better align with schools with large enrollments.

Rationale: The number of students within a specific subgroup may vary, so very large subgroups should be able to have a different "N" number than subgroups with a very small number of students.

3. The "safe harbor" requirement is reduced from 10% to 5%.

Rationale: This flexibility would permit subgroups to demonstrate progress and such recognition would provide an incentive for the students in the subgroup as well as their families.

4. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student.

Rationale: This change creates a fairer approach in determining AYP for schools with students belonging to more than one group than over representing their count and would not adversely affect schools with greater diversity.

House Education Committee

Date 2-14-07

Attachment # 1

## Goals for Adequate Yearly Progress

5. A state may permit a school to be identified as meeting AYP when one or more subgroups fail to meet AYP targets as long as the total number of students in the subgroups failing to meet their AYP targets does not exceed 10% of the total number of students counted for the specific assessment or indicator. (This alternate method could not be applied to the same groups for the same subject in two consecutive years.)

Rationale: This option permits a one year deferral of a school being identified for improvement when small numbers of students prevent a group from making AYP.

6. Intermediate goals do not have to increase in equal increments.

Rationale: This option would give school districts flexibility in addressing the unique needs of specific subgroups that may already be positioned at different points to achieve full proficiency.

7. Different groups can have different rates of increase to ultimately reach 100% proficiency.

Rationale: This option would provide school districts flexibility in addressing the unique needs of specific groups.

## Gain Scores and Other Measures of AYP Developed by the State

8. The basic AYP measurement system may be expanded to include: 1) gain score approaches (like value added) and 2) partial credit for meeting basic proficiency targets.

Rationale: The current accountability system, focused on "cut scores," is flawed and does not address the need to measure performance via more than one method.

9. Alternate methods of measuring AYP for schools and/or school districts may be substituted for the existing methodology, provided the system is based on attaining proficiency in the 2013-14 school year and using intermediate goals.

Rationale: States would have greater flexibility to design their accountability systems while continuing to support the broader goals of NCLB.

## Participation Rate

**10. The specific requirement for 95% test participation may be adjusted to a range of 90% to 95% (based on criteria established in the state plan).**

Rationale: With "N" numbers being relatively small, meeting the current participation requirements could be impacted by the absence of only one or two students.

**11. Students may be exempted from the participation rate requirements on a case-by-case basis due to medical conditions, current state laws that grant parents final decisions regarding participation on standardized assessments and uncontrollable circumstances (e.g. natural disaster).**

Rationale: This option would recognize that there may be unique circumstances facing students that would warrant exceptions to participation, and such absence should not adversely impact the performance of the entire school or school district.

**12. Students determined to have "unusual patterns of attendance" as defined by the state education agency may be exempt from the calculation to determine participation rate and referenced in the local school district accountability plan. (This category of students may include chronic truants as well as students who fail to attend school on a regular basis because of life circumstances but continue to maintain their official enrollment status.)**

Rationale: In some communities there are students with very poor attendance but who continue to be encouraged to remain in school rather than drop-out. By having this option, schools would continue to encourage such students to remain in school without the worry of the impact on this student's performance on the school's ability to make AYP.

**13. Students not participating in the assessment and determined not to be eligible for exemptions may be assigned a "below basic" score by the school. In such cases, the school may not be identified as failing to meet the participation rate for AYP on the basis that those same students did not take the assessment.**

Rationale: Currently a school could be labeled as "in need of improvement" on the basis of performance and participation. When calculating AYP, this option would permit a school to make AYP as long as the AYP targets were met since the absent students are given a "below basic" score as part of the final AYP determination.

**14. As determined by the state, students with disabilities may be offered an alternate assessment for the purpose of determining AYP, provided that any such assessment is reflected by the student's IEP and is based on the IEP team's evaluation and the services to be provided for that student – and meets parent consent requirements for IEP's.**

Rationale: The IEP team has the authority to determine the academic requirements for the students and NCLB should not override its authority.

15. The percentage of students statewide who may have their score counted under this provision as meeting AYP may not exceed 3% of the total number of students assessed.

Rationale: This percentage is consistent with the research.

16. Consistent with the student's IEP, alternate assessments may include out of level assessments. Likewise, a student's test results for the purpose of determining AYP may be based on gain scores toward meeting the state standard for proficient or on an adjusted "cut" score for determining proficient.

Rationale: The IEP team has the authority to determine the academic requirements for the students and NCLB should not override its authority.

## Limited English Proficient Students

17. The current regulation is codified relating to 1) first year students in the United States, and 2) counting students as LEP for determining AYP once they leave the group except that such count may be extended to a third year.

Rationale: The law would be consistent with the regulatory changes that have already been issued by the U.S. Department of Education.

18. Students may be provided an alternate assessment that is based on making specific gains individually determined for that student toward meeting state standards for up to three years, as determined by the local school district.

Rationale: Such flexibility is necessary to meet the needs of individual students who enroll in schools with wide variations in English fluency.

19. The higher score achieved by a student who is assessed more than once prior to the beginning of the next school year may be used as the sole score for that student for the purposes of determining AYP.

Rationale: Students should be evaluated on their best scores similar to SAT participation.

## First Assessments

20. If a student scores proficient or above on an assessment taken prior to the academic year in which that assessment is normally offered, that student's score can be counted for the purpose of determining whether AYP was met. However, if that student fails to score at the proficient level, that student's score will not be counted for determining AYP.

Rationale: Schools that offer such assessments more than once should have flexibility in calculating performance using the best possible scores.

## State Flexibility by the U.S. Department of Education

**21. In approving a state's NCLB accountability plan the Secretary shall grant states flexibility to alter the federal framework to align with the state's own accountability system.**

Rationale: States have the responsibility for educating their students and should have the authority to use state systems subject to approval by the Secretary.

**22. The Secretary may provide statutory and regulatory waivers – including waiving requirements that are unnecessarily burdensome or duplicative of state requirements.**

Rationale: States should not have to implement federal mandates that are inconsistent, duplicative, or add no value to state requirements as long as those state requirements support the broader objectives of NCLB.

**23. When the Secretary approves an amendment to a state plan or grants a waiver, that information must be published on the U.S. Department of Education website in clear and complete language within 30 days.**

Rationale: Information regarding adjustments approved by the Secretary is not readily available. This change would ensure that all states are informed regarding adjustments and accommodations granted by the Secretary.

**24. A waiver or state plan revision approved by the Secretary shall be available to any other state on a case-by-case determination.**

Rationale: This change would encourage equitable treatment by the U.S. Department of Education.

**25. A transfer option need only be offered to those low achieving students within the group who failed to meet their AYP targets in the same subject for two or more years – not to all students in the school.**

Rationale: Although an unintended consequence from the current law, higher performing, more affluent students opt for the transfer, leaving the school less likely to improve its performance in subsequent years.

**26. Financial obligations for a school district to provide transportation for a student ends when the group to which the student belongs no longer is identified as not meeting AYP**

**target within the student's former school even if that school continues to be identified as not making AYP for other reasons.**

Rationale: Title I funds are already limited. Continuing such financial obligations without the need adversely impact already limited resources.

**27. A student need only be offered the option to transfer to one other school rather than the current interpretation of at least two schools.**

Rationale: This change would make the regulations consistent with the intent of the law, and acknowledge the often very limited choice options available in many small school districts.

**28. The current regulation exempting students from being offered the transfer option when health and safety are involved is codified and the following conditions for exemption are added: 1) class-size laws, 2) overcrowding, 3) the need for mobile classrooms, construction, or other significant capital outlays, and 4) such travel burdens as time, safety, and unusually high per pupil costs.**

Rationale: This would make the law consistent with the regulations already issued.

## **Supplemental Services**

**29. Supplemental services may be offered in the first year that a school is in improvement status – rather than only offering the transfer option for that year.**

Rationale: Research supports the change, and the Secretary has already granted such an option to many states.

**30. Supplemental services need only be offered to low achieving students within the specific group that fails to make AYP in the same subject for two or more years.**

Rationale: Given the limited Title I funds available, such resources should be targeted only to those students who have demonstrated a need, not all Title I eligible students.

**31. The state is required to consult with school districts in developing criteria for supplemental service providers.**

Rationale: Currently, providers are placed on the list with little, if any, input from local school districts that often have relevant information concerning their performance.

**32. The state may establish a date, not later than December 15, to permit school districts to spend portions of the 20% set-aside from Title I not needed for such services with appropriate parent notification.**



Rationale: This would allow school districts to reallocate funds to support other Title I initiatives for eligible students within the district. Currently such funds cannot be released to support much needed programs during the remainder of the school year.

- 33. The state is required to develop – and make available to the public – procedures to enable local school districts to bring complaints regarding the selection and performance of the provider, and number of schools served by the provider if such scope of service adversely affects the quality of service.**

Rationale: Currently, local school districts have little recourse regarding substantive complaints against the providers, forcing unnecessary political/partisan engagements.

- 34. School districts may not be denied the opportunity to provide supplemental services solely because they did not make AYP or they are in improvement, corrective action, or restructuring status.**

Rationale: Under current regulations, local school districts identified as *“in need of improvement”* are not permitted to offer supplemental services. This is an unnecessary restriction resulting in costlier programs using the same teachers and facilities that would be available with the school district as a provider. Secondly, Secretary Spellings has already granted such exceptions to some districts.

## **Sanctions in General**

- 35. Sanctions for schools and school districts will apply only when AYP is not met by the “*same group*” for two or more consecutive years in a subject or the “*same indicator*” – rather than applying sanctions when different groups and/or different indicators are involved from year to year in that subject.**

Rationale: This provides a more reasonable approach in the identification of schools. Under current law, even if a subgroup previously not making AYP subsequently makes AYP, the school is forced to be identified and subject for sanctions. By requiring at least a two-year pattern of low performance, limited school resources can be strategically targeted, and the number of schools identified would be reduced.

- 36. The application of corrective action sanctions to restructure a school district will occur when it fails to make AYP in each grade.**

Rationale: This change provides a more reasonable approach and has been approved for some states by the U.S. Department of Education.

- 37. Provisions of federal law requiring the restructuring of a school or a school district shall not be implemented unless the total number of students in the groups not scoring proficient or above exceeds 35% of that school or school district’s enrollment.**

Rationale: Under current law, an entire school district could be identified for restructuring based on as few as 50 students if that were the "N" number, regardless of how large the enrollment is in the school district. This change would acknowledge that before an entire school district is identified for costly restructuring, the percentage of students not meeting AYP must represent at least 35% of the total enrollment.

**38. In addition to deferring implementation of sanctions for one year for schools and school districts that face hardships such as natural disasters or financial difficulties, implementation may also be deferred due to a sudden change in the enrollment of particular groups of students in the school or within identified groups.**

Rationale: This change would acknowledge that there could be very unique circumstances facing a school district such as those school districts receiving displaced students from the Gulf Coast hurricanes.

**39. Sanctions relating to corrective action and restructuring will be deferred in any year that appropriations for Title I is not increased by at least \$2.5 billion over the previous year until Title I is fully funded.**

Rationale: Federal funding should bear some relationship to requirements to implement costly sanctions. Therefore, Congress should be held accountable for its fiscal commitment.

**40. Sanctions relating to corrective action and restructuring will be deferred in any year that appropriations are not increased by at least \$2 billion over the previous year for students with disabilities.**

Rationale: Federal funding should bear some relationship to requirements to implement costly sanctions. Therefore, Congress should be held accountable for its fiscal commitment.

**41. Students receiving Title I benefits in non-public schools shall be given the same assessments, as public school students, with appropriate accountability and test reporting requirements to parents and school districts that are required by NCLB to provide consultative services to those non-public schools.**

Rationale: Non-public schools receiving federal support should be subject to the same measures of performance and accountability as public schools.

**42. States may authorize a cessation of Title I support to a non-public school whose Title I students as a whole do not make AYP and perform at lower levels than the area public school(s) for three years or more.**

Rationale: Non-public schools receiving federal support should be subject to the same measures of performance and accountability as public schools.



## President's Fiscal Year 2008 Budget Proposal

Program	FY 2006	FY 2007 <sup>1</sup>	President's FY 2008 Budget Proposal	Difference 07/08
Title I Grants to School Districts	\$12.7 billion	\$12.8 billion <sup>2</sup>	\$13.9 B	\$1.1 B
Early Reading First	\$103.1 billion	\$103.1 billion	\$117.7 B	\$14.6 M
Title I School Improvement	\$0.0 million	\$125 million <sup>2</sup>	\$500.0 M	\$375.0 M
Math Now, Elementary	\$0.0 million	\$0.0 million	\$125.0 M	\$125.0 M
Math Now, Middle School	\$0.0 million	\$0.0 million	\$125.0 M	\$125.0 M
Teacher Incentive Fund	\$99.0 million	\$3.9 million	\$199.0 M	\$195.1 M
Impact Aid (total)	\$1.2 billion	\$1.3 billion	\$1.2 B	-\$0.1 B
Improving Teacher Quality State Grants	\$2.9 billion	\$2.9 billion	\$2.8 B	-\$0.1 B
Safe and Drug-Free Schools and Communities State Grants	\$346.5 million	\$351.6 million	\$100.0 M	-\$251.6 M
Special Education – IDEA Part B Grants to States	\$10.6 billion	\$10.7 billion <sup>2</sup>	\$10.5 B	-\$0.2 B
Career & Technical Education (total)	\$1.3 billion	\$21.3 billion	\$617 M	-\$694.5 M
Smaller Learning Communities	\$93.5 million	\$93.5 million	\$0.0 M	-\$93.5 M
Even Start	\$111.6 million	\$111.6 million	\$0.0 M	-\$111.6 M
Educational Technology State Grants	\$272.3 million	\$272.3 million	\$0.0 M	-\$272.3 M
State Grants for Innovative Programs	\$99.0 million	\$99.0 million	\$0.0 M	-\$99.0 M
Teacher Quality Enhancement	\$59.9 million	\$59.9 million	\$0.0 M	-\$59.9 M
English Language Acquisition	\$669 million	\$670 million	\$670 M	\$0.0 M

<sup>1</sup> Reflects proposed funding levels in the Continuing Resolution (H.R. Res. 20) that is pending Senate consideration, as of February 9, 2007.

<sup>2</sup> The pending Continuing Resolution includes a proposed increase of \$125 million to Title I grants, \$125 million in new funding for Title I School Improvement Grants, and a \$200 million increase to IDEA grants.

STATE OF KANSAS



TOPEKA

SENATE CHAMBER

DAVID WYSONG  
SENATOR, 7TH DISTRICT  
6630 INDIAN LANE  
MISSION HILLS, KS 66208-1745  
(913) 530-1608

STATE CAPITOL, ROOM 141-E  
TOPEKA, KANSAS 66612  
(785) 296-7369  
WYSONG@SENATE.STATE.KS.US

COMMITTEE ASSIGNMENTS

VICE-CHAIR: FINANCIAL INSTITUTIONS  
AND INSURANCE  
MEMBER: NATURAL RESOURCES  
WAYS AND MEANS  
JOINT COMMITTEE ON ECONOMIC  
DEVELOPMENT  
JOINT COMMITTEE ON CORRECTIONS  
AND JUVENILE JUSTICE  
KANSAS CHILDREN'S CABINET  
AND TRUST FUND  
TASK FORCE ON HIGHER EDUCATION

February 12, 2007

Testimony to HB 2310

As a father of two high school graduates, and one who is an eighth grade teacher,  
I know of the problem of bullying in schools.

I am in favor of passage of HB 2310.

*Senator David Wyson*

House Education Committee  
Date 2-14-07  
Attachment # 2

STATE OF KANSAS

**TERRIE W. HUNTINGTON**  
REPRESENTATIVE, 25TH DISTRICT  
3216 WEST 68TH STREET  
MISSION HILLS, KANSAS 66208  
913-677-3582



TOPEKA  
—  
HOUSE OF  
REPRESENTATIVES

COMMITTEE ASSIGNMENTS  
VICE-CHAIR: ECONOMIC DEVELOPMENT  
MEMBER: COMMERCE & LABOR  
TRANSPORTATION  
JOINT COMMITTEE ON ECONOMIC DEVELOPMENT

Chairman Aurand, Vice Chairman Horst, and Minority Chair Storm:

School bullying is a continuing problem that has plagued our schools for decades--girls shunning classmates because their clothes don't have the "cool" label, boys picking on the quiet student who prefers books to baseball. We've all seen it, and perhaps participated in it. My mother always told me, "Sticks and stones can break your bones, but words....." You know the phrase. But words can damage a fragile juvenile psyche. The constant battering can result in increased truancy and eventually lead to dropping school altogether, and in the extreme, can prove to be lethal—a Columbine incident, a homosexual youth killed in Montana.

What can schools do to minimize or alleviate bullying?

The House Education Committee today has the privilege of hearing from SuEllen Fried, a resident of the 25<sup>th</sup> District, an expert on the subject of bullying, and the author of two widely distributed books, Bullies & Victims and Bullies, Targets & Witnesses. Her bio is attached for your review.

When you hear her testimony on HB 2310, you will learn how important it is for our schools to develop a strategy to eliminate this very detrimental behavior.

Thank you for your favorable consideration of HB 2310.

Terrie Huntington  
25<sup>th</sup> District

STATE HOUSE—ROOM 143-N  
TOPEKA, KANSAS 66612  
(785) 296-7667  
TOLL FREE (DURING SESSION) 1-800-432-3924

House Education Committee  
Date 2-14-07  
Attachment # 3



Wednesday, February 14, 2007 1

SuEllen Fried, A.D.T.R.

<a href="#">Bio</a>	<a href="#">Presentations</a>	<a href="#">Training Institute</a>	<a href="#">Publications</a>	<a href="#">Testimonials</a>	<a href="#">Evaluation</a>	<a href="#">Links</a>	<a href="#">Contact</a>
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## SuEllen Fried Bio

SuEllen Fried co-authored "Bullies & Victims: Helping Your Child Through the Schoolyard Battlefield" in 1996 and "Bullies, Targets & Witnesses: Helping Children Break the Pain Chain" in 2003 with her daughter, Paula Fried, Ph.D.

She has been an international speaker on the topic of child abuse and bullying and has appeared on Good Morning America, the TODAY Show, MSNBC, and was featured on an A&E Documentary, Bill Kurtis Reports, "Bullied to Death". She has been interviewed on countless TV and radio stations and written about in numerous newspapers and magazines. She has delivered addresses and presented workshops at numerous national and international conferences on child abuse and neglect and has been a keynote speaker at child abuse conferences in 28 states. She travels extensively, speaking with students, educators and parents on the topic of bullying.



SuEllen attended Washington University, St. Louis, MO and received a B.A. in Creative Arts and Mental Health from Park University, Parkville, MO. She earned the Academy of Registered Dance Therapists accreditation (ADTR) - a Master's Degree equivalency from the American Dance Therapy Association and worked as a dance therapist in the Kansas City area for 20 years.

SuEllen has been active in mental health organizations at the local, state and national levels, including an appointment in 1970 to the President's Task Force on the Mentally Handicapped. She served as a consultant to the National Institute of Mental Health and to the Center for Advanced Study and Continuing Education in Mental Health. From 1961-1978, SuEllen volunteered as a dance and drama therapist at Osawatimie State Hospital in Kansas, producing, directing, writing and choreographing original musical productions conceptualized and performed by patients across the state that gave audiences a new perspective on mental illness.

Her work with Dr. Karl Menninger, renowned psychiatrist and author of "The Crime of Punishment", led SuEllen to organize an inmate volunteer and self-help program which is now operating in seven Kansas Correctional institutions. She still serves as a volunteer at the Kansas Lansing Correctional Facility East.

Long an advocate for children, SuEllen founded the Kansas Committee for Prevention of Child Abuse in 1976, which served as the model chapter for the National Committee for Prevention of Child Abuse, now known as Prevent Child Abuse America. She served as president of the Kansas Committee from 1976-1980 and served as the Chariman of the Board of the national organization from 1980-1982. She continues to serve on that board as a Life Member. She served as a Board member and Vice-President of Parents as Teachers National Center from 1987-2003. She was a participant in the Surgeon General's Task Force on Family Violence in 1985 and founded STOP Violence! in 1982.

Some of SuEllen's honors and awards include being named President H.W. Bush's 900th Point of Light in 1993; Kansas City Spirit Award in 1989; University of Missouri Community Service Award in 1997; Park College Alumnus of the Year in 1990; Johnson Countain (KS) of the Year in 1993; Volunteer of the Year for the Kansas Departmenet of Corrections in 1989; the Karl Menninger Award in 1998; Mid-Continenet Council of Girl Scouts, Women of Achievement in 1987; Mary Ellen Award from the National Committee for Prevention of Child Abuse in 1994; the International Service Award from the RLDS Church in 1984; the Daily Point of Light Award in 1998; The Donna Stone Award from Prevent Child Abuse America in 2002; Sigma Delta Tau Alumna of Year Award, 2002; and the Yates Medallion for Distinguished Service, William Jewell College, 2004.

SuEllen has been married to Harvey Fried for 52 years and they have three children - Jeff, a hospital administrator; Paula, a clinical psychologist; and Marc, an attorney. SuEllen and Harvey have seven "miracles" which is how she describes her grandchildren.

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3-2



SUELLEN FRIED, A.D.T.R

House Education Committee Hearing on H.B. 2310  
Wednesday, February 14, 2007  
Testimony of SuEllen Fried

Thank you Chairman Aurand and Vice-Chairman Horst for the opportunity to speak on behalf of HB 2310.

Bullying today is not the same as it was when you and I were in school. It is much more malevolent. The mean spiritedness that pervades our society has left its fingerprints on our children and they have extended their cruelty to the internet and all manner of media. Just this past week I learned of a boy in a Kansas public school who received the following email: "You're such a freak! Why don't you just take an overdose of Paxil and kill yourself!"

I have worked with over 80,000 students in 26 states and I cry a lot. I believe that bullying is a form of child abuse, even though our laws define child abuse only when the perpetrator is an adult. If a child is hurting, it doesn't matter if the person causing the suffering is 12 or 35. The pain of an abused child is not determined by the age of the abuser.

Approximately 900,000 cases of confirmed child abuse are reported each year. In response to those 900,000 children, every state has set up an investigation system, foster care, adoption services, prevention and intervention programs. Research indicates that more than 5,700,000 children are bullies, victims, or both. In response to those children we have no national system in place. It is up to each school or school district to significantly address the problem of childhood cruelty. Some do – some don't.

All of the boys who have killed their classmates have been interviewed in prison. When I share the information that was received from those interviews, students are shocked to learn that the boys who committed homicide were not bullies. Over 2/3 of them had been victims who just couldn't take it anymore.

I believe that the dynamics of bullying is that it starts with pain. When pain collects, it turns to rage and then rage becomes revenge, which causes pain and the cycle starts all over again. We must do everything we can to stop the pain.

I urge you to recommend HB2310 for passage, even though I wish it were a stronger bill. I urge you to recommend it for three reasons:

- 1) 27 states have adopted anti-bullying legislation and nine more states are considering bills this year. Kansas shouldn't be one of the last states to recognize

House Education Committee

Date 2-14-07

Attachment # 4

the need for an anti-bullying policy in every school. Most of the state laws that I am familiar with are much more comprehensive and make much greater demands on schools for compliance, without providing additional monies to provide services.

- 2) Documentation of the dimensions of the problem, as required in this legislation is a crucial piece of knowledge that we need to serve our children. We need to collect data from students in a way that offers them safety from retaliation. From a state vantage point, it is very important to get the big picture of the extent of the problem. Many of our schools have most of these provisions in place already. This legislation will leave no school behind.
- 3) Parents are craving reassurance that school systems will take the problem of bullying seriously. I'm sure that you are aware of the Tonganoxie case where the family of a boy that was bullied was awarded \$250,000 because the school system disregarded the boys concerns. I spoke with that mother. She didn't want the money. She would have much preferred that her son's pleas for support were acknowledged. She felt their family had to make a statement that would get people's attention. The attorney for Dylan Theno, the student who was taunted, agreed that the Tonganoxie school system did have a policy in place but that it wasn't enforced. We believe that a state mandate from this legislature will have a strong effect on enforcement procedures, as well as policy.

I ache for hurting students. I ache for frustrated parents. I ache for overburdened teachers. We have come too close in this state to having a shooting in one of our schools. Colorado is forever stained by the tragedy they believed could never happen.

This legislation is no guarantee that it won't happen here. But let us put ourselves on record that we cared.

There are several ideas that we believe would strengthen the bill. Our first concern is for **staff safety and teacher shortages**. An NEA study reported that 6,250 teachers are threatened daily with bodily harm. 260 are attacked. More than 1/3 of teachers leave the teaching profession in the first five years of their career. In conversations with teachers, they are not leaving because of the salaries – no one ever became an educator to make money. Many of them are leaving because of classroom behavior management issues.

We are concerned about bullying on school buses, bullying that involves excluding and ostracizing, education and training about bullying and a number of other issues that we have added and highlighted on a version of HB 2310 that is attached.

I am also enclosing two articles that I believe will be of interest to you. One describes research that confirms the connection between the reduction of bullying and academic achievement. The other article about cyberbullying, was printed in the Wall Street



Journal.. There is also national data that connects bullying with **truancy** – 160,000 students stay home from school each day because of fear of bullying, **health issues** – the American Medical Association has identified bullying as a major health problem, **crime** – a longitudinal study reported that one out of four bullies identified by their third grade classmates had a criminal record by the time they were 30, and **suicides** – the Center for Disease Control indicates that there has been a 105% increase in youth suicides for students between the ages of 10 and 15 over the past two decades.

I have brought with me three students today to share their concerns about bullying. It is my pleasure to introduce Alex Tranin, a sixth grade student at Horizon Academy in Johnson County and Aishlinn O'Connor and Kate O'Neil, students at Shawnee Mission East. High School.

2007

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HOUSE BILL NO. 2310

By Committee on Education

AN ACT concerning school districts; relating to ~~bullying~~ **{SCHOOL SAFETY; PROHIBITING BULLYING AND HARASSMENT DURING EDUCATIONAL PROGRAMS AND ACTIVITIES, ON SCHOOL BUSES, OR THROUGH USE OF DATA OR COMPUTER SOFTWARE ACCESSED THROUGH THE COMPUTER SYSTEM OF CERTAIN EDUCATIONAL INSTITUTIONS.}**

*Be it enacted by the Legislature of the State of Kansas:*

Section 1. (a) As used in this section, "bullying" means any intentional gesture or any intentional written, verbal or physical act or threat **{SUBSTANTIAL TEASING, SOCIAL EXCLUSION, INTIMIDATION, SEXUAL OR RACIAL HARASSMENT OR PUBLIC HUMILIATION}** that:

- (1) A reasonable person, under the circumstances, should know will have the effect of:
  - (A) Harming a student **{OR FACULTY}**;
  - (B) damaging a student's **{OR FACULTY'S}** property;
  - (C) placing a student **{OR FACULTY}** in reasonable fear of harm to the student;
  - (D) placing a student **{OR FACULTY}** in reasonable fear of damage to the student's **{OR FACULTY'S}** property;
- (2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student **{OR FACULTY}**; or
- (3) constitutes any other form of bullying, intimidation or harassment prohibited by the board in a policy adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.

(b) The board of education of each school district shall adopt and implement a plan to eliminate bullying. A plan required by this section shall include a written policy prohibiting bullying on school property **{INCLUDING, BUT NOT LIMITED TO SCHOOL BUSES}** or at school sponsored events. Such policy shall include a:

- (1) A statement prohibiting the bullying of any student on school property or at school sponsored events;
- (2) a definition of bullying which shall be no less inclusive than the definition in subsection (a);
- (3) a procedure for reporting prohibited incidents of bullying;
- (4) a requirement that school personnel report prohibited incidents of which they are aware;
- (5) a requirement that parents or guardians of any student involved in an incident of bullying be notified of such incident;
- (6) a procedure for documenting any prohibited incident of bullying that is reported;
- (7) a procedure for responding to and investigating any reported incident of bullying;
- (8) a strategy for protecting a victim from additional bullying, and from retaliation following a report;
- (9) a disciplinary procedure for any student guilty of bullying; and
- (10) a requirement that any information relating to a reported bullying incident is confidential, and exempt from disclosure under the open records act **{; AND**
- (11) **A PROCEDURE FOR PROVIDING INSTRUCTION TO STUDENTS, PARENTS, TEACHERS, SCHOOL ADMINISTRATORS, COUNSELING STAFF, ALL EMPLOYEES AND SCHOOL VOLUNTEERS ON IDENTIFYING, PREVENTING AND RESPONDING TO BULLYING OR HARASSMENT; AND)**
- (12) **A PROCEDURE FOR REFERRING VICTIMS AND PERPETRATORS OF**

7rs0804

- 3 -

**BULLYING OR HARRASSMENT FOR COUNSELING).**

(c) Each year, the board of education shall survey the students within the district to determine the effectiveness of the district's plan to eliminate bullying. Information collected pursuant to the survey shall include:

- (1) The age or grade-level and sex of the student;
- (2) whether or not the student was a victim of bullying or witnessed the bullying of another student;
- (3) the type of bullying of which the student either was a victim or witness;
- (4) the age or grade-level and sex of the student who committed the bullying;
- (5) the number of times a student either was a victim of or witness to bullying; and
- (6) any other information requested by the state board of education or deemed necessary by the board of education of the district.

The information collected pursuant to this section shall be reported to the Kansas department of education in the manner and form required by the department. Information submitted pursuant to this section shall be reported in a manner that does not reveal the identity of any child.

(d) A board of education may adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. 72-8205, and amendments thereto. Sec. 2. This act shall take effect and be in force from and after its publication in the statute book.

4-6

4-7

# No Emotion Left Behind

By Timothy P. Shriver  
and Roger P. Weissberg

**T**HE debate over education reform has tended to divide children's learning along two axes, the emotional and the academic. Either we can address children's academic performance, the conventional thinking holds, or we can address their emotional and social needs. Before No Child Left Behind comes up for reauthorization in 2007, we'd like to deliver some important news: The two kinds of learning are intimately connected. That means that promoting students' social

and emotional skills plays a critical role in improving their academic performance.

Social and emotional learning is the process through which children learn to recognize and manage emotions. It allows them to understand and interact with others, to make good decisions and to behave ethically and responsibly. The best social and emotional learning programs engage not only children, but also their teachers, administrators and parents in providing children with the information and skills that help them make ethical and sensible decisions — to avoid bullying, for instance, or to resist pressures to engage in destructive or risky behavior, such as substance abuse. When they are well designed and executed, such programs have consistently achieved these goals, turning out students who are good citizens committed to serving their communities and cooperating with others.

Recent studies, however, have revealed something even more exciting about these programs. Along with Joseph Durlak, a Loyola University psy-

chologist, one of us (Roger Weissberg) recently conducted the largest-ever quantitative analysis, encompassing more than 300 research studies on this subject. The results, which will be presented later this week for the first time, show that social and emotional learning programs signif-

---

Good grades depend  
not just on brains,  
but on hearts.

---

icantly improve students' academic performance. The review shows, for example, that an average student enrolled in a social and emotional learning program ranks at least 10 percentile points higher on achievement tests than students who do not participate in such programs. Moreover, compared with their counterparts out-

side of these programs, social and emotional learning students have significantly better attendance records; their classroom behavior is more constructive and less often disruptive; they like school more; and they have better grade point averages. They are also less likely to be suspended or otherwise disciplined.

The numbers vindicate what has long been common sense among many teachers and parents: that children who are given clear behavioral standards and social skills, allowing them to feel safe, valued, confident and challenged, will exhibit better school behavior and learn more to boot.

This simple observation is of monumental importance as we attempt to improve our country's public schools. We don't have to choose between academic achievement and the development of character. Rather, we should concentrate on both. No Child Left Behind has created greater accountability in American education, but it is inadequately financed, it fails to effectively address the needs of special

education students, and its assessment standards for all children are far too narrow. A truly effective new law should include benchmarks for social and civic learning.

One state, Illinois, has blazed a path in this regard. There is a social and emotional learning component to the Illinois State Learning Standards, and the state's school districts now incorporate such programs into their curriculums. Federal legislation should follow that lead. The new law should also include provisions for conducting systematic classroom assessments of children's social and emotional growth.

What we now understand about the role of social and emotional learning in academic learning should lead us to dramatic action, but it builds on common wisdom. Good teachers know that they can't sacrifice one part of a child for another. Now they have the figures to prove it. The time has come for policy makers to help restore balance to our nation's classrooms and, in so doing, to help American children achieve their fullest potential. □

NY TIMES 8/16/05

# Schools Act to Short-Circuit Spread of 'Cyberbullying'

New Laws, Policies Attempt  
To Address Harassment  
That Originates Off Campus

By ANNE MARIE CHAKER  
January 24, 2007; Page D1

Kylie Kenney heard a crescendo of whispers and jeers as she moved through an otherwise unremarkable eighth-grade school day. The reason: Word had spread of a Web site posted by some of her peers, titled "Kill Kylie Incorporated."

The site featured a list of crude insults, beneath the heading: "She's queer because... ." It seemed everyone in school had read it. Distressed, she reported the site to the school but says that the impact of the bullying was so severe that she eventually changed schools. "I still have emotional damage," says Kylie, now a 10th-grader.

Kylie's story underscores a growing problem for school administrators and local officials: how to handle so-called cyberbullying. As long as there have been kids, there have been bullies. Now, emboldened by the anonymity available online, a bully can be nastier -- and with the click of a mouse, have a far broader audience -- than in the past. What may once have been snickers in the hallway can now be an excruciatingly public humiliation spread via email, text messaging and online teen forums.



Schools and local officials have been hearing increasing calls from parents to step in. But educators are torn between the desire to stop bad behavior and the limits on their ability to intervene. Much of the badmouthing takes place on home computers and off school grounds, where schools have little or no authority. An official at Kylie's former school, Frederick H. Tuttle Middle School in South Burlington, Vt., declined to discuss specifics of her case, though an attorney says, "The school acted appropriately in all respects."

Now, school officials, states and even Web sites are taking action. Educators and state legislatures in Florida, South Carolina, Utah, Oregon and elsewhere are creating new policies that deal with cyberbullying, either incorporating electronic harassment into existing bullying policies, or spelling it out as an entirely new threat. In doing so, they are often crafting language that allows educators to intervene even in off-campus incidents if the activity affects the school environment.

MySpace.com, the popular networking site, last fall released a guide for school administrators, advising them to contact the site about false or offensive user profiles or to report threats or cyberbullying. It also created a hotline and email address for the exclusive use of school officials to contact MySpace.

The challenge is that students, like everyone else, have First Amendment rights that school officials can't cross. In 1969, the Supreme Court ruled that to suppress student speech on campus, a public school must show it aims to prevent "substantial disruption" in the classroom rather than "a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint."

Later this year, the justices will consider whether public school officials can suppress student speech off campus, in a case where a Juneau, Alaska, high-school principal suspended a student for unfurling a banner reading "Bong Hits 4 Jesus" on a sidewalk where students had gathered. The case could have implications for other forms of off-campus speech, such as online postings.

Some schools aren't waiting. In Florida, the Pasco County school board added language about cyberbullying to its code of conduct for the current school year. Its language states that "the school board has no duty to regulate or review off-campus Internet messages, statements postings, or acts" but adds that when those acts "threaten violence against another student or otherwise disrupts the learning environment or orderly conduct of the school," the school can take action, from conferencing in parents and students, to expulsion.

Linda Crosthwait, assistant principal at Leawood Middle School in Leawood, Kan., has her own rule of thumb for mean-spirited rumors online: "If it's carried into the classroom in some way -- a fight in school or something said in school -- then [the posting] becomes a piece of what we can deal with," she says.

These positions reflect the growing view of many school officials that electronic harassment that happens off campus can affect a student's education -- and therefore be a punishable offense. In Oregon last year, the state association of school boards consulted with the state Justice Department to draft policy language specific to cyberbullying. While state law already requires school districts to have a bullying policy in place, local districts wanted additional clarification.

The guidance provided from the state association says that "any form of harassment using electronic devices...is prohibited and will not be tolerated in the district." It leaves open the possibility that the school's reach could extend off campus.

"There's always the legal discussion of 'if it doesn't happen at school, can a district take action?'" says Joe Wehrli, policy-services director for the Oregon School Boards Association. "If a student is harassed for three hours at night on the Web and they come to school and have to sit in the same classroom with the student that's the bully, there is an effect on education, and in that way, there is a direct link to schools," he argues.

**Plan of Action**

Here are some excerpts from MySpace.com's guide for school administrators on cyberbullying

- **If a student is a victim of cyberbullying on MySpace, please instruct him or her to do the following:**
  1. Click "Contact MySpace", located on the bottom of any MySpace.com web page
  2. Select "Reporting Abuse" from the first dropdown menu
  3. Select "Report Cyberbullying" in the second dropdown menu
  4. Follow any and all subsequent directions



The decisions aren't easy. The National School Boards Association hosted an online discussion two months ago titled "Postings, Protection and Policies: What School Leaders Need to Know About Teen Hangouts" -- specifically online forums. Lawyer Kimberly Jessie Cunningham advised school leaders to warn parents that "the district is limited in its ability to discipline" bad behavior online. She characterized "substantial disruption" under the law as including such things as shutting

down the school computer system for multiple days because too many students attempted to access bullying comments online.

"School administrators need to understand that their authority stops at the schoolhouse door," says Witold J. Walczak, legal director of the American Civil Liberties Union of Pennsylvania.

Jill Eckel, principal at Sussex County Charter School for Technology, a middle school in Sparta, N.J., recently got wind of a student's MySpace page laced with discussion of an upcoming fight involving students at her school. But the brawl was to take place away from campus.

"I sat for a long time, thinking, 'Is it my responsibility to call the parents?'" Ms. Eckel recalls. "I've had parents tell me it's not my business" to patrol online activity. In the end, she says, she alerted a parent she trusted, who in turn got in touch with the parents involved.

At Pope John XXIII High School in Sparta, N.J., principal Msgr. Kieran McHugh aims to keep it simple. He outright banned the use of MySpace last school year after hearing about students posting content he considered inappropriate. Now, "we monitor it," says Father McHugh, who has contacted parents when students have been found posting on the site. That, he says, has eliminated any further instances. As a private organization, a Catholic school has more leeway over student conduct than does a public school, since it isn't bound by the same First Amendment rules that limit government suppression of speech. (By the same token, a private religious school can mandate prayer or religious lessons, which public schools may not.)

Several states passed laws or other measures in 2006 that addressed bullying that can happen in cyberspace. Idaho's law that seeks to prohibit student bullying and harassment allows that such acts can be "committed through the use of a land line, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system or computer network."

South Carolina's Safe School Climate Act to prevent school bullying includes "electronic communication" in its definition of harassment.

In a new rule that went into effect earlier this month, Utah's State Board of Education amended its existing discipline guidelines for districts to include policies specific to bullying. The changes also included a definition of cyberbullying, requiring districts to offer students and teachers training that would broadly address "electronic means for aggression inside or outside of school."

**Write to** Anne Marie Chaker at [anne-marie.chaker@ny.gov](mailto:anne-marie.chaker@ny.gov)





# Kansas Children's Service League

Giving Kids Our Best. For Over 100 Years.

Toll-free  
877-530-5275  
www.kcsl.org

**Testimony before the Education Committee**  
**Chair Person: Representative Clay Aurand**  
**Re: HB 2310**  
**Date: 2-14-07**

Mr. Chairman, members of the committee. Thank you for the opportunity to speak on behalf of H.B. 2310. My name is Gina McDonald and I am the Vice President of Education and Awareness for the Kansas Children's Service League (KCSL).

**Locations**

Abilene	Lakin
Andover	Leoti
Cimarron	Liberal
Clay Center	Manhattan
Concordia	Marysville
Council Grove	Olathe
Deerfield	Pittsburg
Garden City	Pratt
Hays	Salina
Hugoton	Satanta
Hutchinson	Scott City
Johnson	Stafford
Junction City	Topeka
Kansas City	Ulysses
Kingman	Wichita

**Kansas Children's Service League** is a not for profit agency serving children and families across the state. In our 114 years, KCSL has provided a range of services driven by community need, spanning the areas of prevention, early intervention, treatment and placement. KCSL also has a long a rich tradition of advocating for the needs of Kansas children and their families as reflected in our mission. Our collective efforts are aimed at keeping children safe, families strong and communities involved.

KCSL is also the state Chapter for Prevent Child Abuse America. (PCAA ) Their mission is to prevent the abuse and neglect of our nation's children.

You have already heard from on the founding members of PCAA, SuEllen Fried. SuEllen talked to me about Bullying in schools in September and after doing research, she made a believer out of me.

HB 2310 would begin the process of defining Bullying in schools and on school grounds. It would create a process for reporting incidences of bullying and would capture the data for the entire state.

The bill would also require that school districts create options for people to be able to report bullying incidences anonymously. We believe that if people feel protected from retribution they are more likely to report those incidences.

School districts may tell you this is another unfunded mandate. Some will be concerned about loss of local control. But as the data shows, this issue exists in every school district.

Kansas Children's Service League is the Kansas Chapter of Prevent Child Abuse America, a member of the Child Welfare League of America and the United Way. Accredited by the Council on Accreditation of Services for Families and Children.



House Education Committee  
Date 2-14-07  
Attachment # 5

If these behaviors were exhibited outside a school environment, they would be considered misdemeanors and felonies. If adults treated children in the way some children treat each other it would be considered child abuse. For the victim, there is no difference. For the victim who either gives up and avoids going to school, or drops out, or commits suicide, or comes back to school with a gun, this is child abuse and they believe they have no other way out.

Some schools already have good programs to deal with bullying; others could use more tools to deal with it. This bill would at the least, identify those districts where more formalized programs or training would be beneficial. Please consider passage of this bill. Remember the statistics. Let's begin to make a step before we have a "Columbine".

Thank you for the opportunity to testify before you today. I will be happy to stand for questions.

Gina McDonald, M.R.A  
Vice President of Education and Awareness  
Kansas Children's Service League  
227 N. Santa Fe Ste 205  
Salina, KS 67401  
785-825-2677 ext.1407  
gmcDonald@kcsL.org

# BULLYING

## FAST FACTS

1. There were **6,808** incidences of **VIOLENCE** against Kansas students last year.
2. There were **646** incidences of **VIOLENCE** against faculty in Kansas Schools last year.
3. There were over **4,000 CRIMES** committed on school grounds in Kansas schools last year.
4. Since 1993 there were **36 SCHOOL SHOOTING** incidents in the United States, resulting in the death of 72 children and adults and injuring 115.
5. **TRUANCY** is a continuing problem in all schools in Kansas. No state data is kept on truancy because each school district defines truancy differently and no overall data is kept.
6. **SIX PERCENT** of Kansas high school kids **DROP OUT OF SCHOOL** prior to graduation according to the United States Census.
7. From 1995 to 1998, **FIVE CHILDREN** between the ages of 10 and 14, and **28 CHILDREN** between between the ages of 15 and 19, committed **SUICIDE** in Kansas.

**EXPERTS BELIEVE THERE IS A STRONG CORRELATION BETWEEN BULLYING AND THE BEHAVIORS AND INCIDENTS LISTED ABOVE.**

8. On the web site BullyPolice.org, **KANSAS RECEIVED AN "F"** on their state report card regarding their response to bullying.
9. **TWENTY-SEVEN STATES** have bullying laws in place. **NINE ADDITIONAL STATES** are in the process of working on bullying legislation.

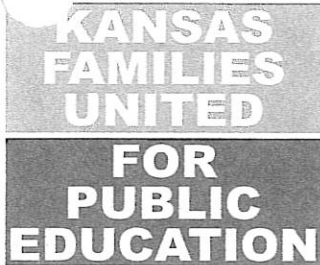
**For more information about bullying and ways to prevent bullying contact Gina McDonald at (785) 825-2677, ext. 1407.**



Kansas Children's  
Service League

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[www.kcsl.org](http://www.kcsl.org) • (877) 530-5275



Testimony  
House Education Committee – HB 2310  
February 14, 2007  
Kathy Cook, Executive Director  
Kansas Families United for Public Education

Mr. Chairman and Members of the Committee:

Thank you for the opportunity this morning to testify in favor of HB 2310. While our Kansas Families United for Public Education recognizes that our school districts, and school personnel, do a remarkable job in taking care of our students --- we believe that there is always room for improvement where student safety is concerned. Bullying continues to be a persistent worry for parents and students alike.

We've all heard "kids will be kids" and "boys will be boys," but the truth is that bullying can, and does, lead to negative behavior --- and with that behavior comes negative consequences. Those consequences include an increase in absenteeism, decreased student performance, and can even lead to violence and vandalism. While many adults embrace individuality, our youth that are perceived to be "different" are truly at great risk.

While we support this legislation we believe that it should go even further to be effective. We believe that enumeration is critical. We would support the addition of enumerate categories such as race, religion, and sexual orientation. Every child has a right to feel safe and secure in their school, classroom and at after school activities.

We aren't sharing any personal experiences with you, but you can certainly search the internet and find numerous anecdotal stories that are absolutely heartbreaking. Those stories only represent a small portion of the students that are actually bullied every day.

We would like to point out that the costs of society's failure to prevent, and/or stop, acts of bullying are enormous. In 2005 a Kansas student was awarded \$250,000 from a school district for their failure to protect him. We would argue that the "real costs" occur when students fail to perform to their fullest potential, or even more regrettably, when they leave school all together.

I'm sure you will hear from opponents to this legislation this morning that many school districts already have policies in place to combat bullying and effectively deal with the perpetrators. I would concur that many districts do a fairly good job when it comes to anti-bullying policies. But, we believe that we can --- and MUST --- do better. In our opinion, we also need to hear from our students to be assured that our anti-bullying policies are effective. While we support local control, and we admire our local boards of education, we believe that student-safety and anti-bullying policies should be guided by state policy.

Anti-bullying legislation should be reviewed, monitored and evaluated on a regular basis.

We encourage you to support this legislation as a first step to ensure that we are doing everything possible to eliminate the climate of fear created by bullies in our schools.

15941 W. 65<sup>th</sup> St., #104  
Shawnee, KS 66217  
(913) 825-0099

House Education Committee  
Date 2-14-07  
Attachment # 6

Schools for Quality Education  
124 Bluemont Hall, 1100 Mid-Campus Dr.  
Manhattan, Kansas 66506

Testimony on HB 2310  
February 14, 2007

Chairman Aurand and education committee members, thank you for allowing me to share my thoughts with you. I represent Schools for Quality Education (SQE). Our small rural schools share your wish for all the children in Kansas to live in a safe and secure environment. Sadly we know that is not the case. Your desire to eliminate bullying is admirable, yet extremely difficult. Developing such a policy will be the easy part. Implementing it will be quite another thing. Bullying is a prevalent problem that should be addressed not only by our schools, but in all other facets of our society.

In rural schools a bully is easier to recognize and deal with as students are in small groups and the student-adult ratio is low. As one rural teacher told me, "These kids have known each other since kindergarten. They recognize one another's quirks and just accept them."

When I was on the State Board we received a presentation from a law enforcement officer on bullying. His son had been a victim, so he was determined to develop a program to help his son cope and to eliminate the problem in the school setting. He stressed that having a number of volunteer parents in all areas of the school: the playground, cafeteria, bathrooms and even on the buses, was necessary to make it crystal clear no bullying was allowed.

Recently I became aware of a form of bullying I had never imagined. It is called "cyber bullying". The bully may spread lies about the victim, or assume his identity and do awful things in his name over the internet. As in face to face confrontations, victims are tormented and unable to defend themselves. They don't know how to get help. Often when parents are made aware of the situation their solution is to just quit going on line. But internet access is a major social connection for children today, so that isn't a realistic solution. Not surprisingly the best approach is having parents, school personnel and law enforcement working together to address cyber-bullying.

This may be a good first step in addressing a very painful problem. I fear it will take more than school personnel to truly address the bullying problem.

Val DeFever  
SQE Public Relations

House Education Committee  
Date 2-14-07  
Attachment # 7



**Jennifer Schwartz**  
Executive Director

**Member Agencies:**

**Center for Independent Living for Southwest Kansas**  
Garden City, KS  
620/276-1900 Voice

**Coalition for Independence**  
Kansas City, KS  
913/321-5140 Voice/TT

**Independent Living Resource Center**  
Wichita, KS  
316/942-6300 Voice/TT

**Independence, Inc.**  
Lawrence, KS  
785/841-0333 Voice  
785/841-1046 TT

**Independent Connection/OCC**  
Salina, KS  
785/827-9383 Voice/TT

**LINK, Inc.**  
Hays, KS  
785/625-6942 Voice/TT

**Prairie Independent Living Resource Center**  
Hutchinson, KS  
620/663-3989 Voice

**Resource Center for Independent Living, Inc.**  
Osage City, KS  
785/528-3105 Voice

**Southeast Kansas Independent Living, Inc.**  
Parsons, KS  
620/421-5502 Voice  
620/421-6551 TT

**The Whole Person, Inc.**  
Kansas City, MO  
816/561-0304 Voice  
816/627-2201 TT

**Three Rivers ILC**  
Wamego, KS  
785/456-9915 Voice

House Education Committee  
HB 2310  
Representative Clay Aurand, Chair  
February 14, 2007

Thank you for the opportunity to provide written testimony today regarding HB 2310. My name is Jennifer Schwartz and I am the Director of the Kansas Association of Centers for Independent Living (KACIL). KACIL represents Centers for Independent Living (CILs) across Kansas. KACIL is driven by the following mission statement: *To coordinate efforts within Kansas and the United States to the extent that these efforts will further independent living for all. KACIL will advocate for the civil rights of Kansans with disabilities.*

Centers for Independent Living provide services to people with any disability, of all ages. CILs provide information and assistance to businesses and other entities in the community to increase opportunities for people with disabilities to live, work, and play in all aspects of community life.

KACIL comes in support of HB 2310. This bill brings to light the issue of bullying in schools. Children with disabilities often end up in situations in schools where they are easily made fun of, and often times the brunt of hurtful jokes. In our efforts to make communities accessible for individuals with disabilities issues such as bullying must be addressed. Often times we work to address structural barriers, but the attitude is still there. People (children) with disabilities have a history of being some of the most oppressed, with the barriers we constantly face in life. Bullying is yet one more way to oppress children with disabilities. In some of the research I did when preparing testimony on this legislation, about 1 in 12 children experience some sort of bullying, which are pretty astounding numbers. But, in the little research they have concerning children with disabilities and bullying, the occurrence changes to 1 in 10! I have attached an article concerning bullying and children with disabilities. The article is written to parents, and gives ideas of what families can do if their child is dealing with bullying. I would draw your attention to the bullet on page 2 of this handout that states:

House Education Committee  
Date 2-14-07  
Attachment # 8

*'As the US Department of Education (2000) recognizes, 'creating a supportive school climate is the most important step in preventing harassment.' Work with the school to help establish a system-wide bullying prevention program that includes support systems for bullied children.'*

This bill does require some additional work of schools, but it brings to light a significant issue that needs to be addressed with children. This issue needs to be stopped in children's lives, BEFORE they are adults who can cause even more harm.

We would ask for this committee's consideration of passing this legislation that will work to address a significant issue in the lives of Kansas school children.

Thank your for your time and careful consideration. Please feel free to contact me with questions or for additional information.

Jennifer Schwartz  
Executive Director  
[jennifers@kacil.org](mailto:jennifers@kacil.org)





## Bullying Among Children and Youth with Disabilities and Special Needs

### What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time. Bullying can take many forms, such as hitting, kicking, or shoving (physical bullying), teasing or name-calling (verbal bullying), intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying), and sending insulting messages by text messaging or e-mail (cyberbullying).

### What is known about bullying among children with disabilities and special needs?

There is a small but growing amount of research literature on bullying among children with disabilities and special needs. This research indicates that these children may be at particular risk of being bullied by their peers. For example, research tells us that:

- Although little research has been conducted on the relation between learning disabilities (LD) and bullying, available information indicates that children with LD are at greater risk of being teased and physically bullied (Martlew & Hodson, 1991; Mishna, 2003; Nabuzoka & Smith, 1993; Thompson, Whitney, & Smith, 1994).
- Children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied. They also are somewhat more likely than others to bully their peers (Unnever & Cornell, 2003).
- Children with medical conditions that affect their appearance (e.g., cerebral palsy, muscular dystrophy, and spina bifida) are more likely to be

victimized by peers. Frequently, these children report being called names related to their disability (Dawkins, 1996).

- Obesity also may place children at higher risk of being bullied. In a study of children aged 11–16, researchers found that overweight and obese girls (aged 11–16) and boys (aged 11–12) were more likely than normal-weight peers to be teased or to be made fun of and to experience relational bullying (e.g., to be socially excluded). Overweight and obese girls were also more likely to be physically bullied (Janssen, Craig, Boyce, & Pickett, 2004).
- Children with hemiplegia (paralysis of one side of their body) are more likely than other children their age to be victimized by peers, to be rated as less popular than their peers, and to have fewer friends than other children (Yude, Goodman, & McConachie, 1998).
- Children who have diabetes and who are dependent on insulin may be especially vulnerable to peer bullying (Storch et al., 2004).
- Children who stutter may be more likely than their peers to be bullied. In one study, 83 percent of adults who had problems with stammering as children said that they had been teased or bullied; 71 percent of those who had been bullied said it happened at least once a week (Hugh-Jones & Smith, 1999).

### How does bullying affect children?

Bullying can have serious consequences. Children and youth who are bullied are more likely than



other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Experience headaches, stomachaches, fatigue, poor appetites;
- Be absent from school and dislike school; and
- Think about suicide.

### Can bullying of my child be illegal?

Yes. Bullying behavior may cross the line to become “disability harassment,” which is illegal under Section 504 of the *Rehabilitation Act of 1973* and Title II of the *Americans with Disabilities Act of 1990*. According to the U.S. Department of Education, disability harassment is “intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the institution’s program” (U.S. Department of Education, 2000). This behavior can take different forms including verbal harassment, physical threats, or threatening written statements. When a school finds out that harassment may have occurred, staff must investigate the incident(s) promptly and respond appropriately.

Disability harassment can occur in any location that is connected with school: in classrooms, in the cafeteria, in hallways, on the playground or athletic fields, or on a school bus. It also can occur during school-sponsored events (Education Law Center, 2002).

### What can I do if I think my child is being bullied or is the victim of disability harassment?

- Be supportive of your child and encourage him or her to describe who was involved and how and where the bullying or harassment happened. Be sure to tell your child that it is not his or her fault and that nobody deserves to be bullied or

harassed. Do not encourage your child to fight back. This may make the problem much worse.

- Usually children are able to identify when they are being bullied by their peers. Sometimes, however, children with disabilities do not realize they are being targeted. (They may, for example, believe that they have a new friend, when in fact, this “friend” is making fun of them.) Ask your child specific questions about his or her friendships and be alert to possible signs of bullying—even if your child doesn’t label the behaviors as bullying.
- Talk with your child’s teacher immediately to see whether he or she can help to resolve the problem quickly.
- If the bullying or harassment is severe, or if the teacher doesn’t fix the problem quickly, contact the principal and put your concerns in writing. Explain what happened in detail and ask for a prompt response. Keep a *written record* of all conversations and communications with the school.
- Ask the school district to convene a meeting of the Individualized Education Program (IEP) team or the Section 504 team, a group convened to ensure that the school district is meeting the needs of its students with disabilities. This meeting will allow you to explain what has been happening and will let the team review your child’s IEP or 504 plan and make sure that the school is taking steps to stop the harassment. If your child needs counseling or other supportive services because of the harassment, discuss this with the team.

- As the U.S. Department of Education (2000) recognizes, “creating a supportive school climate is the most important step in preventing harassment.” Work with the school to help establish a system-wide bullying prevention

program that includes support systems for bullied children.

- Sometimes children and youth who are bullied also bully others. Explore whether your child may also be bullying other younger, weaker students at school. If so, his or her IEP may need to be modified to include help to change the aggressive behavior.
- Be persistent. Talk regularly with your child and with school staff to see whether the behavior has stopped.

### What if the bullying or harassment does not stop?

If your school district does not take reasonable,

appropriate steps to end the bullying or harassment of your child, the district may be violating federal, state, and local laws. For more information about your legal rights, you may want to contact:

- The U.S. Department of Education Office for Civil Rights  
Phone: (800)-421-3481; or Web:  
<http://www.ed.gov/about/offices/list/ocr/index.html>
- The U.S. Department of Education Office of Special Education Programs  
Phone: (202) 245-7468; or Web:  
<http://www.ed.gov/about/offices/list/osers/osep/index.html>

### References and Resources

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## House Education Committee Representative Aurand, Chair

### H.B. 2310 Bullying

February 14, 2007

*Submitted by: Diane Gjerstad  
Wichita Public Schools*

Mr. Chair, members of the Committee:

Bullying is a serious issue. The Wichita Public Schools has policies and procedures to address harassment in all forms against students and staff. Wichita Schools provide training for students on harassment and bullying; brochures are distributed; posters encourage students to speak to an adult about incidents. For elementary students we have brochures which speak to bullying and harassment. At the secondary level student information speaks to all forms of harassment.

Specific concerns with H.B. 2310 start with the definition which we believe is too broad. The District's safety staff advises definitions of bullying include the term "imbalance of power". H.B. 2310 would find any act(s) of violence, anger, revenge or self protection as bullying. Most definitions include intent, imbalance of power, enjoyment of the act, and repeated, systematic behavior. Without a more specific definition, the numbers will be huge and will not necessarily represent actual bullying situation.

What is bullying? Is it finger pointing and staring? It is the fallout when a tight knit group ostracizes a former member? H.B. 2310 would require these incidents be reported; parents of all the students notified; a report written; investigation which requires another report; a strategy to protect the victim from retaliation which requires meetings and another report; and finally disciplinary proceedings for the guilty students which requires due process notification and more meetings. The reporting process and record keeping is extensive and time consuming.

H.B. 2310 requires reporting statistical information including names of witnesses and victims which violates common practice and protocol in dealing with victimization of a personal nature.

Annual surveys are expensive propositions. Age appropriate surveys would be needed for different grade levels requiring validity of questions which gather the same information whether the student is in K or 10<sup>th</sup> grade; the printing/distributing/scanning of tests, cleaning up data sets, creating programs to analyze the data. All of these costs are 'non instructional' and are not classroom expenditures. Furthermore, the staff members needed to combat bullying and harassment issues (counselors, social workers and school resource officers) are also "non-instructional costs".

Mr. Chairman, an alternative route to address would be to request the State Board of Education draft guidelines on bullying, requiring school districts to adopt policies, and most importantly request the State Board to offer training on best practices to address bullying.

House Education Committee  
Date 2-14-07  
Attachment # 9

# KANSAS

## COMMISSION ON DISABILITY CONCERNS

**Education Committee**  
**Wednesday, February 14, 2007**

Chairperson Aurand and Members of the Committee:

Thank you for the opportunity to submit testimony on **HB 2310**.

I am Pat Eakes, Legislative Liaison for the Kansas Commission on Disability Concerns (KCDC). We are charged with providing information to the Governor, the Legislature, and to State agencies about issues of concern to Kansans with disabilities (K.S.A. 74-6706). The KCDC Commissioners represent people with disabilities across the state and our state agencies.

KCDC recognizes that the incidents of students bullying other students, faculty and staff within our schools are rising astronomically. We also recognize that the majority of students bullied are students with disabilities. We believe that all students need to feel safe in their school environments.

We **support HB 2310** as a starting point to deal with the issue of bullying. We would ask that you work the bill carefully by reviewing the Bullying Facts presented by Gina McDonald (VP of Education and Awareness for Kansas Children's Service League) and take into consideration recommendations for revising the wording to:

- Also include faculty and staff as potential victims.
- Add the requirement of education of students, faculty, parents, school administrators, counseling staff, and all employees and school volunteers on identifying, preventing and responding to bullying or harassment.
- Include cyber-bullying, disability, race, religion, sexual orientation, and weight in the definition of bullying.
- Include a procedure for referring victims and perpetrators of bullying or harassment for counseling.

Thank you again for the opportunity to testify.

Pat Eakes, Legislative Liaison  
Kansas Commission on Disability Concerns  
1000 SW Jackson, #100  
Topeka, Kansas 66612  
785.296.6526

House Education Committee

Date 2-14-07

Attachment # 10

**Testimony on HB 2310  
House Education Committee  
February 14, 2007**

***Submitted by:***

***Cheryl L. Semmel, Executive Director, United School Administrators of Kansas  
on behalf of  
United School Administrators of Kansas and the Kansas Association of School Boards***

Schools and districts are committed to ensuring that each and every child in Kansas receives a quality education in a safe and non-threatening environment.

The United School Administrators of Kansas (USA|Kansas\*) and Kansas Association of School Boards (KASB) support efforts to eliminate bullying and support the intent of HB 2310.

Districts recognize the negative impacts of bullying. In fact, many districts have implemented policies to discourage and eliminate this type of behavior. Local policies are evaluated for their effectiveness and modified, as deemed necessary and appropriate.

While we support the intent of HB 2310, we are concerned that the proposed legislation places an unnecessary and undue administrative burden on districts and schools. HB 2310 adds an additional reporting requirement for schools and districts by requiring that information be collected in a specific manner and reported to the Kansas Department of Education for further consideration.

Our position is that those in closest proximity to students – school and district administrators – are in the best position to identify potential problems, develop and implement policies, and evaluate their effectiveness.

Again, we thank you for your continued support and respectfully request that you reconsider the most effective and appropriate way to ensure a safe and non-threatening school environment for our students. USA|Kansas and KASB are willing to provide any additional information you may require as you consider HB 2310.

#

\* USA|Kansas represents more than 2,000 individual members and ten member associations:

Kansas Association of Elementary School Principals (KAESP)  
Kansas Association of Middle School Administrators (KAMSA)  
Kansas Association of School Administrators (KASA)  
Kansas Association of School Business Officials (KASBO)  
Kansas Association of School Personnel Administrators (KASPA)  
Kansas Assoc for Supervision and Curriculum Development (KASCD)  
Kansas Association of Special Education Administrators (KASEA)  
Kansas Association of Secondary School Principals (KASSP)  
Kansas Council of Career and Technical Education Administrators (KCCTEA)  
Kansas School Public Relations Association (KanSPRA)

House Education Committee  
Date 2-14-07  
Attachment # 11



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

**Terry Forsyth, Testimony  
House Education Committee  
February 14, 2007**

**House Bill 2310**

Mr. Chairman, members of the committee, thank you for the opportunity to appear before you today to share our thoughts on **House Bill 2310**.

This bill is a well intentioned response to the significant problem of bullying experienced by many of our students today. We applaud the intentions of the bill while at the same time we have questions about the details contained in the bill.

We understand the significance of the problem of bullying. We have worked on efforts to counter that problem.

Our Association has developed programs that are used in many places in Kansas and across the United States to counter this negative behavior. Our program – developed in a joint project of the NEA Women and Girls Center for Change and the Wellsley College Center for Research on Women – is divided into three sections. Bullyproof is for students in the primary grades, Quit It! is for intermediate students and Flirting or Hurting is for middle school and high school students. The three programs work together moving from teasing to bullying to sexual harassment as they address issues appropriate to the age of the students.

KNEA offers a professional development training program for this series and we have a cadre of trained professionals who can deliver the training to faculties anywhere in Kansas at no cost. If a school likes what they see, they can purchase the teachers guides for a steeply discounted price through KNEA.

Recently our legal department created a program regarding cyber-bullying. This area is rarely addressed in current programs but is important in addressing student to student bullying.

The bill as it is currently written leaves too many unanswered questions such as who develops the survey referred to in the bill? How is the survey administered and how will it be used? What monies are available for districts to implement the requirements in the bill? What will be required of classroom teachers and what role will classroom teachers have in the development and implementation of the local district plan?

While the intent of the bill is good, until the details of implementation are more fully developed we will remain neutral in our support.

House Education Committee

Date 2-14-07

Attachment # 13



*everychild.one voice.*

Testimony on **HB 2447**  
Before the  
House Education Committee

By

Laura Kaiser, President  
Kansas Congress of Parents and Teachers, Inc. (Kansas PTA)

February 14, 2007

Honorable Chairman, Members of the Committee;

Thank you for the opportunity to speak to you today on behalf of HB 2447. Kansas PTA is asking for the inclusion of Kansas PTA and its constituent organizations as exempt organizations in K.S.A. 17-1762 (section "v").

Currently, organizations such as the Boy Scouts, Girl Scouts, and the Junior League are exempt from registering under K.S.A. 17-1762. We are asking for the same courtesy to be extended to PTA.

Kansas PTA was formed in 1914. National PTA is celebrating its 110<sup>th</sup> birthday February 17<sup>th</sup>. We are an organization with longevity and a long history of being a resource for parents, an advocate for children, and a strong supporter of public education and parent involvement. At the state level, we have one part-time secretary. The remainder of our work is done by volunteers. Kansas PTA is asked to sit on many statewide education organizations and committees, including the Professional Standards Board, Kansas Quality Performance and Accreditation Council, Kansas Teacher of the Year selection committee, Master Teacher of the Year selection committee, Kansas Learning First Alliance and many others.

Our volunteers donate countless hours working on activities to fulfill the mission of PTA. Kansas PTA and all our constituent organizations are 501(c)(3) nonprofit organizations. At the state level, we provide excellent training and resources for our members in addition to promoting issues (such as parent involvement), which impacts ALL children. The fact that we only have one part-time secretary in our office and the enormous work being done by volunteers makes our request even more compelling. There is a trend towards more non-dues revenue production, which is why the addition of Kansas PTA and its constituent organizations to the exempt list of charitable organizations (K.S.A. 17-1762) is all the more important.

Thank you and I would be happy to entertain any questions.

House Education Committee  
Date 2-14-07  
Attachment # 13



everychild.one voice.

# KANSAS PTA FACT SHEET 2006-2007

**MEMBERSHIP** Nearly 33,000 members in Kansas and 6 million members nationally. Members include parents, school administrators, students and other child advocates.

**PURPOSE** The **KANSAS PTA** is chartered under the National PTA and shares the same purposes. It is a volunteer organization seeking to unite home, school and community in promoting the education, health and safety of children, youth and families.

**HISTORY** The Kansas Congress of Parents and Teachers was formed in 1914 when several branches of nationally chartered local PTA units from all over the state of Kansas came together in Topeka to form a state branch of the National Congress of Parents and Teachers.

<b>OFFICERS</b> (7/1/05-6/30/07)	President	Laura Kaiser, Overland Park
	President-Elect	Jan Long, Salina
	Vice President of Membership & Organizational Services	Tammy Bartels, Tonganoxie
	Vice President of Educational Services	Kim Frieling, DeSoto
	Vice President of Advocacy & Public Relations	Debbie Lawson, Lenexa
	Secretary	Kathy Richardson, Kansas City
	Treasurer	Vicky Needham, Shawnee

Kansas PTA has an all-volunteer state board of managers dedicated to serving all children and to providing materials, assistance, and services to local PTAs.

**OFFICE** The state office of the **KANSAS PTA** is located at 715 S.W. 10<sup>th</sup> Street, Topeka, KS 66612. Phone: 785-234-5782 – Fax: 785-234-4170 – E-Mail: ks\_office@pta.org

The state office is staffed by one part-time employee. All other positions on the Kansas PTA Board of Managers and in all local units and councils are held by volunteers.

**PUBLICATIONS** THE **KANSAS PTA BULLETIN** is published six times a year and keeps units up-to-date on legislative activities, upcoming events, contest deadlines, and activities. It contains timely and informative articles written by members of the Kansas PTA Board of Managers from their field of expertise.

**WEBSITE** [www.ptasonline.org/kspta](http://www.ptasonline.org/kspta)

- CONVENTION/ CONFERENCES**
- The **KS PTA Legislative Conference** will be held in February in Topeka. Delegates from local PTA units and councils come together with the state legislators to discuss current issues concerning children and education. Speakers present ideas of current interest to the delegates and answer questions of concern.
  - The **KS PTA State Convention** will be in Overland Park April 20-22, 2007. Delegates from all over the state will convene to conduct business and attend informative workshops on leadership training, current issues, and parenting skills, as well as hear enlightening keynote speakers.
  - Regional Conferences provide networking, training, information and guidance for officers, committee chairmen and members of local units and councils.

**LEGISLATIVE PROGRAM** COMMUNICATING VIEWS TO LEGISLATORS  
MEMBER-TO-MEMBER LEGISLATIVE NETWORK

- KANSAS PTA PROGRAMS & PROJECTS**
- In addition, the **KANSAS PTA** sponsors (the listing below is a partial listing):
- A Citizenship Essay and Poetry Contest for students of fifth through ninth grades in Kansas schools with a PTA unit that encourages children to think about good citizenship. The 2006-2007 theme is: "It's important to vote because...."
  - Kansas PTA Outstanding Student: Recognizes and honors an outstanding student from the state of Kansas
  - Kansas PTA Outstanding Educator: Recognizes and honors an outstanding educator from Kansas
  - Kansas PTA Virginia Peak Outstanding Leadership Award
  - Marjorie Holwick Kansas PTA Wall of Fame: Recognizes educators, volunteers, and individuals who make a difference for children
  - PTA's Reflections program – and arts recognition program for PreK through 12<sup>th</sup> grade students



## **MISSION OF PTA**

- To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- To assist parents in developing the skills they need to raise and protect their children;
- To encourage parent and public involvement in the public schools of this nation.

## **PURPOSES OF PTA**

- To promote the welfare of children and youth in home, school, community, and place of worship,
- To raise the standards of home life,
- To secure adequate laws for the care and protection of children and youth,
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth, and
- To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.