

SESSION OF 2002

SUPPLEMENTAL NOTE ON HOUSE BILL NO. 2953

As Amended by Senate Committee of the Whole

Brief*

HB 2953 concerns transfer of school district territory, financial incentives relating to school district disorganization and attachment and school district consolidation, and alternative teacher certification.

Transfer of School District Territory

Prior to issuing a transfer of territory order, the State Board of Education would be required to consider at least the following:

- ! Whether the transfer is justified by a material change in circumstances from those in existence when the school district boundaries previously were established, including district consolidation, a school closing, or construction of a school in the petitioning district in close proximity to the proposed transfer territory;
- ! Whether there would be a positive long-term effect on children living in the area to be transferred and in the petitioning school district;
- ! Whether there would be a substantial detrimental effect on the school district from which the territory is to be transferred;
- ! Distances of travel for students to attend school and parents to attend school activities;
- ! Community ties of residents in the proposed transfer territory, including school district of choice, location of employment, regular

*Supplemental notes are prepared by the Legislative Research Department and do not express legislative intent. The supplemental note and fiscal note for this bill may be accessed on the Internet at <http://www.kslegislature.org/cgi-bin/fulltext/bills.cgi>

shopping area, meeting places, and community and youth activities;

- ! Whether the transfer is motivated to achieve lower taxes or private economic gain, including making property more marketable or valuable; and
- ! Other factors deemed relevant to the State Board of Education.

**Financial Incentives Related to School District
Disorganization and Attachment and
School District Consolidation**

Effective commencing with the 2001-02 school year, a school district which is enlarged due to disorganization of one district and its attachment to the enlarged district will be entitled to State Financial Aid (school district general fund budget) in the current school year equal to the State Financial Aid of the districts as they were defined in the year preceding the disorganization and attachment. For the next three school years, the district will be entitled to the amount of State Financial Aid it received the first year under this provision or the amount of State Financial Aid the district would receive under operation of the school finance formula in that year, whichever is greater. This provision applies only when all of the territory of the district being disorganized is attached to one other district.

Amendments also apply this method of determining State Financial Aid to districts which consolidate.

Alternate Teacher Preparation Program

A statutory alternate teacher preparation program is created. This program, which is administered by the State Board of Education, requires a teacher licensure applicant to complete:

- ! A ten-contact-hour preservice orientation conducted by an employing accredited school prior to a classroom assignment, including familiarization with school policies, procedures, curriculum, instructional model, community characteristics, and resources; and

- ! A two-school-year internship prescribed by the State Board of Education.

Successful completion of the internship will result in waiver of student teaching requirements.

During internship, the teacher licensure applicant will be supervised by a team of two persons consisting of a mentor teacher or National Board Certified Teacher and the building principal from the school employing the applicant. Guidelines for supervision will be provided by the State Board of Education. The supervisory team must meet at least three times per school year to evaluate, consult with, and provide advice to the applicant. The last meeting of the first year of internship will result in a recommendation for discontinuation of the program or continuation for the second year of internship. Successful completion of the program will result in a recommendation for licensure.

A teacher licensure applicant must:

- ! Hold a baccalaureate or higher degree, earned with a minimum cumulative grade point average of 2.75 on a 4.0 scale, and granted by an accredited college or university;
- ! Have academic credits appropriate to meeting subject and field requirements for licensure with an endorsement at the secondary level for the subject or field, or for licensure with an endorsement at the elementary, middle, or junior high level (the State Board of Education will assure that the applicant has the minimum semester hour requirements for general education and subjects or fields of specialization, but minor deficiencies in the specialization requirements could be satisfied through additional State Board-approved coursework);
- ! Pass the National Teacher Examination core battery with a composite score at or higher than the national mean score;
- ! Receive from the State Board of Education a license valid for one year and renewable for a second year upon successful completion of the first year of participation in the program and recommendation by the supervisory team;

- ! Hold an offer of a teaching position at an accredited Kansas school; and
- ! Pay a fee approved by the State Board as part of the contractual arrangement with the employing school for payment of the costs of the program, including the cost for remuneration of the principal and mentor teacher members of the supervisory team. The applicant and the employing school share equally the cost of remuneration of the principal and mentor teacher.

Upon successful completion of the alternate teacher preparation program, a teacher licensure applicant may apply to the State Board of Education for licensure. The State Board then reviews the application and the recommendation of the employing school and grants licensure or provisional licensure, or denies licensure.

Successful completion of the alternate teacher preparation program does not entitle an applicant to licensure with an endorsement in special education subject areas or licensure at the elementary level other than in the subjects or fields of specialization for which the applicant has met the standards for endorsement.

Beginning with the 2005-06 school year, the State Board of Education will report to the Legislature on the effectiveness of the program. The report will include the following information:

- ! The number of accredited schools participating in the program;
- ! The number of persons who applied for employment as teacher licensure applicants and the number of applicants who actually were employed;
- ! The number of persons who successfully completed the alternate teacher preparation program, were recommended for licensure, and were granted licenses;
- ! The quality of teachers granted these licenses;

- ! The rate of attrition of teachers licensed under this act as compared with teachers who have completed a regular teacher preparation program; and
- ! The costs to the state of providing the alternate teacher preparation program as compared with regular teacher preparation programs.

Background

HB 2953, as introduced, is one of seven bills that were introduced by the House Committee on Education at the request of Representative Bill Mason. Subsequently, these seven bills were assigned to a subcommittee composed of Representatives Bill Mason (chair), Marti Crow, Ralph Ostmeyer, Ethel Peterson, and Dan Williams. The House Committee on Education adopted the subcommittee's recommendation that the bill be passed.

The purpose of the bill, as recommended by the House Committee on Education, was to provide a series of specific matters that the State Board of Education must consider when it is considering a school district transfer of territory petition. Under current law, items the State Board must consider are not enumerated. Following is a listing of these proposed items.

- ! City boundaries and the area within three miles surrounding any city with more than one district in the area;
- ! Available capacity of districts involved in the transfer to serve existing or additional students;
- ! Condition and age of buildings and physical plant;
- ! Overall costs, including renovation of existing buildings versus construction;
- ! Cost of busing;
- ! Food service;

- ! Administration and teachers;
- ! Areas of interest, including access and distances for parents to travel to participate in student activities;
- ! Matters of commerce, including regular shopping areas, meeting places, community activities, and youth activities;
- ! Districts that are landlocked with changing demographics that cause declining enrollment; and
- ! Effect on students living in the area.

The Kansas National Education Association, State Board of Education, and Kansas Association of School Boards commented on how the proposed amendment in the bill would be applied and raised no objection to it.

The fiscal note states the HB 2953, as introduced, would have no fiscal effect on the State Department of Education.

A House Committee of the Whole amendment on the transfer of territory aspect of the bill was technical in nature. Another House Committee of the Whole amendment added the provision establishing statutory recognition of the Alternate Teacher Preparation Program.

The Senate Committee on Education amended the bill by:

- ! Substituting a list of items proposed by the State Board of Education that the Board must consider when evaluating a transfer of territory petition;
- ! Removing the Alternative Teacher Preparation Program component; and
- ! Adding provisions concerning financial incentives relating to school district disorganization and attachment and school district consolidation (SB 551, as passed by the Senate).

In this connection, the Senate Education Committee received testimony from the State Board of Education indicating that the items it had suggested regarding transfer of territory petitions are those the Board has been using and which the Board now urges be incorporated in the statute book. The Senate Education Committee also received testimony from the State Board of Education indicating that the alternative teacher preparation program provisions contained in the bill are unnecessary as the State Board has a restricted certification regulation that will become effective on July 1, 2002, the Board regards as providing greater flexibility than is found in the amendment.

The Senate Committee of the Whole added an alternate teacher certification preparation program component which is somewhat different from the version that had been added in the House Committee of the Whole and removed by the Senate Committee on Education.