

Approved: 1/25/94
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 24, 1994 in Room 123-S of the Capitol.

All members were present except: Senator Sheila Frahm (Excused) and Senator Sherman Jones (Excused)

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Senator Don Sallee
Alan Cobb, Kansas Association of Area Vocational-Technical Schools
Susan Chase, Kansas National Education Association
Joe Myers, Turner USD 202

Others attending: See attached list

Senator Don Sallee requested that the Committee introduce a bill which permit changing the headcount date for schools at Wathena and Elwood which were affected by summer flooding in 1993. Senator Emert made a motion that the Committee introduce such a bill. Senator Tiahrt seconded the motion, and the motion carried.

Alan Cobb, Kansas Association of Area Vocational-Technical Schools, requested that the Committee introduce a bill which would permit area schools to confer an associate degree for technical education (Attachment No. 1). Senator Tiahrt made a motion that the Committee introduce such a bill. Senator Oleen seconded the motion, and the motion carried.

Senator Emert requested that the Committee introduce a bill regarding the truancy law which would change the current maximums from a single semester total to a school year total. Senator Oleen made a motion that the Committee introduce such a bill. Senator Langworthy seconded the motion, and the motion carried.

SB 444 - Regents early mathematics testing program

Susan Chase, Kansas National Education Association, suggested that consideration be given to incorporating the testing program proposed in SB 444 into the state assessment program (Attachment No. 2).

During Committee discussion regarding the bill, concerns were expressed about the number of other tests already being given to high school juniors and the limited scope of the participants. It was noted that the test is voluntary and an excellent counseling tool and is very focused, very specific and very individualized. It was pointed out that the tests for the early math testing program and the statewide assessment program are both developed at the University of Kansas and there might be some possibility for collaboration to use the assessment program to provide the same type of results, not only for students planning to attend a Regents school, but for those who plan a different career path, i.e., vocational-technical training, community college education, entering the work force. Comments were made to the effect that the purpose of the early math testing program is to encourage students to take more math courses in K-12. It was suggested that the Kansas Careers program might also have some applicability to these issues. There was agreement with Chairman Kerr's suggestion that he convey the Committee's concerns in a letter to Drs. Himmelberg and Porter and request their response.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on January 24, 1994.

SB 443 - Community colleges, out-district tuition, courses in counties in which state educational institutions are located

After reviewing the bill, Senator Emert made a motion that the bill be recommended favorably for passage. Senator Langworthy seconded the motion, and the motion carried.

Joe Myers, Turner USD 202, described the implementation of inclusion in his district (Attachment No. 3). He said the district, which is located in southern Wyandotte County, has about 4,000 students and 8 buildings, with about 490 students in special education. The district began its "responsible inclusion" program five years ago. He said some of the necessary components of inclusion are providing the necessary services and support, involvement of all stakeholders and working with the unique needs of the students. Mr. Myers provided a diagram of the essential support elements in inclusion and information regarding results and reaction to the program in his district (see Attachment No. 3).

In response to questions from Committee members, Mr. Myers said that about 90 percent of their special ed students are in inclusive settings. He noted that at the secondary level, they look at more community based instruction and types of activities. He was asked if inclusion is inherently more expensive than a pull-out model. Mr. Myers replied that it is not less expensive but the quality of education is increased ten-fold. He advised that, prior to actually placing a child in a regular education setting, the district spent an entire year in an awareness program. He emphasized the importance of having a plan for inclusion and having the belief that the program can work.

The meeting was adjourned at 2:30 p.m. The next meeting is scheduled for January 25, 1994.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/24/94

GUEST LIST

NAME	ADDRESS	ORGANIZATION
ERIC Sexton	Wichita	WSCU
Kevin McBride	✓	OK Center
Carrie Hunsell	Topeka	SEB of 20
Danese Apt	Topeka	U.S.A.
Helen Stephens	✓	BV USD 229
Jim Yonally	✓	SM USD 512
Josie Torres	Families Together Topeka	Families Together, Inc.
Jacquelyne Gordon	Topeka	KPCDD
Tom Brungardt	Thatcher City	KNEA
Verni Ann Guss	Liberal	KNEA
TED D. AYRES	TOPEKA	BOARD OF REGENTS
Libby Quaid		AT
DENNIS L CANTU	AUGUSTA	KNEA
Joseph G. Meyers	2570 S. 42, KC, K	Turner Public Schools
Betty Winters	Topeka	KSBE
Mark Tallman	Topeka	KASB
Loren Gorman	Topeka	KASB
Christina J. Johnston	Topeka	KHCC Para Programs
Rosanne LaBarge	Oakley	BOE
Marvin LaBarge	Oakley	
Jacquie Oaks	Topeka	SQE
Wanda Knutson	Shawnee Mission	Teacher K-5th
Jul Morris	K.C. K5.	Teacher K-2/3/4
ALAN COBB	TOPEKA	KAAVTS
ROBIN GEMERTS	Wichita	Wichita Public Schools
GERRY HENDERSON	TOPEKA	USA of KS

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-5 DATE: 1/24/89

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Bernie Koch	Wichita	Wichita Area Chamber
Chiu Li Be	Topeka	KARF
Donna McDaniel	Topeka	Sen. Burke's Office
Elaine Frisbie	Topeka	Div. of Budget
Sharon Strumpfeller	Topeka	Concerned Women for America
Elaine Tangeman	Hayward	^{H-NEA} Public School System
Susan Chase	Topeka	K-NEA



KANSAS

ASSOCIATION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

Rosemary A. Kirby
President

Lester Abel
President Elect

Robert Stinson
Secretary

Richard McWhorter
Treasurer

Keith Stover
Past President

January 24, 1994

Chairman Kerr and members of the committee,

I am Alan Cobb representing the 16 area vocational-technical schools located in Kansas. We are requesting the introduction of permissive legislation that would grant area schools the ability to confer an associate degree for technical education.

Currently associate degrees for technical education are being granted by community colleges in conjunction with area vocational-technical school; the community college provides 25% of a technical associate degree program through general academic courses, the area school provides 75% of technical program instruction. For the schools that choose to pursue degree granting authority, this bill simply shifts the degree granting to the area school. The community colleges will continue to provide the general academic courses needed for the technical degree.

I would be happy to answer any questions.



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Susan Chase Testimony before
Senate Education Committee
Wednesday, January 19, 1994

Thank you Mr. Chairman. I am Susan Chase and I represent Kansas NEA. I appreciate this opportunity to visit with the Committee today about SB 444, which establishes the Regents Early Math Testing Program.

As I am sure you are aware, the legislature instituted a statewide testing program which is still in the process of being implemented. As part of that program, students are tested in critical areas of learning, including math. The test not only assesses basic skills, but is also designed to test higher order thinking and process skills. This test is presently being given in grades 4, 7, and 10. Our concern with the Regents Early Math Testing is that resources will be put into a test that will duplicate what is already in place. If the mandated statewide instrument is not sufficient to give the results that are needed to help assess what a student needs to enter a Regents University, then maybe we need to take a hard look at the assessment instrument being used.

We are certainly not opposed to the idea as such. Since it is voluntary and districts will choose whether or not to participate, we wonder how much money will be needed to develop this program, which may or may not be used, and if this alternate assessment will be used by districts in place of the mandated statewide assessment. We believe there may be a way to incorporate this idea into the assessment program that is already in place. During a time of limited resources, it makes sense to take advantage of avenues that presently exist instead of constructing new roads.

Thank you for listening to our concerns.

RESPONSIBLE INCLUSION

Turner Public School

WHAT IS RESPONSIBLE INCLUSION

Responsible inclusion is:

Involving special education in the QPA process.

All students learning in the same schools with the necessary service and support.

All stakeholders involved in the education of disabled students.

Each student having his or her unique needs met in integrated environments.

All students participating equally in all facets of school life.

Labeled and nonlabeled students having opportunities to interact and develop friendships with each other.

Responsible inclusion is not:

Ignoring special education in the QPA process.

Dumping students with challenging needs into general education classes without the needed support.

Requiring only the special education teacher to design the educational program for the student.

Limiting the quality of a student's education for the purpose of placing a student in an integrated setting.

Ignoring each student's unique needs.

Sacrificing the education of typical students so that disabled students can be integrated.

A revisited service delivery model for special education which emphasizes collaborative communication between special and general education.

All students having to learn the same thing, at the same time, in the same way.

Providing human resources and financial support to general education teachers.

Doing away with special education services or cutting back on special education services.

Students learning side by side even though they have different educational goals.

Expecting general education teachers to teach students who have challenging needs without support.

Favoring all groups of individuals with disabilities in designing appropriate education programs.

Favoring one group of individuals with disabilities over others in designing appropriate education programs.

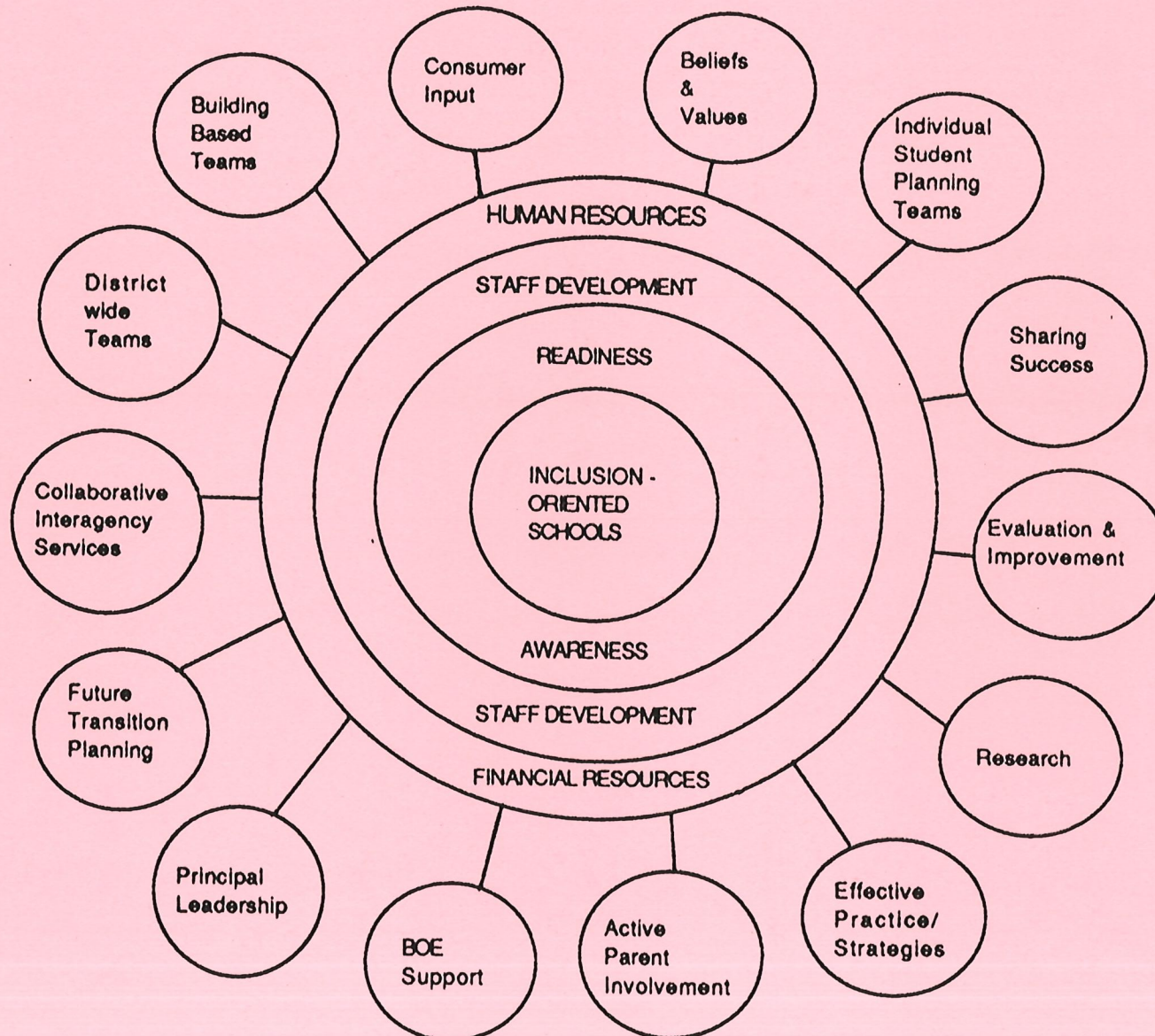
Recognizing parents' feelings, concerns and goals.

Ignoring parents' feelings, concerns and goals.

ETC.

RESPONSIBLE INCLUSION: A CHALLENGE FOR CHANGE

Turner Public Schools



CWC
ACADEMIC PERFORMANCE RELATED TO MINUTES IN SPECIAL EDUCATION

Random sampling

	Minutes In sp.ed. per day <u>pre CWC</u>	<u>CWC</u>	<u>1st</u>	GPA <u>2nd</u>	<u>3rd</u>	<u>4th</u>
Student #1	135	5	2.1	2.1	2.2	2.8
Student #2	90	5	3.0	2.6	2.8	2.5
Student #3	30	5	2.5	2.5	2.5	2.5
Student #4	40	30	2.6	3.1	2.6	3.2
Student #5	55	5	3.8	3.3	3.2	3.0
Student #6	50	5	1.2	2.0	2.2	2.4
Student #7	180	100	1.6	2.0	1.6	3.6
Student #8	165	100	1.6	2.0	3.0	2.3

Overall GPA's

	<u>1st qtr.</u>	<u>2nd qtr.</u>	<u>3rd qtr.</u>	<u>4th qtr.</u>
J	2.2	2.7	2.4	2.6
J	2.5	2.4	2.5	2.6
T	2.7	2.7	2.6	2.8
H	1.5	1.8	2.0	2.0

STUDENT EVALUATION FORM*

1. How much do you like having two teachers?

Not at all	A little	Okay	A lot	A whole lot
1	2	3	6	1 6

2. Does the way the teacher explain things to you help you remember ideas taught in class?

Not at all	A little	Okay	A lot	A whole lot
2	2	3	3	1 8

3. Do you feel you've learned more this year because you've had two teachers?

Not at all	A little	Okay	A lot	A whole lot
3	1	2	6	1 6

4. Do you feel more a part of the group in this class then you have in classes where there's only one teacher?

Not at all	A little	Okay	A lot	A whole lot
3	1	9	3	1 3

5. Do you feel CWC teachers help you when you don't understand something in class?

Not at all	A little	Okay	A lot	A whole lot
1	1	3	4	1 9

6. Do you feel the CWC teachers make sure all students know what it takes to get good grades?

Not at all	A little	Okay	A lot	A whole lot
3	0	2	5	19

7. Do you feel teachers in CWC use many different ways of teaching to keep the class interested?

Not at all	A little	Okay	A lot	A whole lot
2	1	2	8	16

8. Do you feel having 2 teachers helps you know exactly what to do each day in class?

Not at all	A little	Okay	A lot	A whole lot
2	2	5	4	16

9. Do you feel the CWC teachers keep you busy throughout the entire lesson or class period?

Not at all	A little	Okay	A lot	A whole lot
3	2	3	8	13

10. Do you feel CWC teachers give you a chance to improve grades?

Not at all	A little	Okay	A lot	A whole lot
3	1	6	3	16

11. How much extra help do you feel you need when in the regular classroom?

Not at all	A little	Okay	A lot	A whole lot
1	5	2	5	16

12. How much extra help do you feel your classmates need?

Not at all	A little	Okay	A lot	A whole lot
2	6	5	6	9

13. How much do you believe being in the regular education class has helped you make friends?

Not at all	A little	Okay	A lot	A whole lot
2	2	3	2	17

14. How many friends do you think you would have made if you attended the learning center?

Not at all	A little	Okay	A lot	A whole lot
4	7	5	1	10

29 Respondents

Class-Within-a-Class
Feedback
Summary

1. List at least one positive thing that has occurred since you have been involved in CWC.

- The identified children seem happier that they do not have to go to the learning center.
- Have seen great improvement in spelling form using Class-Wide Peer Tutoring.
- I have collaborated more with other teachers, both regular and special education. I feel less isolated and that "problems" are not just mine ; rather "our" difficulties that we must try to solve together.
- Identified kids are doing as well as other kids - They also love CWC!
- Many, many things - behavior management easier/positive peer pressure
- The increased amount of self-esteem in kids
- Seeing identified students improve their achievement and self-concept!
- I enjoy team teaching. I don't feel like I carry the whole load.
- All students have felt some success - kids who wouldn't have had friends -do
- I enjoy team teaching
- We're being able to help individual children at some given point in the hour
- Professionally, I have really enjoyed my job!
- Notes have been much better with drop-a-line (skeleton notes)
- I love team teaching. The people I work with are great and the kids are benefitting
- Students have improved since beginning of year
- Kids helping kids help SPED kids - makes SPED kids not feel so different
- The many ideas that people had to share
- I received a lot of positive feedback from parents at conferences both 9 week and conferences I held in late September - their children are glad to not be pulled out of group - eager to come to school. Socialization for Michele is way up - students invite her to go down for breakfast. Students give assistance like opening locker on their own without directing them to be helpful!
- I have worked with mainly one BD student I have seen an extreme change in his attitude.

2. What suggestions do you have that would make CWC more beneficial to you or your team?

- I think CWC is very beneficial and I have no other suggestions.
- Stay to the 1/3-2/3 ratio - more comprehensive, but concise list of strategies working with incoming 6th graders
- More time to collaborate (2)
- Watch the numbers, the ability, and the behavior - we may need less in a room than 1/3
- More planning time (collaboration) time.(2)
- Make kids more responsible for their action; not baby kids so much (Jr High level)
- More division between elementary and upper grades. The elementary ideas are good but not really appropriate for us at P
- Choose students more appropriately for CWC
- SPED kids really thought out better before placement is made (be aware of child's needs)

- Because I have a excellent well trained para who is with children most of the day it's possible for us to "team" any time and children are well bonded to both adults. I'm thinking for young children this is better than several folks in and out. I think it's a good set up for younger children of CWC classes but I don't have any data on which to make comparison.
- More help and support for everyone involved
- I love to learn new techniques like Classwide Peer Tutoring - keep offering those types of things
- Educating the entire school on CWC so they understand our classes and the CWC theory, concept, requirements. Many staff members see it as an "at risk" class and wonder why any difficult kid can't be placed in it.
- More time - ha ha!
- More help (I know we have a lot of help now to make it really work without burn-out every class needs a para)
- More time to learn other strategies and then to implement

Please comment on the format of tonight's session. Did you feel it was beneficial to you? Why or why not?

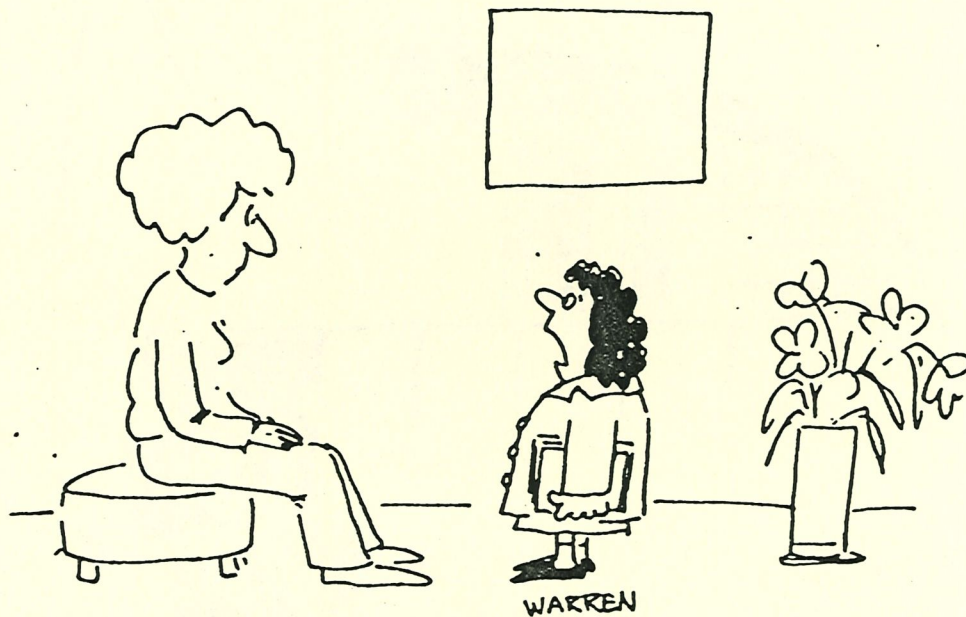
- I thought the format was good, but maybe a little more structure or guidance could have been given to presenters to make it be more instructional strategies (quick-n-dirty)
- Yes - Great sharing of ideas
- Good ideas - nice to have a more laid back session
- Yes, so far it was the most beneficial session. Two or three suggestions seem to be ideas we might be able to use in the classroom. It was great that presenters had materials/etc. for us.
- Yes it was beneficial - but every presenter needed to use an overhead, or hand out samples. Some presentations seemed to be thrown together.
- I enjoyed it - gave some new ideas - useful once a year
- Yes, it's always good when we get together to share strategies and successes
- Yes, learning about how others worked with their students was great
- Liked it
- Yes, I wish it could have been in a hand-out as a collection of information
- Yes; I liked all the different suggestions and think they will be helpful to me
- I liked it, but it would be nice to have an idea night just for upper grades
- Great ideas
- Yes, but most of the strategies were for children K-5, 6,7
- Yes, good ideas - most of these are tried and true
- Yes, maybe split upper level from lower
- Yes, it was beneficial. It made me realize some areas that I still need to develop. Good ideas on token rewards/management
- Yes, new ideas or rehearing old ones, brings to mind new strategies
- I feel this session is very beneficial. I think sharing strategies helps all who are involved. It gives good ideas for each group to use.

4. Additional comments:

- I feel very good about my work in CWC. I hear a lot of great suggestions that really help me to understand the different needs of the children.
- Ann does such a great job. Thanks!
- Do it again
- We have a spirit of cooperation here at _____ Grade among all staff members who value one another, I think that's essential to have in place for CWC

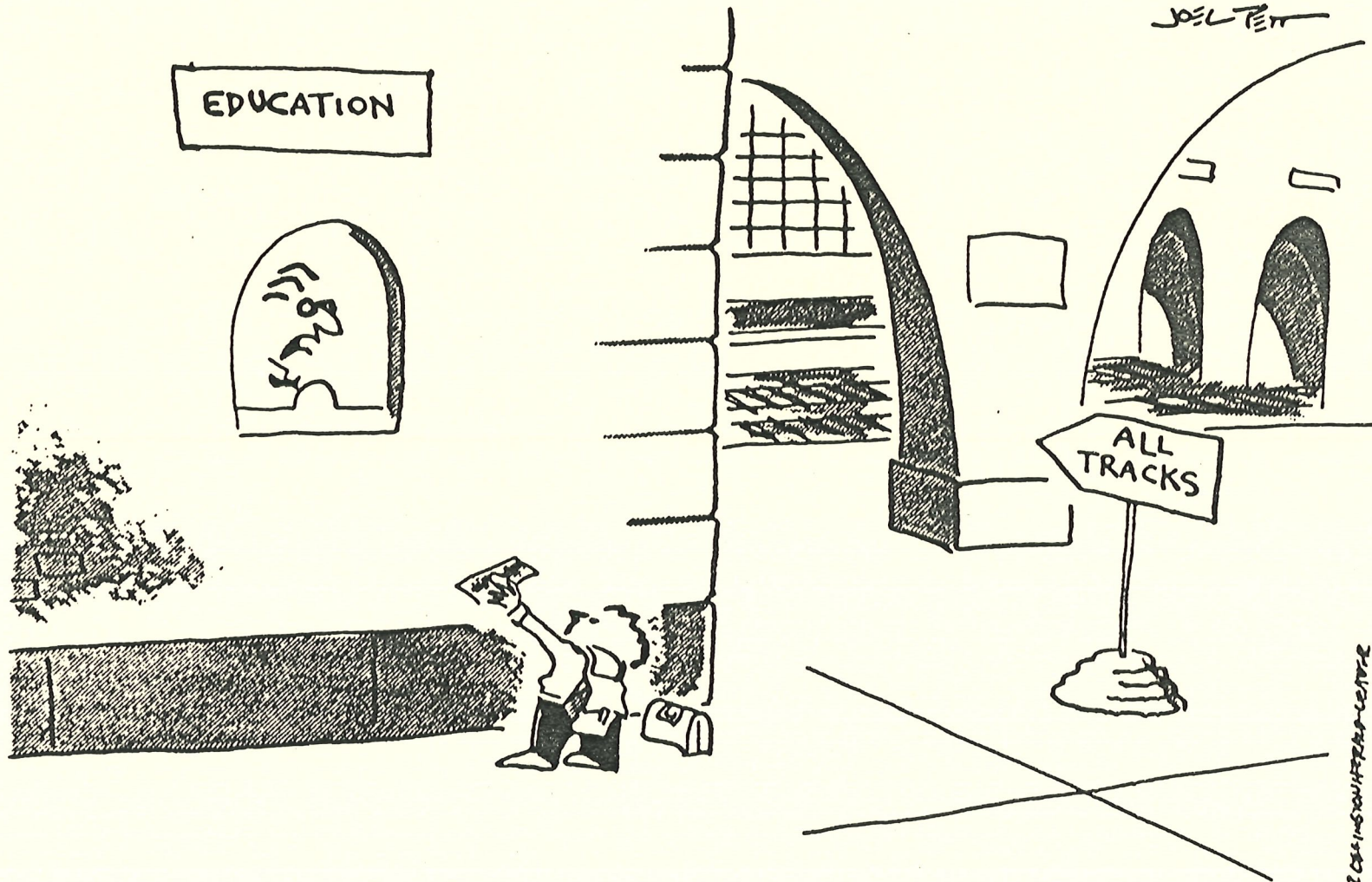
- During meetings/staff development I have really appreciated the fact that sessions generally begin and end on time. I also like the variety of staff development sessions that we have to choose from.
- This needs to be available throughout all grades. Para's or some kind of help needs to be available for every grade level

SPECIAL EDUCATION PULL-OUT



"I don't learn well in captivity."

by Joel Pett



"PRIVILEGED CLASS, MIDDLE CLASS OR BORN LOSER?"

©1992 Joel Pett