

## MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:40 p.m. on February 19, 2008, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Sharon Wenger, Kansas Legislative Research Department  
Carol Toland, Kansas Legislative Research Department  
Theresa Kiernan, Revisor of Statutes Office  
Matt Todd, Revisor of Statutes Office  
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Tom Krebs, Kansas Association of School Boards  
Mark Desetti, Kansas National Education Association  
Stuart Little, Shawnee Mission School District  
Bill Reardon, Kansas City, Kansas Public Schools

**SB 405 – School finance; kindergarten pupils****SB 473 – School finance; pupils attending all-day kindergarten; phase in counting as one pupil**

Tom Krebs, Kansas Association of School Boards, testified in support of **SB 405** and **SB 473**. KASB believes that both bills would be a positive step for helping districts better prepare their students as they strive to meet the challenges that lie before them as they move from kindergarten towards graduation. He noted that both bills call for funding of all-day kindergarten, but each bill uses a different approach. KASB is mute on which approach is wiser, but firmly believes that one or the other should become law this year. (Attachment 1)

Theresa Kiernan, Revisor of Statutes Office, explained that **SB 405**, which was recommended by the Legislative Educational Planning Committee (LEPC), would phase in the counting of pupils who attend all-day kindergarten by increasing the current one-half pupil count by one-tenth each year. She distributed copies of a suggested amendment which would clarify that the pupil enrolled in half-day kindergarten shall be counted as one-half pupil ( “half-day” inserted on page 1, line 27, before “kindergarten”). (Attachment 2) She went on to explain that **SB 473**, which is the Governor’s recommendation, would be a three-year phase in, beginning in school year 2009-2010. This bill would provide that a pupil enrolled in and attending a full-day kindergarten at an attendance center with an enrollment of at least 61 percent pupils who are eligible for free or reduced-price meals under the national school lunch act would be counted as all-day kindergarten in school year 2009-2010. In the next school year, the percentage requirement would be reduced to 33 percent. All pupils enrolled in and attending full-day kindergarten would be counted as one pupil in school year 2011-2012 and each school year thereafter.

Mark Desetti, Kansas National Education Association, testified in support of **SB 405** and **SB 473**. He contended that all-day kindergarten makes sense for families in today’s economy, for at-risk students, and for children who are not at-risk. Additionally, all-day kindergarten would make a difference in student learning, and schools would no longer have to run buses mid-day. He pointed out the parents who do not want their children in all-day kindergarten would not be forced to do so. KNEA supports both bills, but views **SB 473** more favorably because at-risk students would be addressed one year earlier. (Attachment 3)

Bill Reardon, Kansas City, Kansas Public Schools, testified in support of **SB 473**. He explained that all-day kindergarten was implemented in every elementary school in Kansas City in the current school year, which doubled the amount of children in full-day kindergarten. The increase in pupils dramatically increased costs for the district. Despite the additional costs, the district rejected a multi-year phase in of all-day kindergarten due to the results of a study the district conducted. A graph attached to his written testimony shows the results of that study. The district paid for all-day kindergarten by canceling or reducing existing programs for other students within the district. Mr. Reardon said the district supports **SB 405** but feels that **SB 473** is preferable because providing funding for the first year for the poorest schools would be a positive step in closing the achievement gap, and the 2009 implementation date would allow legislators to cast a pro-education vote without increased funding in the next fiscal year. (Attachment 4)

## CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:40 p.m. on February 19, 2008, in Room 123-S of the Capitol.

At the conclusion of his testimony, Mr. Reardon informed the Committee that Diane Gjerstad, Wichita Public Schools, asked him to relay to the Committee that Wichita Public Schools support **SB 473**.

Senator Schodorf noted that written testimony in support of **SB 405** and **SB 473** was submitted by Bill Brady, Schools For Fair Funding (Attachment 5), and written testimony in support of **SB 473** was submitted by Cheryl Semmel, United School Administrators of Kansas (Attachment 6).

Stuart Little, representing the Shawnee Mission School District, testified in support of **SB 405** for the same reasons cited by other conferees. He explained that the Shawnee Mission School District charges parents for all-day kindergarten, and the district would like to see the \$250.00 monthly fee removed.

There being no others wishing to testify, the hearings on **SB 405** and **SB 473** were closed.

Senator Schodorf opened a discussion on a previously heard bill, **SB 404** concerning the Kansas Academy of Mathematics and Science (KAMS).

Theresa Kiernan, Revisor of Statutes Office, noted that **SB 404** was introduced at the request of LEPC. She then summarized the statutory changes in the bill as discussed at the hearing on the claim. She distributed copies of the balloon amendments (Attachment 7) and responded to questions from committee members regarding qualified admission and fees and tuition for Kansas students and out-of-state students.

Senator Hensley moved to amend **SB 404** as shown in the balloon, seconded by Senator Lee. The motion carried.

Senator Lee moved to recommend **SB 404** favorably for passage as amended, seconded by Senator Teichman. The motion carried.

Attention was turned to another previously heard bill, **SB 507**, which would create the Mathematics, Engineering, Technology, and Science Education Innovation Council (METS).

Matt Todd, Revisor of Statutes Office, reminded the Committee that, at the hearing on the bill, the conferee for the Kansas Association of School Boards expressed concern that the Council did not include any members from local school boards. In addition, the conferee was concerned that one of the duties within the scope of the Council was to examine the design, promotion, and implementation of a plan requiring every eighth grade student to come up with a flexible career plan. He distributed copies of balloon amendments addressing these concerns. (Attachment 8)

Senator Teichman moved to amend **SB 507** as shown in the balloon, seconded by Senator Lee. The motion carried.

Senator Teichman moved to recommend **SB 507** favorably for passage as amended, seconded by Senator Vratil. The motion carried.

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 20, 2008.



KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024  
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Testimony before the  
**Senate Education Committee**

on  
**SB 405 & SB 473**

by

**Tom Krebs, Governmental Relations Specialist**  
Kansas Association of School Boards

**February 19, 2008**

Madam Chair, Members of the Committee:

Thank you for the opportunity to comment on two bills, either of which KASB believes would be a positive step for helping districts better prepare their students as they strive to meet the rigorous challenges that lie before them as they move from kindergarten towards their graduation. **SB 405** and **SB 473** both call for funding of all-day kindergarten, albeit using different approaches. **SB 405** has full-day kindergarten students moving incrementally from half- towards full-base aid per pupil funding over a five-year period. **SB 473**, starting in FY 10, calls for full-time funding over a three-year period, with buildings getting the funding based on percentages of students enrolled in free- or reduced-priced lunch programs.

As part of the School Finance Resolution for Student Achievement passed by our Delegate Assembly in December 2007, a call was made to fund all-day kindergarten. State funding for all-day kindergarten would allow districts that have already on their own picked up the tab for the program to direct more resources to other areas of need, such as broadening other early childhood learning opportunities; supporting high school reform efforts; or helping to raise teacher salaries. For the other districts, the additional funding could be the impetus to implement the program if cost constraints had been the barrier to such implementation. Obviously, districts that wanted to stay with half-day programs could do so if they chose.

Many boards, including the one on which I served, made the decision over 10 years ago to step up and finance all-day kindergarten knowing the doors it opened for all students, but particularly for students who come to school without all the requisite tools for school success. Over those years, a number of other districts have seen the wisdom and value of the programs, such that now almost 2/3 of kindergarten students statewide are enrolled in all-day programs. It only makes sense for the funding from the state to

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match the reality of what Kansas communities have already deemed to be an essential part of their educational obligations.

Some will argue the approach outlined in **SB 473** is preferable as it, despite an implementation date of a year later, provides for full funding a year earlier than the approach taken in **SB 405**. Others prefer it for the fact it targets the funding to the buildings most in need. KASB is mute on which approach is the wiser; it firmly believes one or the other should become law this year.

Thank you for your consideration.

SENATE BILL No. 405

By Legislative Educational Planning Committee

1-3

9 AN ACT concerning school districts; relating to school finance; relating  
10 to certain definitions; amending K.S.A. 2007 Supp. 72-6407 and re-  
11 pealing the existing section.

12  
13 *Be it enacted by the Legislature of the State of Kansas:*

14 Section 1. K.S.A. 2007 Supp. 72-6407 is hereby amended to read as  
15 follows: 72-6407. (a) (1) "Pupil" means any person who is regularly en-  
16 rolled in a district and attending kindergarten or any of the grades one  
17 through 12 maintained by the district or who is regularly enrolled in a  
18 district and attending kindergarten or any of the grades one through 12  
19 in another district in accordance with an agreement entered into under  
20 authority of K.S.A. 72-8233, and amendments thereto, or who is regularly  
21 enrolled in a district and attending special education services provided  
22 for preschool-aged exceptional children by the district.

23 (2) Except as otherwise provided in paragraph (3) of this subsection,  
24 a pupil in attendance full time shall be counted as one pupil. A pupil in  
25 attendance part time shall be counted as that proportion of one pupil (to  
26 the nearest 1/10) that the pupil's attendance bears to full-time attendance.

27 A pupil enrolled in and attending kindergarten shall be counted as 1/2  
28 pupil in school year 2008-2009 and each school year thereafter. A pupil  
29 enrolled in and attending full-day kindergarten shall be counted as 1/10  
30 pupil in school year 2008-2009, 7/10 pupil in school year 2009-2010, 1/10  
31 pupil in school year 2010-2011, 1/10 pupil in school year 2011-2012 and  
32 one pupil in school year 2012-2013 and each school year thereafter. A  
33 pupil enrolled in and attending an institution of postsecondary education  
34 which is authorized under the laws of this state to award academic degrees  
35 shall be counted as one pupil if the pupil's postsecondary education en-  
36 rollment and attendance together with the pupil's attendance in either of  
37 the grades 11 or 12 is at least 5/6 time, otherwise the pupil shall be counted  
38 as that proportion of one pupil (to the nearest 1/10) that the total time of  
39 the pupil's postsecondary education attendance and attendance in grade  
40 11 or 12, as applicable, bears to full-time attendance. A pupil enrolled in  
41 and attending an area vocational school, area vocational-technical school  
42 or approved vocational education program shall be counted as one pupil  
43 if the pupil's vocational education enrollment and attendance together

half-day

Senate Education Committee  
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Making public schools great for every child

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

Mark Desetti, Testimony  
Senate Education Committee  
February 19, 2008

Senate Bills 405, 473

Madame Chair, members of the committee, I would like to thank you for the opportunity to appear before you today to share our strong support for **Senate Bills 405 and 473**.

The issue of all-day kindergarten is a perennial issue before the Legislature and for good reason. It just makes sense. It makes sense on many levels and for many reasons.

First, for families in today's economy it makes economic sense. More and more children come from families where both parents work or from single parent families. Half day kindergarten programs place a significant burden on these families. Parents must find care for their children for the other half of the day. They must deal with transportation from the school to the day care center and they must find the additional resources necessary to pay for extended day care. Economically, many families would benefit from all day kindergarten.

All day kindergarten makes sense for at-risk students. Students who come to school without the benefit of high quality pre-schools or a highly educated parent at home with the time and skills to provide a strong academic beginning get that strong start in kindergarten. All day kindergarten gives teachers the time to make a real difference with children.

All day kindergarten makes sense for children who are not at-risk. There are many children who are ready for the experience of a full day at school. Teachers in all day kindergarten classrooms have the benefit of time to provide children with more extensive and extended learning opportunities. The social and educational opportunities provided to children give them a solid start for the academic world of first grade and beyond.

All day kindergarten makes a difference in student learning. This Legislature and others before you have frequently tried to expand primary grade investments because you know instinctively and from research that an early investment is an investment that pays big dividends. Children who get a strong start in the early years do better throughout their schooling.

All day kindergarten is good for school districts. There is a transportation issue that all day kindergarten solves when schools no longer have to run busses mid-day. And all day kindergarten is a better use of school facilities. Of course, those school districts that do not have the physical capacity to offer all day kindergarten because their buildings are being stretched to the maximum already will not be required to offer the program.

I hope that you will not be distracted by those who believe that this investment is taking children from their mothers' arms. It is not. All day kindergarten as proposed in **SB 563** is not mandatory for the children. It is an offering. Parents who do not want their children in an all day kindergarten would not be forced to do so. In fact, parents are not forced now to put their children in any kindergarten. Kindergarten is not required but it is universally respected as the time to begin one's formal education.

My teaching experience is as an early childhood teacher and I spent my first years of teaching as an all day kindergarten teacher. The families in my school district loved the opportunities we brought to their children. As a parent, three of my four children attended all day kindergarten programs. One of them had academic challenges and had the opportunity to be with a caring qualified teacher who could guide him in his early learning. He overcame much in the first few years of schooling and graduated successfully from Lawrence Free State High School. The other two really needed all day kindergarten – not because they had difficulties but because they were ready to go. They needed more and they absorbed learning like sponges. Today my son is a member of the Honors College at Kent State University with a 3.7 GPA and my daughter is a 4.0 high school sophomore taking advance placement classes.

All of their successes are not the result purely of all day kindergarten. They have the benefits of well-educated parents, a nice home, good nutrition, and my good looks but all day kindergarten was what they needed at five years old; one for the extra help and two for the extra opportunities.

**SB 405** would phase in all day kindergarten simply by increasing by 1/10 the state aid for a student in an all day kindergarten program over a five year period. This bill treats all children the same.

**SB 473** would phase in all day kindergarten based on the percentage of students in a school who are in poverty. This is a rational way to make the transition. It helps our neediest students immediately but brings the opportunity to all children later.

Both bills eventually provide the all day kindergarten opportunity to all children. **SB 473** would accomplish this one year earlier than **SB 405**.

We support the passage of either bill – it is a policy decision for the Legislature as to which way is best. We would, however, ask that you consider **SB 473** more favorably as it allows you to address many at-risk students earlier. The sooner we can address the needs of children in poverty, the better chance they have of success later in their school career.

All day kindergarten comes before the Legislature almost every year. I would suggest you look to the proposals before you and consider our children. All day kindergarten is an idea whose time has come.

We urge you to pass an all day kindergarten bill this year.





# Kansas City, Kansas Public Schools

Unified School District No. 500

Senate Education Committee  
Testimony by USD 500 – SB 473  
February 19, 2008

Kansas City, Kansas Public Schools has implemented All Day Kindergarten in every elementary school for the current school year. Prior to this year only about one half of our kindergarten children were provided 'all day K.' Doubling the number of children in full day kindergarten in one year resulted in dramatically increased costs for our district. As you know, state law currently allows USDs to charge tuition for All Day K. USD 500 has the highest percentage of free lunch students in the state. Consequently, charging tuition is simply not an option for us.

Despite these additional costs, we rejected a multi-year phase-in of 'All Day K' in our district because of the results of a study we conducted. I have included information regarding the study. As you can see, the bar graph illustrates the percentage of six year olds who are first grade ready-to-learn. With only 17% 'ready-to-learn' we knew dramatic action would be necessary. The data in the bar graph provided direction regarding what would improve learning readiness. 'Pre-K' and "All Day K" increased our first grade children's readiness to learn from 8.7% to 29.7%. These results convinced us that we could not afford to wait any longer to provide all day kindergarten to all of our children.

We paid for 'All Day K' by canceling or reducing existing programs for other students within our district. This "Sophie's Choice" should not have to be made by USD 500 or any other district in Kansas.

Finally, Madam Chair, in the past USD 500 has supported the basic tenants of SB 405 and continues to support SB 405. However, we feel SB 473 is preferable for two

important reasons. One; providing full funding for "All Day K" in the first year for the poorest schools would be a positive step in closing the achievement gap in Kansas.

Two; with the current uncertainty in the US/Kansas economy, the 2009 implementation date in SB 473 would allow legislators to cast an important pro-education vote without increased funding in the next fiscal year.

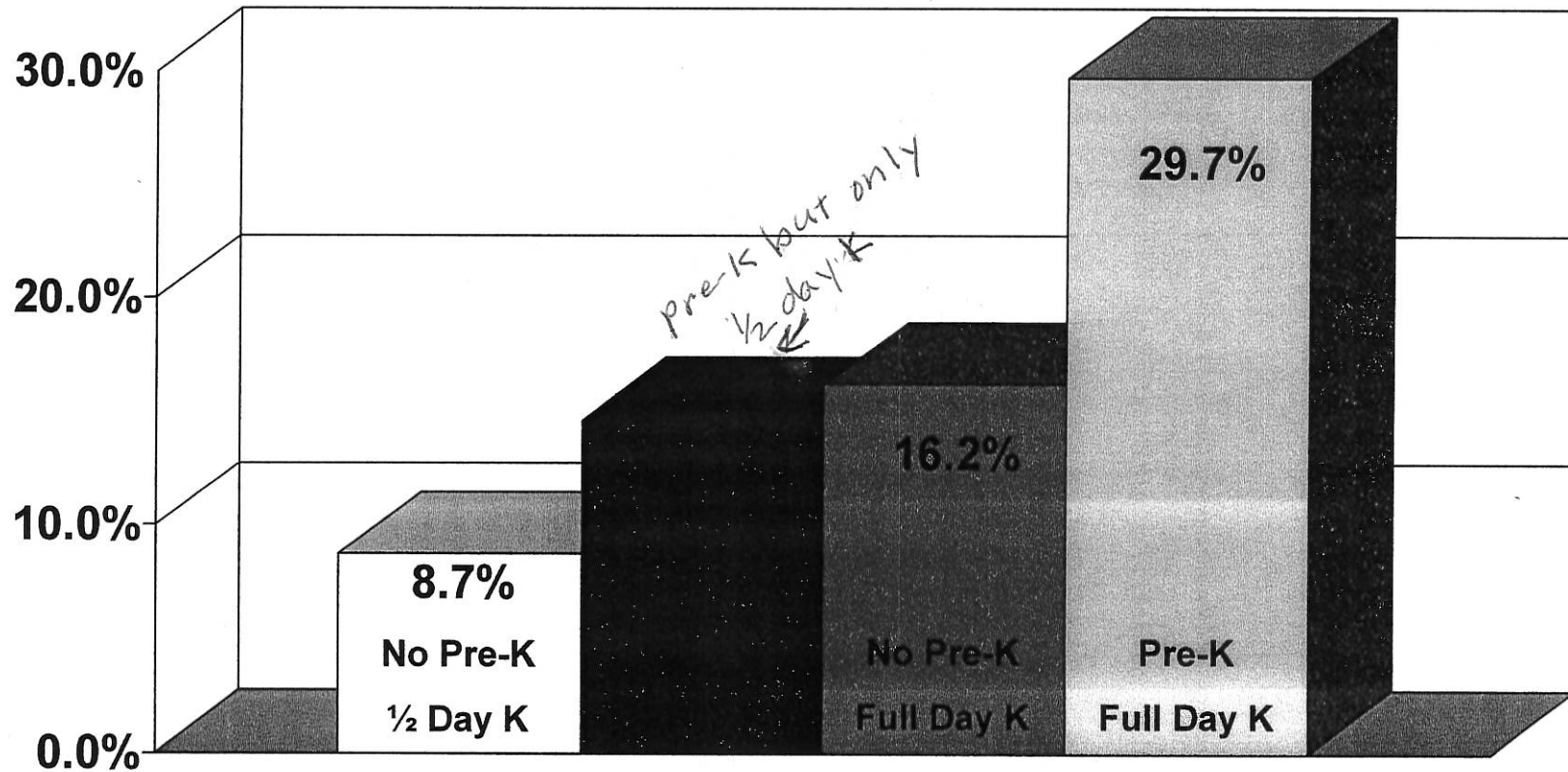
In 2008, all day kindergarten is no longer experimental or supplemental and it certainly should no longer be available only for families that can afford to pay for it. I am hopeful that 2008 will be the year that the benefits of all day kindergarten will begin to be available for all five year olds in Kansas.

Thank you for listening to the concerns of the Kansas City, Kansas Public Schools.

Bill Reardon  
Lobbyist, KCK Public Schools  
Wichita Public Schools

The Wichita Public Schools also provide 'All Day K' to all 4,100 kindergarten students. Their reason for transferring \$6 million from other programs to fund 'All Day K', I suspect, are quite similar to the reasons our district is making this sacrifice.

# Percent of Students Proficient in Reading at First Grade Entry



## **Testimony in Support of SB 405 and SB 473**

**Schools For Fair Funding**

**Bill Brady**

**February 19, 2008**

Schools For Fair Funding is supportive of SB 405 and SB 473. We believe full funding for all day kindergarten, along with an increase in base state aid, are the most important improvements that the legislature can chose to enhance school performance in Kansas. Many of our districts are providing all day kindergarten in some manner and paying for its cost by reallocating much needed resources from other areas. Providing the program without being fully reimbursed for its cost illustrates the importance educators place on all day kindergarten.

Schools For Fair Funding is comfortable with the funding approach taken by either SB 405 or SB 473. SB 405 implements full funding across the board over a five year period. SB 473 implements full funding over a three year period providing full funding to the highest poverty districts first and over a three year period providing the funding for all districts. We are supportive of either approach and believe which ever bill is more likely to get us to full funding for all day kindergarten should be one bill advanced by the committee.

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**Testimony on  
SB 473  
Senate Education Committee**

**Presented by: Cheryl L. Semmel, Executive Director**

**February 19, 2008**

The mission of United School Administrators of Kansas (USA|Kansas\*), through collaboration of member associations, is to serve, support, and develop educational leaders and to establish USA|Kansas as a significant force to improve education.

Education administrators remain committed to ensuring that each and every child in Kansas receives a quality education that will help them reach their potential and become successful, productive adults. There are 465,000 students in our public schools that we strive to impact positively every single day. As you know, Kansas students are making unprecedented academic achievement and we are on a path of continuous improvement. In many areas, Kansas students are performing **above** the national average and for that you should all be proud.

We urge you to continue supporting initiatives that will maintain and enhance the quality of education for our students.

**This testimony is submitted to the committee in support of SB 473 and the implementation of voluntary all-day kindergarten.**

Experience tells us, and research confirms that there is a significant return on investment for early childhood education. There is a positive relationship between participation in all-day kindergarten programs and future school performance. Research indicates that students enrolled in full-day kindergarten typically score higher on standardized assessments and require less remediation than those who do not have the same opportunity. As with At-Risk funding, the most significant impact is often seen in students from educationally disadvantaged backgrounds.

Many districts have implemented and fully supported all-day kindergarten programs; however, those programs are not available to all students in all schools. The Kansas State Department of Education reports that, during the 2006 – 2007 academic year, only sixty percent of eligible students were enrolled in all-day kindergarten.

Thanks, in large part, to the flexibility provided by the Legislature, school districts have been able to use at-risk funds to implement all-day kindergarten programs. USA|Kansas supports allowing this continued flexibility, but realizes that this alone will not provide for full implementation. To ensure access for **all** eligible children, we encourage you to provide

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additional funds designated for voluntary full-day kindergarten programs. USA|Kansas supports phased-in financing to support the implementation of all-day kindergarten throughout Kansas.

Investing in all-day kindergarten programs helps ensure that *each* Kansas child has access to a quality kindergarten program that will appropriately prepare them for their remaining education experience.

In closing, on behalf of education administrators, I would like to thank you for your continued support of education, for increased education funding and for realizing the importance of investing in education. Preparing our children requires a shared commitment, collaboration, and open dialogue among all stakeholders. Thank you for being partners in education.

\*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)

## SENATE BILL No. 404

By Legislative Educational Planning Committee

1-3

9 AN ACT concerning the Kansas academy of mathematics and science;  
10 relating to ~~students~~ admitted thereto; relating to fees and tuition;  
11 amending K.S.A. 2007 Supp. 72-1111, 72-9711, 72-9712 and 72-9713  
12 and repealing the existing sections.  
13

pupils

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

15 Section 1. K.S.A. 2007 Supp. 72-1111 is hereby amended to read as  
16 follows: 72-1111. (a) Subject to the other provisions of this section, every  
17 parent or person acting as parent in the state of Kansas, who has control  
18 over or charge of any child who has reached the age of seven years and  
19 is under the age of 18 years and has not attained a high school diploma  
20 or a general educational development (GED) credential, shall require  
21 such child to be regularly enrolled in and attend continuously each school  
22 year (1) a public school for the duration of the school term provided for  
23 in K.S.A. 72-1106, and amendments thereto, or (2) a private, denomi-  
24 national or parochial school taught by a competent instructor for a period  
25 of time which is substantially equivalent to the period of time public  
26 school is maintained in the school district in which the private, denomi-  
27 national or parochial school is located. If the child is 16 or 17 years of  
28 age, the parent or person acting as parent, by written consent, or the  
29 court, pursuant to a court order, may allow the child to be exempt from  
30 the compulsory attendance requirements of this section.

31 (b) If the child is 16 or 17 years of age, the child shall be exempt  
32 from the compulsory attendance requirements of this section if: (1) The  
33 child is regularly enrolled in and attending a program recognized by the  
34 local board of education as an approved alternative educational program;  
35 ~~or~~; (2) the child and the parent or person acting as parent attend a final  
36 counseling session conducted by the school during which a disclaimer to  
37 encourage the child to remain in school or to pursue educational alter-  
38 natives is presented to and signed by the child and the parent or person  
39 acting as parent. The disclaimer shall include information regarding the  
40 academic skills that the child has not yet achieved, the difference in future  
41 earning power between a high school graduate and a high school drop  
42 out, and a listing of educational alternatives that are available for the child;  
43 ~~or~~ or (3) the child is regularly enrolled in a school as required by sub-

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1 section (a) and is concurrently enrolled in a postsecondary educational  
2 institution, as defined by K.S.A. 74-3201b, and amendments thereto. The  
3 provisions of this clause (3) shall be applicable to children from and after  
4 July 1, 1997 and shall relate back to such date.

5 (c) Any child who is under the age of seven years, but who is enrolled  
6 in school, is subject to the compulsory attendance requirements of this  
7 section. Any such child may be withdrawn from enrollment in school at  
8 any time by a parent or person acting as parent of the child and thereupon  
9 the child shall be exempt from the compulsory attendance requirements  
10 of this section until the child reaches the age of seven years or is re-  
11 enrolled in school.

12 (d) Any child who is determined to be an exceptional child, except  
13 for an exceptional child who is determined to be a gifted child, under the  
14 provisions of the special education for exceptional children act is subject  
15 to the compulsory attendance requirements of such act and is exempt  
16 from the compulsory attendance requirements of this section.

17 (e) *Any child who has been admitted to the Kansas academy of math-*  
18 *ematics and science, as provided in K.S.A. 72-9711 et seq., and amend-*  
19 *ments thereto, is exempt from the compulsory attendance requirements of*  
20 *this section.*

21 ~~(e)~~ (f) No child attending public school in this state shall be required  
22 to participate in any activity which is contrary to the religious teachings  
23 of the child if a written statement signed by one of the parents or a person  
24 acting as parent of the child is filed with the proper authorities of the  
25 school attended requesting that the child not be required to participate  
26 in such activities and stating the reason for the request.

27 ~~(f)~~ (g) When a recognized church or religious denomination that ob-  
28 jects to a regular public high school education provides, offers and  
29 teaches, either individually or in cooperation with another recognized  
30 church or religious denomination, a regularly supervised program of in-  
31 struction, which is approved by the state board of education, for children  
32 of compulsory school attendance age who have successfully completed  
33 the eighth grade, participation in such a program of instruction by any  
34 such children whose parents or persons acting as parents are members  
35 of the sponsoring church or religious denomination shall be regarded as  
36 acceptable school attendance within the meaning of this act. Approval of  
37 such programs shall be granted by the state board of education, for two-  
38 year periods, upon application from recognized churches and religious  
39 denominations, under the following conditions:

40 (1) Each participating child shall be engaged, during each day on  
41 which attendance is legally required in the public schools in the school  
42 district in which the child resides, in at least five hours of learning activ-  
43 ities appropriate to the adult occupation that the child is likely to assume

1 in later years;

2 (2) acceptable learning activities, for the purposes of this subsection,  
3 shall include parent (or person acting as parent) supervised projects in  
4 agriculture and homemaking, work-study programs in cooperation with  
5 local business and industry, and correspondence courses from schools  
6 accredited by the national home study council, recognized by the United  
7 States office of education as the competent accrediting agency for private  
8 home study schools;

9 (3) at least 15 hours per week of classroom work under the supervi-  
10 sion of an instructor shall be provided, at which time students shall be  
11 required to file written reports of the learning activities they have pursued  
12 since the time of the last class meeting, indicating the length of time spent  
13 on each one, and the instructor shall examine and evaluate such reports,  
14 approve plans for further learning activities, and provide necessary as-  
15 signments and instruction;

16 (4) regular attendance reports shall be filed as required by law, and  
17 students shall be reported as absent for each school day on which they  
18 have not completed the prescribed minimum of five hours of learning  
19 activities;

20 (5) the instructor shall keep complete records concerning instruction  
21 provided, assignments made, and work pursued by the students, and these  
22 records shall be filed on the first day of each month with the state board  
23 of education and the board of education of the school district in which  
24 the child resides;

25 (6) the instructor shall be capable of performing competently the  
26 functions entrusted thereto; *and*

27 (7) in applying for approval under this subsection a recognized church  
28 or religious denomination shall certify its objection to a regular public  
29 high school education and shall specify, in such detail as the state board  
30 of education may reasonably require, the program of instruction that it  
31 intends to provide and no such program shall be approved unless it fully  
32 complies with standards therefor which shall be specified by the state  
33 board of education;

34 ~~(8)~~ If the sponsors of an instructional program approved under this  
35 subsection fail to comply at any time with the provisions of this subsection,  
36 the state board of education shall rescind, after a written warning has  
37 been served and a period of three weeks allowed for compliance, approval  
38 of the programs, even though the two-year approval period has not  
39 elapsed, and thereupon children attending such program shall be admit-  
40 ted to a high school of the school district.

41 ~~(g)~~ (h) As used in this section:

42 (1) "Parent" and "person acting as parent" have the meanings re-  
43 spectively ascribed thereto in K.S.A. 72-1046, and amendments thereto.



1 (2) "Regularly enrolled" means enrolled in five or more hours of in-  
2 struction each school day. For the purposes of subsection (b)(3), hours  
3 of instruction received at a postsecondary educational institution shall be  
4 counted.

5 Sec. 2. K.S.A. 2007 Supp. 72-9711 is hereby amended to read as  
6 follows: 72-9711. As used in this act:

7 (a) "Kansas academy of mathematics and science" or "KAMS"  
8 means: (1) An accelerated residential, or on-line distance learning pro-  
9 gram for ~~Kansas~~ high school-age pupils who are academically talented in  
10 science and mathematics; and (2) a rigorous, two-year program of college  
11 coursework tailored to individual abilities and taught by the faculty of a  
12 postsecondary educational institution designated by the board. The pur-  
13 pose of KAMS is to provide an opportunity for academically talented  
14 pupils to work in a community of peers and to earn simultaneously college  
15 credits and a high school diploma. The state board of regents shall de-  
16 termine whether KAMS is a residential program, a distance learning pro-  
17 gram or a combination of on-line and in person course work, seminars  
18 and learning activities.

19 (b) "Academically talented pupil" means a pupil who: (1) ~~Is a Kansas~~  
20 ~~resident, (2) is eligible for enrollment in the 11th grade or equivalent; (3)~~  
21 (2) has completed at least two years of high school with distinction in  
22 mathematics or science by the end of 10th grade; ~~(4)~~ (3) has achieved  
23 minimum composite scores of 23 on the ACT or 1100 on the SAT; and  
24 ~~(5)~~ (4) demonstrates the maturity and capacity to benefit from the KAMS  
25 experience.

26 (c) "Postsecondary educational institution" has the meaning ascribed  
27 thereto in K.S.A. 74-3201b, and amendments thereto.

28 (d) "Board" means the state board of regents.

29 Sec. 3. K.S.A. 2007 Supp. 72-9712 is hereby amended to read as  
30 follows: 72-9712. (a) The state board of regents shall adopt any rules and  
31 regulations necessary for the administration of the provisions of this act  
32 and, subject to appropriations therefore, shall:

33 (1) Provide for establishment and operation of the Kansas academy  
34 of mathematics and science program by a postsecondary educational in-  
35 stitution designated by the board;

36 (2) establish guidelines and procedures for operation of KAMS and  
37 for selection of academically talented pupils who apply for admission to  
38 KAMS;

39 (3) prescribe the curriculum of KAMS, including coursework in  
40 mathematics through calculus II, chemistry, biology, physics, computer  
41 science, English and history. The course of study for KAMS pupils shall  
42 be subject to the approval of the state board of education and shall be  
43 designed to meet both the high school graduation requirements and the

5-1  
7-5

1 requirements for an associate of arts or an associate of science degree.  
 2 The state assessment scores of ~~students~~ in KAMS shall be included in the  
 3 state assessment scores of the school district which the student last at-  
 4 tended but nothing herein shall preclude the use of such assessments by  
 5 KAMS. ~~Students admitted to KAMS shall not be subject to the require-~~  
 6 ~~ments of K.S.A. 76-717, and amendments thereto.~~

7 (4) Nothing herein shall be construed to require the admittance to  
 8 KAMS of a gifted student or the inclusion of KAMS admittance as a part  
 9 of a student's IEP. Admittance to KAMS shall be determined solely pur-  
 10 suant to rules and regulations of the state board of regents.

11 (5) Establish *tuition and fees* for students attending the KAMS pro-  
 12 gram. ~~Such~~ *For students who are enrolled in a Kansas school district,*  
 13 *such tuition and fees* shall be paid by the school district where the student  
 14 is enrolled but shall not exceed the base state aid per pupil. ~~For students~~  
 15 ~~who are not enrolled in a Kansas school district, such tuition and fees~~  
 16 ~~shall be paid by the student.~~

17 (b) The guidelines and procedures for the operation of KAMS shall  
 18 address:

19 (1) Selection and admission of academically talented pupils on the  
 20 basis of mathematics or science career interests, standardized tests scores,  
 21 transcripts, teacher evaluations, essays, family commitment, personal in-  
 22 terviews and other such factors as the board identifies;

- 23 (2) selection of faculty and faculty qualifications;
- 24 (3) research, laboratory and field trip activities;
- 25 (4) extracurricular activities;
- 26 (5) college and career counseling services;
- 27 (6) college credit to be awarded;
- 28 (7) preparation and utilization of manuals to be provided to high  
 29 school counselors for use in advising academically talented pupils;
- 30 (8) computers and software needed;
- 31 (9) ways and means of encouraging and facilitating parental involve-  
 32 ment in KAMS; and
- 33 (10) manner and method of publicizing KAMS and acquainting aca-  
 34 demically talented pupils and their parents with the benefits to be gained  
 35 by attending KAMS.

36 (c) The procedure for selecting academically talented pupils for ad-  
 37 mission to KAMS shall provide for admission of 20 students selected on  
 38 a congressional district basis with no more than five pupils from each of  
 39 the four congressional districts and 20 other pupils selected on a statewide  
 40 basis. ~~The board of regents shall have the authority to expand the number~~  
 41 ~~of students but, and to authorize admission of nonresidents and inter-~~  
 42 ~~national students as well as additional Kansas residents. Any such~~ ~~expansion~~  
 43 ~~of the number of Kansas residents shall maintain the same propor-~~

pupils [make this change throughout the section]

Solely for the purpose of admission to KAMS, an academically talented pupil shall not be required to comply with the requirements of KSA 76-717, and amendments thereto.

, other than those fees which are regularly charged to high school pupils,

All pupils shall be responsible for the payment of any fees regularly charged to high school pupils. Tuition and fees charged to pupils who are not enrolled in a Kansas school district may exceed the amount of base state aid per pupil. Pupils who are not enrolled in a Kansas school district shall be responsible for the payment of all tuition and fees.

If there are fewer than five academically talented pupils who apply for admission to KAMS from any one of the four congressional districts, academically talented pupils applying from the other Kansas congressional districts may be substituted therefore, but congressional district balance shall be maintained to the extent possible.

1 tions as provided above for congressional districts and selections on a  
2 statewide basis. *At least two-thirds of the total number of students enrolled*  
3 *in KAMS shall be Kansas residents.* The selection criteria and programs  
4 for KAMS may include advance placement courses offered over the KAN-  
5 ED network for pupils in grades 9 through 12.

6 (d) The board shall have authority to aid regent institutions in devel-  
7 oping short-term summer academies and shall include in its budget re-  
8 quest funds for operating such academies. The governor shall include  
9 funding therefor in the governor's budget report. Such summer acade-  
10 mies may be residential or use the KAN-ED system.

11 Sec. 4. K.S.A. 2007 Supp. 72-9713 is hereby amended to read as  
12 follows: 72-9713. ~~Except as otherwise provided in subsection (a)(5) of~~  
13 ~~K.S.A. 72-9712, and amendments thereto, academically talented pupils~~  
14 ~~shall be admitted to KAMS without charge for tuition, fees and books,~~  
15 ~~except those fees regularly charged to public high school students.~~ If the  
16 program is structured as a residential program, students shall be respon-  
17 sible for room and board charges. Academically talented pupils who dem-  
18 onstrate financial need may be provided room and board without charge.

19 Sec. 5. K.S.A. 2007 Supp. 72-1111, 72-9711, 72-9712 and 72-9713  
20 are hereby repealed.

21 Sec. 6. This act shall take effect and be in force from and after its  
22 publication in the statute book.

SENATE BILL No. 507

By Committee on Education

1-29

2/13/08, KASB Balloon Amendment: SB507\_Balloon\_KASB.pdf  
Prepared by the Revisor of Statutes Office: MTodd

9 AN ACT concerning education; creating the mathematics, engineering,  
10 technology and science (METS) education innovation council; relating  
11 to the powers and duties thereof.  
12

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

14 Section 1. (a) There is hereby established the mathematics, engi-  
15 neering, technology and science (METS) education innovation council.  
16 The council shall be composed of 14 members as follows:

17 (1) Two members appointed by the speaker of the house of repre-  
18 sentatives, one of which shall be a representative from a business or in-  
19 dustry which requires secondary coursework in mathematics, engineer-  
20 ing, technology or the sciences;

21 (2) two members appointed by the president of the senate, one of  
22 which shall be a representative from a business or industry which requires  
23 secondary coursework in mathematics, engineering, technology or the  
24 sciences;

25 (3) one member appointed by the minority leader of the house of  
26 representatives;

27 (4) one member appointed by the minority leader of the senate;

28 (5) one member appointed by the governor, who shall be a represen-  
29 tative from a business or industry which requires secondary coursework  
30 in mathematics, engineering, technology or the sciences;

31 (6) three members appointed by the state board of education, at least  
32 one of which shall be a licensed teacher who is endorsed in mathematics  
33 or science;

34 (7) three members appointed by the state board of regents, at least  
35 one of which shall be a professor at a postsecondary educational institu-  
36 tion; and

37 (8) the secretary of commerce, or the secretary's designee, who shall  
38 serve ex officio and shall be a nonvoting member.

39 (b) The council is hereby attached to the department of commerce.  
40 All budgeting, purchasing and related management functions of the coun-  
41 cil shall be administered by the secretary of commerce. The secretary of  
42 commerce shall provide office and meeting space and such clerical and  
other staff assistance as may be necessary to assist the council in carrying

and at least one of which shall be a member of the board of education of a  
school district

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Attachment 8

1 out its powers, duties and functions.

2 (c) Members of the council attending meetings of the council, or  
3 attending a subcommittee meeting thereof authorized by the council, may  
4 be paid compensation, subsistence allowances, mileage and other ex-  
5 penses as provided in K.S.A. 75-3223, and amendments thereto.

6 (d) The members of the council shall annually select a chairperson  
7 and vice-chairperson from the membership of the council.

8 (e) The council may meet at any time and at any place within the  
9 state on the call of the chairperson. A quorum of the council shall be  
10 seven voting members. All actions of the council shall be by motion  
11 adopted by a majority of those voting members present when there is a  
12 quorum.

13 (f) Upon the request of the council, the state board of education and  
14 school districts shall provide any information and supporting documen-  
15 tation related thereto.

16 (h) The council shall cease to exist on December 31, 2012.

17 Sec. 2. The council shall:

18 (a) Identify and evaluate innovative mathematics, engineering, tech-  
19 nology and science programs available for implementation in Kansas  
20 school districts and determine which program or programs would provide  
21 Kansas students with the greatest competitive advantage for attaining pos-  
22 tsecondary degrees in mathematics, engineering, technology or the sci-  
23 ences and careers which require secondary coursework in mathematics,  
24 engineering, technology or the sciences;

25 (b) provide counsel and support to school districts in the implemen-  
26 tation of the program or programs identified pursuant to subsection (a),  
27 especially in smaller and more rural districts;

28 (c) conduct continuous and ongoing monitoring and evaluation of the  
29 implementation and operation of the program or programs identified pur-  
30 suant to subsection (a) as measured by: (1) Increased success on testing;  
31 and (2) an increase in the number of high school graduates pursuing  
32 degrees in mathematics, engineering, technology or the sciences;

33 (d) evaluate the effectiveness of school districts' efforts to commu-  
34 nicate to parents and students the growing demand for professionals in  
35 careers which require secondary coursework in mathematics, engineer-  
36 ing, technology and the sciences, and efforts to encourage students to  
37 pursue degrees in mathematics, engineering, technology or the sciences;

38 (e) examine the availability of teacher internships in the private sector  
39 and make recommendations to guide the legislature on ways to increase  
40 incentives for private sector business organizations to provide internship  
41 opportunities that: (1) Provide teachers with real world experiences that  
42 relate to or support the programs identified in subsection (a); or (2) allow  
43 teachers to meet and develop relationships with private sector profes-

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- 1 sionals capable of providing classroom presentations that relate to or sup-  
2 port the programs identified in subsection (a);
- 3 (f) make recommendations, with the aid of the postsecondary tech-  
4 nical education authority, on appropriate admissions requirements for  
5 students entering certificate and associate degree programs in mathe-  
6 matics, engineering, technology and the sciences. The requirements shall  
7 be aligned with the state board of regents admission standards and shall  
8 incorporate assessment programs designed to assess individual prepara-  
9 tion in core categories, such as mathematics, engineering, technology and  
10 the sciences, and to provide individuals with appropriate skill levels to  
11 enter careers;
- 12 (g) examine and make recommendations on the appropriate level of  
13 involvement of private sector professionals in the classroom, and any nec-  
14 cessary training to ensure the professionals' presentations effectively con-  
15 vey the relevance of subjects being studied to careers that depend on  
16 mathematics, engineering, technology or the sciences. The recommen-  
17 dations shall also include suggestions on how technology may be incor-  
18 porated to make such presentations available to remote areas via video,  
19 internet or other distance learning methods;
- 20 ~~(h) examine the design, promotion and implementation of a plan re-~~  
21 ~~quiring every eighth grade student in the Kansas public school system to~~  
22 ~~develop a flexible career plan that allows for focused preparation toward~~  
23 ~~career goals during secondary school;~~
- 24 (i) evaluate the creation and maintenance of a longitudinal data bank,  
25 which would maintain data on students from preschool through career  
26 and support research consortia with seamless integration between tran-  
27 sition points. Such recommendations shall include guidance on how to  
28 design the data bank to allow the necessary research to investigate the  
29 efficacy of any of the council's recommendations for mathematics, engi-  
30 neering, technology and science education;
- 31 (j) conduct other studies, as requested by the legislature, relating to  
32 the improving, reforming or restructuring of the educational system in  
33 the areas of mathematics, engineering, technology and the sciences;
- 34 (k) conduct hearings and receive and consider suggestions from  
35 teachers, parents, the department of education, the state board of regents,  
36 the state board of education, other governmental officers and agencies  
37 and the general public concerning suggested improvements in the edu-  
38 cational system in the areas of mathematics, engineering, technology and  
39 the sciences; and
- 40 (l) make and submit annual reports to the legislature on the work and  
41 recommendations of the council. Such report also shall include recom-  
42 mendations for legislative changes and shall be submitted to the legisla-  
ture on or before December 31 of each year.

1 Sec. 3. This act shall take effect and be in force from and after its  
2 publication in the statute book.

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