

## CONFERENCE COMMITTEE REPORT

MR. SPEAKER and MR. PRESIDENT: Your committee on conference on Senate amendments to **HB 2534** submits the following report:

The House accedes to all Senate amendments to the bill, and your committee on conference further agrees to amend the bill as printed with Senate Committee amendments, as follows:

On page 1, by striking all in lines 6 through 33;

By striking all on pages 2 through 20;

On page 21, by striking all in lines 1 through 8 and inserting:

"New Section 1. (a) The state board of education shall develop guidance for age-appropriate instruction on the prevention of the abuse of and addiction to fentanyl and other opioids. Such guidance shall be distributed to each school district.

(b) The board of education of each school district shall develop fentanyl abuse education programs based on the guidance provided by the state board of education. Such programs shall be provided to all students enrolled in grades nine through 12 and include instruction on the prevention of the abuse of and addiction to fentanyl and other opioids and the awareness of school and community resources available to help with abuse and addiction issues.

(c) Fentanyl abuse education programs may be provided as a part of any other drug abuse awareness and prevention program. A school district may work in cooperation with public or private third-party organizations, local health departments or law enforcement agencies to deliver such programs.

New Sec. 2. (a) Each school operated by a school district shall maintain a stock supply of naloxone.

(b) A stock supply of naloxone may consist of one or more standard-dose prepackaged nasal spray devices. A school nurse or designated school personnel may administer such

naloxone in an emergency situation to any individual who displays the signs and symptoms of opioid overdose at school, on school property or at a school-sponsored event if such school nurse or designated school personnel reasonably believes that an individual is exhibiting the signs and symptoms of an overdose.

(c) The board of education of each school district shall establish policies and procedures relating to:

(1) Storage of naloxone that require that such medication is stored:

(A) In a safe location that is readily accessible to the school nurse or designated school personnel; and

(B) in accordance with manufacturer temperature recommendations;

(2) periodic monitoring of the inventory and expiration dates of such medication; and

(3) administration of such medication by designated school personnel.

(d) Each school district shall publish information related to policies and procedures for the administration of naloxone.

(e) A school district may accept monetary gifts, grants and donations to carry out the provisions of this section or may accept naloxone nasal spray devices from a manufacturer or wholesaler.

(f) As used in this section:

(1) "Designated school personnel" means an employee, officer, agent or volunteer of a school who is authorized by the board of education of the school district to administer naloxone on a voluntary basis outside of the scope of employment.

(2) "School nurse" means a registered nurse licensed by the board of nursing to practice nursing in Kansas or a licensed practical nurse working under a registered nurse who is employed by a school to perform nursing services in a school setting.

(3) "Stock supply" means an appropriate quantity of naloxone as recommended by a school nurse.

New Sec. 3. (a) Sections 3 through 5, and amendments thereto, shall be known and may be cited as the students safe at school act.

(b) As used in the students safe at school act:

(1) (A) "Active shooter drill" means an emergency preparedness drill designed to inform and instruct students, teachers, school personnel and other school staff on how to respond in the event that an armed intruder is on the school campus or an armed assailant is in the immediate vicinity of the school.

(B) "Active shooter drill" includes:

(i) For grades kindergarten through five, instruction through tabletop exercises and identification of appropriate places for students to locate during an emergency; and

(ii) for grades six through 12, the information described in clause (i) and the practice of active shooter drills.

(C) "Active shooter drill" does not include any sensory components, activities or elements that mimic a real-life shooting. "Active shooter drill" is not an active shooter simulation.

(2) "Active shooter simulation" means an emergency exercise, including full-scale or functional exercises, designed to inform and instruct adult teachers, school personnel and other school staff on how to respond in the event of an armed intruder on the school campus or an armed assailant in the immediate vicinity of the school. "Active shooter simulation" includes activities or elements mimicking a real-life shooting, including, but not limited to, simulation of tactical response by law enforcement. "Active shooter simulation" does not include active shooter drills.

(3) "Department" means the state department of education.

(4) "Evidenced-based" means a program or practice that demonstrates:

(A) A statistically significant effect on relevant outcomes based on:

(i) Strong evidence from not fewer than one well-designed and well-implemented experimental study;

(ii) moderate evidence from not fewer than one well-designed and well-implemented quasi-experimental study; or

(iii) promising evidence from not fewer than one well-designed and well-implemented correlational study with statistical controls for selective bias; or

(B) a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes and includes ongoing efforts to examine the effects of the program or practice.

(5) "Parent" and "person acting as parent" mean the same as defined in K.S.A. 72-3127, and amendments thereto.

(6) "School" means any elementary or secondary public school maintained and operated by a school district and any accredited nonpublic school that provides any of the grades kindergarten through 12.

(7) "Tabletop exercise" means an exercise designed to help students better understand their individual or group roles and responsibilities. "Tabletop exercises" may include constructive problem-solving as it relates to an armed intruder on the school property or an armed assailant in the immediate vicinity of the school and may incorporate age-appropriate written or video scenarios for students to follow.

(8) "Vendor" includes not-for-profit entities, for-profit entities and public agencies.

New Sec. 4. (a) On or before October 1, 2026, the department shall establish and

publish best practice guidelines for conducting an active shooter drill in school. Such guidelines shall include, but not be limited to:

(1) Developmental, trauma-informed and age-appropriate design, including appropriate safety vocabulary;

(2) accessibility and accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs and auditory or visual limitations;

(3) prior notification of parents or persons acting as parents, including options to exempt a student from participation in any such drill;

(4) prohibition of punitive or negative treatment for a student's nonparticipation in any such drill;

(5) prior to commencing an active shooter drill, an announcement that informs students that such drill is practice and that there is no immediate danger;

(6) provision of debriefing time following any active shooter drill before regular classroom activity resumes;

(7) alternative safety education for students who do not participate in active shooter drills, including, but not limited to, essential safety instruction and training that is appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs and auditory or visual limitations; and

(8) any other matters that the department determines appropriate to minimize psychological harm to students while maintaining preparedness.

(b) The department shall review and update the guidelines as necessary and at least once every three years. Any such review shall incorporate current peer-reviewed research, federal agency recommendations and nationally recognized best practices regarding school

safety drills and the effects of such drills on student mental health and behavior.

(c) (1) Each board of education or governing body shall adopt policies for the conduct of active shooter drills that are consistent with the guidelines published by the department pursuant to subsection (a).

(2) Once per year, each board of education and governing body shall review the efficacy and effect of active shooter drills and any impacts of such drills on the safety and mental health of students, teachers and other school personnel and staff.

(d) The school shall notify each parent or person acting as parent at least 24 hours prior to an active shooter drill, active shooter simulation or tactical training exercise. The notice shall provide that such parent or person acting as parent may opt such parent's or person acting as parent's student out of participation in such drill or simulation. Any student who is opted out of an active shooter drill or simulation shall have the opportunity to participate in alternative safety education and shall not receive any negative or punitive treatment for not participating in such drill or simulation. If notice cannot be provided at least 24 hours prior to an active shooter drill or simulation, notice shall be provided within 24 hours of the conclusion of the active shooter drill or simulation.

(e) Nothing in this section shall be deemed to:

(1) Supersede or limit the ability of a parent or person acting as parent to opt such parent's or person acting as parent's student out of participation in an active shooter drill or simulation; or

(2) require any school to conduct active shooter drills in a manner that conflicts with the guidelines published by the department pursuant to subsection (a).

New Sec. 5. (a) Except as provided in subsection (c), no school shall conduct, sponsor or permit any active shooter simulation on school property where students in grades kindergarten

through eight regularly attend school.

(b) The board of education or governing body of a school may conduct, sponsor or permit active shooter simulations on school property, if only students in grades 9 through 12 regularly attend school on such school property.

(c) Nothing in this section shall prohibit law enforcement agencies and adult school personnel from conducting or participating in tactical training exercises on school property if:

(1) The exercises do not occur during regular school hours or any time when students are present or expected to be present;

(2) no student participates in such exercises; and

(3) the board of education or governing body of the school has provided prior written authorization for the use of school property for such exercises.

Sec. 6. K.S.A. 31-133 is hereby amended to read as follows: 31-133. (a) The state fire marshal shall adopt reasonable rules and regulations, consistent with the provisions of this act, for the safeguarding of life and property from fire, explosion and hazardous materials. Such rules and regulations shall include, but not be limited to, the following:

(1) The keeping, storage, use, sale, handling, transportation or other disposition of highly flammable materials, including crude petroleum or any of its products, natural gas for use in motor vehicles, and of explosives, including gunpowder, dynamite, fireworks and firecrackers. Any such rules and regulations may prescribe the materials and construction of receptacles and buildings to be used for any of such purposes;

(2) the transportation of liquid fuel over public highways in order to provide for the public safety in connection therewith;

(3) the construction, maintenance and regulation of exits and fire escapes from buildings and all other places in which people work, live or congregate from time to time for any

purpose, including apartment houses, as defined by K.S.A. 31-132a, and amendments thereto. Such rules and regulations shall not apply to buildings used wholly as dwelling houses containing no more than two families;

(4) the installation and maintenance of equipment intended for fire control, detection and extinguishment in all buildings and other places in which persons work, live or congregate from time to time for any purpose, including apartment houses as defined by K.S.A. 31-132a, and amendments thereto. Such rules and regulations shall not apply to buildings used wholly as dwelling houses containing no more than two families;

(5) requiring administrators of public and private schools and educational institutions, except community colleges, colleges and universities, to conduct at least four fire drills each school year at some time during school hours, aside from the regular dismissal at the close of the day's session, and prescribing the manner in which such fire drills are to be conducted;

(6) procedures for the reporting of fires and explosions occurring within the state and for the investigation thereof;

(7) procedures for reporting by healthcare providers of treatment of second and third degree burn wounds involving 20% or more of the victim's body and requiring hospitalization of the victim, ~~which~~. Such reporting is hereby authorized notwithstanding any provision of K.S.A. 60-427, and amendments thereto, to the contrary;

(8) requiring administrators of public and private schools and educational institutions, except community colleges, colleges and universities, to establish tornado procedures. Such procedures shall:

(A) Provide for at least two tornado drills to be conducted each school year, of which one shall be conducted in September and one shall be conducted in March, at some time during school hours, aside from the regular dismissal at the close of the day's session;

(B) describe the manner in which such tornado drills are to be conducted; and

(C) shall be subject to approval by the state fire marshal;

(9) requiring administrators of community colleges, colleges and universities to establish tornado procedures, ~~which~~ Such procedures shall be subject to approval by the director of the disaster agency of the county;

(10) the development and implementation of a statewide system of hazardous materials assessment and response;

(11) the use of pyrotechnics, pyrotechnic devices and pyrotechnic materials;

(12) requiring administrators of public and private schools and educational institutions, except community colleges, colleges and universities, to conduct at least three crisis drills each school year at some time during school hours, aside from the regular dismissal at the close of the day's session. The manner in which such crisis drills are conducted may be subject to approval by the safe and secure schools unit of the Kansas department of education; and

(13) other safeguards, protective measures or means adapted to render inherently safe from the hazards of fire or the loss of life by fire any building or other place in which people work, live or congregate from time to time for any purpose, except buildings used wholly as dwelling houses containing no more than two families.

(b) Any rules and regulations of the state fire marshal adopted pursuant to this section may incorporate by reference specific editions, or portions thereof, of nationally recognized fire prevention codes.

(c) The rules and regulations adopted pursuant to this section shall allow facilities in service prior to the effective date of such rules and regulations, and not in strict conformity therewith, to continue in service, so long as such facilities are not determined by the state fire marshal to constitute a distinct hazard to life or property. Any such determination shall be subject

to the appeal provisions contained in K.S.A. 31-140, and amendments thereto.

(d) The state fire marshal may grant an exemption pursuant to K.S.A. 31-136, and amendments thereto, that authorizes a variance for the number or manner of drills conducted pursuant to subsection (a)(5), (8) or (12) for students receiving special education or related services.

(e) (1) As used in this section, "crisis drills" includes intruder response drills, lockdown drills and active shooter drills, as defined in section 3, and amendments thereto.

(2) Any public or private school that conducts an active shooter drill shall conduct such drill in accordance with section 3 et seq., and amendments thereto.

(3) No crisis drill conducted by any public or private school shall include an active shooter simulation as defined in section 3, and amendments thereto, or any element of an active shooter simulation.

Sec. 7. K.S.A. 2025 Supp. 72-3574 is hereby amended to read as follows: 72-3574. (a) Each participating school district board of education shall submit annually to the state board of education an at-risk student accountability plan to attain at-risk student proficiency in accordance with this section and to ensure the provision of programs and services that are above and beyond regular education services to students who are eligible for at-risk programs and services. Such plan shall be submitted to the state board of education on a form and in the manner required by the state board. The purpose of each school district's at-risk student accountability plan is to:

(1) Demonstrate that the school district is using evidenced-based instruction, as defined in K.S.A. 72-5153, and amendments thereto, for the education of students who are identified as eligible to receive at-risk programs and services;

(2) measure longitudinal academic improvement in a quantitative manner;

(3) establish quantitative student academic improvement goals for certain identified

student cohort groups and strive to meet such goals through the provision of evidence-based instruction that is provided to such cohort groups above and beyond regular educational services;

(4) ensure that at-risk education fund moneys are expended in accordance with the law by providing services above and beyond regular education services; and

(5) continue the process of identifying certain student cohort groups and providing evidence-based instruction above and beyond that of a regular education to such identified student cohort groups until the school district achieves the state board of education's goal to have 75% of all students achieve proficiency by scoring at performance level 3 or 4 on the state assessments for English language arts and mathematics.

(b) Each at-risk student accountability plan shall identify not fewer than one cohort group of students who are enrolled and attending grade ~~three~~ four each school year that such cohort group is required to be identified and not fewer than one cohort group of students enrolled in and attending kindergarten or any of the grades one through eight each school year that such cohort group is required to be identified. Except as provided in this subsection, ~~one of the student cohort groups identified by the school district for either such grade level shall be the students who are eligible for free meals pursuant to the national school lunch program. for the other~~ for each grade level, the school district shall identify any ~~other~~ student cohort group that corresponds to one of the subgroups identified for state assessment purposes ~~or shall identify a cohort group of students. If two such student cohort groups cannot be identified, such school district shall identify a student cohort group~~ who are identified as eligible to receive at-risk educational programs and services pursuant to the same at-risk identification criteria established pursuant to K.S.A. 72-5153a, and amendments thereto. A school district shall not identify a cohort group of students pursuant to this subsection if such cohort group is comprised of 10 or fewer students. ~~If both cohort groups of students who are eligible for free meals are comprised of 10 or fewer~~

students no cohort group of students comprising 11 or more students can be formed using any of the subgroup descriptions provided in this subsection, the school district shall identify another cohort group pursuant to this subsection consult with the state department of education to determine appropriate alternative student cohort groups that are comprised of 11 or more students.

(c) (1) Each participating school district board of education shall establish a four-year quantitative academic improvement goal for each identified student cohort group in accordance with this subsection and shall repeat such process every four years as provided in this section. The academic improvement goal established for a cohort group pursuant to this section shall be related to the achievement of academic proficiency in the areas of English language arts ~~and or~~ mathematics. Once a school district establishes a four-year quantitative academic improvement goal for a cohort group on the school district's at-risk accountability plan, the school district shall not revise or revoke such goal for such cohort group in order to meet or exceed such goal.

(2) To attain the four-year quantitative academic improvement goal for each identified student cohort group, the school district board of education shall identify and implement two through four targeted supports or interventions for each identified student cohort group. Such supports or interventions shall be selected from the state board of education's list of approved at-risk educational programs established pursuant to K.S.A. 72-5153, and amendments thereto. The purpose of the targeted supports or interventions is to provide evidence-based instruction above and beyond regular education services to the identified student cohort group and evaluate whether such targeted supports or interventions have a positive impact on academic improvement. A school district board of education may select different targeted supports or interventions for each identified student cohort group and may change such targeted supports or interventions if the chosen targeted supports or interventions are not having a positive impact on

academic improvement.

(d) (1) Each participating school district board of education shall conduct a four-year or five-year longitudinal academic evaluation of each student cohort group identified on the school district's at-risk student accountability plan to evaluate whether such students improved upon attainment of academic proficiency and met or exceeded the quantitative academic improvement goal established by the school district board of education.

(2) To evaluate whether the student cohort group that is first identified in grade ~~three~~ four pursuant to this section is achieving at a level that is sufficient to meet or exceed the quantitative academic improvement goal established for such cohort group, the school district shall select and specify in the school district's at-risk accountability plan not more than two quantitative measures to evaluate the cohort group's achievement. One of such quantitative measures used by the school district shall be the English language arts ~~and or~~ mathematics state ~~assessments~~ assessment that corresponds to the quantitative academic improvement goal for the student cohort group. The school district may choose one additional quantitative measure to evaluate such cohort group's progress from the list of approved quantitative measures in paragraph (4).

(3) To evaluate whether the other student cohort group that is first identified in kindergarten or any of the grades one through eight pursuant to this section is achieving at a level that is sufficient to meet or exceed the quantitative academic improvement goal established for such cohort group, the school district shall select and specify on the school district's at-risk accountability plan not more than two quantitative measures to evaluate such cohort group's achievement. If such identified student cohort group will take the English language arts and mathematics state assessments in a school year that such cohort group is evaluated pursuant to this section, the school district shall use ~~such~~ the appropriate state ~~assessments~~ assessment to

evaluate the cohort group's achievement and may choose one additional quantitative measure to evaluate such cohort group's progress from the list of approved quantitative measures in paragraph (4). If such identified student cohort group will not take the English language arts and mathematics state assessments in a school year that such cohort group is evaluated, the school district shall use one or two quantitative measures to evaluate such cohort group's progress from the list of approved quantitative measures in paragraph (4).

(4) Subject to the requirements of paragraphs (2) and (3), the quantitative measures that a school district may use to evaluate whether an identified student cohort group is achieving at a level that is sufficient to meet or exceed the quantitative academic improvement goal established for such cohort group shall only include the following:

- (A) The English language arts ~~and~~ or mathematics state ~~assessments~~ assessment;
- (B) a formative assessment approved by the state board of education;
- (C) a summative assessment approved by the state board of education; or
- (D) ACT or ACT workkeys assessments.

(e) If the identified student cohort group meets or exceeds the quantitative academic improvement goal established for such cohort group at the end of the four-year period, the school district board of education shall repeat the process established pursuant to this section by identifying another student cohort group, establishing a four-year quantitative academic improvement goal for such cohort group and conducting a four-year or five-year longitudinal academic evaluation of such cohort group in accordance with this section.

(f) If the identified student cohort group does not meet or exceed the quantitative academic improvement goal established for such cohort group at the end of the four-year period:

(1) The state board of education shall deem such school district as not meeting at-risk improvement requirements on the school district's at-risk student achievement report published

on the state board's website pursuant to subsection (j) until such school district meets the quantitative academic improvement goal established by the school district board of education for the subsequent cohort group identified pursuant to subsection (b) that replaces the cohort group that did not meet or exceed the four-year longitudinal academic improvement goal;

(2) the school district board of education shall continue to evaluate the longitudinal academic performance of such student cohort group for one additional school year in accordance with this section; and

(3) the school district board of education shall repeat the process established pursuant to this section by identifying another student cohort group pursuant to subsection (b), establishing a four-year quantitative academic improvement goal for such cohort group and conducting a four-year or five-year longitudinal academic evaluation of such cohort group in accordance with this section.

(g) (1) Commencing in school year 2030-2031, if an identified student cohort group does not meet or exceed the quantitative academic improvement goal established for such cohort group at the end of the one additional school year that the school district is authorized to evaluate such cohort group pursuant to subsection (f)(2), notwithstanding the provisions of K.S.A. 72-5131 et seq., and amendments thereto, the school district's at-risk student weighting and high-density at-risk student weighting entitlements in the school year following such one additional school year shall be determined and adjusted by the state board as follows:

(A) If only one student cohort group identified on the school district's at-risk accountability plan fails to meet or exceed the quantitative academic improvement goal established by the school district board of education at the end of the one additional school year that the school district is authorized to evaluate such cohort group pursuant to subsection (f)(2), the state board of education shall:

(i) Determine the BASE aid amount that was in effect in the final year of the five-year evaluation period of such cohort group;

(ii) determine the difference between the BASE aid amount in the current school year pursuant to K.S.A. 72-5132, and amendments thereto, and the BASE aid amount determined pursuant to subsection (g)(1)(A)(i);

(iii) multiply the amount determined pursuant to subsection (g)(1)(A)(ii) by 0.50;

(iv) add the amount determined pursuant to subsection (g)(1)(A)(i) to the amount determined pursuant to subsection (g)(1)(A)(iii); and

(v) multiply the sum determined pursuant to subsection (g)(1)(A)(iv) by the school district's at-risk student weighting and high-density at-risk student weighting determined pursuant to K.S.A. 72-5151, and amendments thereto. The computed amount is the amount of state aid attributable to the at-risk student weighting and high-density at-risk weighting that the school district shall be entitled to receive in the current school year; or

(B) if both student cohort groups identified on the school district's at-risk accountability plan fail to meet or exceed the quantitative academic improvement goals established by the school district board of education at the end of the one additional school year that the school district is authorized to evaluate such cohort groups pursuant to subsection (f)(2), the state board of education shall:

(i) Determine the BASE aid amount that was in effect in the final year of the five-year evaluation period of such cohort groups; and

(ii) multiply the amount determined pursuant to subsection (g)(1)(B)(i) by the school district's at-risk student weighting and high-density at-risk student weighting determined pursuant to K.S.A. 72-5151, and amendments thereto. The computed amount is the amount of state aid attributable to the at-risk student weighting and high-density at-risk student weighting

that the school district shall be entitled to receive in the current school year; and

(2) commencing in school year 2030-2031, the state board of education shall determine a school district's at-risk student weighting and high-density at-risk student weighting entitlements pursuant to this subsection for the school year following the one additional school year that the school district is authorized to evaluate a cohort group pursuant to subsection (f)(2) and in which the cohort group identified on the school district's at-risk accountability plan fails to meet or exceed the quantitative academic improvement goal established by the school district board of education at the end of the five-year evaluation period of such cohort group.

(h) Each participating school district board of education shall continue to follow the school district's at-risk student accountability plan and update the plan annually or as may be necessary to repeat the process established pursuant to this section every four years by identifying another student cohort group, establishing a four-year quantitative academic improvement goal for such cohort group and conducting a four-year or five-year longitudinal academic evaluation of such cohort group in accordance with this section. Such process shall continue until the school district achieves the state board of education's goal to have 75% of all students who took the statewide assessments during the preceding school year achieve academic proficiency by scoring at performance level 3 or 4 on the statewide assessments in both English language arts and mathematics.

~~(i) (1) For school years 2024-2025 and 2025-2026, the provisions of subsections (a) through (h) shall be implemented as a pilot program by 10 school districts selected by the state board of education for participation in such pilot program. When selecting the 10 school districts that will participate in such pilot program, the state board of education shall select a diverse array of school districts with consideration given to a school district's size, location, student demographics and level of staff participation and prior training in the science of reading.~~

(2) Commencing in school year 2026-2027, the provisions of subsections (a) through (h) shall be implemented by all school districts, including the school districts that participated in the pilot program during the immediately two preceding school years. A school district that participated in the pilot program may identify new student cohort groups in such school year.

(j) (1) Each school district board of education shall submit annually to the state board of education an at-risk student achievement report on a form and in the manner established by the state board that includes:

(A) Subject to the provisions of subsection (i), the school district's at-risk student accountability plan to attain student proficiency established in accordance with this section that includes the cohort groups identified by the board of education of the school district and the quantitative academic improvement goals established for such cohort groups;

(B) subject to the provisions of subsection (i), the current progress of the school district's plan to attain at-risk student proficiency and an estimation of whether the school district expects to meet or exceed the longitudinal academic improvement goals established by the school district board of education pursuant to this section;

(C) the expenditures made from the school district's at-risk education fund, ~~which shall be submitted:~~

~~(i) In school years 2024-2025 and 2025-2026 by the school districts that are participating in the pilot program established pursuant to subsection (i); and~~

~~(ii) in school year 2026-2027 and each school year thereafter, by all school districts;~~

(D) the at-risk educational programs, services and resources and the provisional at-risk educational programs that the school district is using to support student achievement for students identified as eligible to receive at-risk program services and the targeted supports and interventions from the state board of education's list of approved at-risk educational programs

that the school district is using to provide evidence-based instruction above and beyond regular education services to achieve the longitudinal academic improvement goals established for each cohort group;

(E) the number of students identified as eligible to receive at-risk or provisional at-risk educational programs and services who were served or provided assistance under the school district's approved at-risk program; and

(F) the data and research that the school district utilized to determine what programs and services are needed to implement the district's approved at-risk program.

(2) Each school district may provide a supplemental narrative to accompany the school district's at-risk student achievement report to provide information regarding annual progress reports or reasons why the school district was able to meet or not meet the longitudinal academic improvement goals established for each cohort group identified on the school district's at-risk student accountability plan pursuant to this section.

(3) To achieve uniform reporting of the number of students who are provided at-risk programs and services above and beyond that of a regular education, school districts shall report the information required pursuant to this subsection in a uniform manner required by the state board.

(k) Commencing in school year 2026-2027, the state board of education shall publish the plans and reports submitted by all school districts on the state board of education's website through the link on the state department of education's website homepage titled "accountability reports" with such reports published under a link titled "school district at-risk student accountability plans and reports." Commencing in school year 2026-2027, each school district board of education shall publish the school district's report on the school district's website and provide a link to the state department of education's website where all such reports are displayed.

(l) On or before January 31 each year, the state department of education shall prepare and present a summary of the reports submitted pursuant to subsection (j) to the house of representatives standing committee on K-12 education budget and the senate standing committee on education or any successor committees.

(m) As used in this section, "longitudinal" means the repeated examination and progress monitoring of the same individuals of a particular cohort group of students over a period of time.

~~(n) The provisions of this section shall take effect and be in force from and after July 1, 2024.~~

Sec. 8. K.S.A. 31-133 and K.S.A. 2025 Supp. 72-3574 are hereby repealed.";

And by renumbering sections accordingly;

On page 1, in the title, in line 1 by striking all after "concerning"; by striking all in line 2; in line 3 by striking all before the period and inserting "schools; relating to drug abuse education programs; requiring school districts to provide fentanyl abuse education programs; mandating school districts to maintain a supply of naloxone in all schools; relating to crisis drills; requiring the department of education to establish guidelines for active shooter drills conducted by public and accredited nonpublic elementary and secondary schools; regulating active shooter simulations in such schools; relating to school district at-risk student accountability plans; modifying the requirements for student cohorts and achievement goals for such plans; amending K.S.A. 31-133 and K.S.A. 2025 Supp. 72-3574 and repealing the existing sections";

And your committee on conference recommends the adoption of this report.

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Conferees on part of Senate

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Conferees on part of House