

Selected House & Senate

# EDUCATION SUMMARIES

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## 2018



Enrolled bills passed  
into law during the  
Legislative Session

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## Introduction

This booklet, **Selected Senate & House Education Summaries – 2018 Legislative Session**, is published annually to provide enrolled copies and summaries of selected education bills passed by the Kansas Legislature relating generally to Unified School Districts, Interlocal operatives, and private schools.

The summaries of the bills were prepared by the Kansas Legislative Research Department in cooperation with the Kansas Department of Education. Bills are summarized using the conference committee report briefs which are prepared by the Legislative Research Department. Conference committee report briefs may be accessed on the Kansas Legislature website: <http://www.kslegislature.org/klrd>

The bills chosen include important legislative information related to education and may be found and printed from the links below:

Senate: [http://www.kslegislature.org/li/b2017\\_18/measures/bills/senate/](http://www.kslegislature.org/li/b2017_18/measures/bills/senate/)

House: [http://www.kslegislature.org/li/b2017\\_18/measures/bills/house/](http://www.kslegislature.org/li/b2017_18/measures/bills/house/)

To select a specific bill, type the bill number in the “Filter” search box on the right of the page, or scroll through the list of bills and resolutions in the center of the web page.

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## Licensure Requirements for Child Care Facilities

**SB 428** amends licensure and inspection requirements for child care facilities and creates definitions for “drop-in program” and “school-age program.”

***Building Requirements***

The bill states no license for a drop-in program or school-age program shall be denied, suspended, or revoked on the basis that the building does not meet requirements for licensure if the building:

- Is a public recreation center or school and is used by school-age children and youth the same age as children and youth cared for in the drop-in program or school-age program;
- Complies, during all hours of operation of the drop-in program or school-age program, with the Kansas Fire Prevention Code (KFPC) or a building code that is by law deemed to comply with the KFPC; and
- Complies, during all hours of operation of the drop-in program or school-age program, with all local building code provisions that apply to recreation centers, if the building is a public recreation center, or schools, if the building is a school, except if the local building code provisions for a recreation building and the KFPC conflict or are otherwise inconsistent, then the KFPC standards shall control.

***Environmental Requirements***

The bill states no license for a drop-in program or school-age program operating in a public recreation center or school that is used by school-age children or youth the same age as the children or youth cared for in the drop-in program or school-age program shall be denied, suspended, or revoked based on an environmental deficiency if:

- The environmental deficiency does not pose an imminent risk to children and youth;
- The environmental deficiency is outside the applicant’s or licensee’s immediate authority to correct; and
- The applicant or licensee has notified the public recreation center or school of the environmental deficiency.

***Definitions***

The bill deletes the definition of “child care program” and inserts the definition of “drop-in program” to mean a child care facility that is not located in an individual’s residence that serves exclusively school-age children and youth and where the operator permits children and youth to arrive and depart from the program at the child or youth’s own volition at unscheduled times.

The bill defines “school-age program” to mean a child care facility that services exclusively school-age children and youth but does not include a drop-in program. The definition of “school” is amended to include grades 7 through 12. The current definition references kindergarten and grades 1 through 6.

The definition of “recreation center” is amended to “public recreation center” and the maximum age of an individual allowed to be served by recreation programs is changed from 16 to 18.

###



## HOUSE BILL 2498

### Tribal Regalia and Objects of Cultural Significance

**HB 2498** prohibits state agencies and municipalities from prohibiting individuals from wearing tribal regalia or objects of cultural significance at public events.

The bill defines the following terms:

- “Municipality” means any county, township, city, school district, or other political or taxing subdivision of the state, or any agency, authority, institution, or other instrumentality thereof;
- “Public event” means an event held or sponsored by a state agency or municipality, including, but not limited to, an award ceremony, a graduation ceremony, or a meeting of a governing body; and
- “State agency” means the State of Kansas and any department or branch of state government, or any agency, authority, institution, or other instrumentality thereof.

The bill requires the Secretary of State to send a copy of the bill to each tribal government on the four reservations in Kansas on the effective date of the bill.

The bill states the Kansas Legislature declares the purpose of the bill is to help further the State’s recognition of the distinct and unique cultural heritage of Native Americans and the State’s commitment to preserving Native Americans’ cultural integrity.

The bill takes effect upon publication in the *Kansas Register*.

###



## Legislative Task Force on Dyslexia

**Sub. for HB 2602** establishes the Legislative Task Force on Dyslexia (Task Force), which will advise and make recommendations to the Governor, Legislature, and the Kansas State Board of Education (KSBE) regarding matters concerning the use of evidence-based practices for students with dyslexia. Recommendations and resource materials must:

- Research and recommend evidence-based reading practices to address dyslexia or characteristics of dyslexia for use by schools;
- Research and recommend high quality pre-service and in-service professional development activities to address reading difficulties like dyslexia, including identification of dyslexia and effective reading interventions to be used in schools and applicable degree programs;
- Study and examine current state and federal law, rules and regulations, and the implementation of such laws and rules and regulations that affect students with dyslexia; and
- Identify valid and reliable screening and evaluation assessments and protocols that can be used, as well as the appropriate personnel to administer such assessments, in order to identify children with reading difficulties, such as dyslexia or the characteristics of dyslexia.

The Task Force will be composed of the following 16 voting members:

- One Senate member and one elementary school classroom teacher appointed jointly by the chairperson and ranking minority member of the Senate Committee on Education;
- One House member and one elementary school classroom teacher appointed jointly by the chairperson and ranking minority member of the House Committee on Education;
- One member from the KSBE appointed by the KSBE, who would serve as the Task Force chairperson;
- One professor employed by a state educational institution with specialized expertise in effective evidence-based reading practices for dyslexia appointed by the President of the Kansas Board of Regents;
- One public school principal appointed by the United School Administrators of Kansas;
- Four parents of children with a diagnosis of dyslexia to be individually appointed by Keys for Networking, Inc.; Families Together, Inc.; Decoding Dyslexia Johnson County; and the International Dyslexia Association Kansas Missouri Branch, who should be appointed with an effort to provide statewide representation, if possible;

- One member appointed by the Kansas Association of Special Education Administrators;
- One elementary school building-level reading specialist appointed by the KSBE;
- One elementary school special education teacher appointed by the KSBE;
- One licensed psychologist or speech-language pathologist who diagnoses dyslexia as a part of such person's practice appointed by the Task Force chairperson; and
- One member identified as a non-profit service provider for children diagnosed with dyslexia appointed by the chairperson of the Task Force.

The Task Force will also include the following three *ex officio*, non-voting members:

- One Kansas Department of Education (KSDE) licensed attorney appointed by the KSDE;
- One licensed attorney familiar with dyslexia appointed jointly by the chairpersons of the House Committee on Education and Senate Committee on Education; and
- One member appointed by the Disability Rights Center of Kansas.

The Task Force chairperson will call an organizational meeting of the Task Force on or before July 15, 2018. At such organizational meeting, members will elect a vice-chairperson from the membership of the Task Force and consider dates for future meetings, the agendas for such meetings, and the need for electing a facilitator to assist in discussions. The Task Force is limited to meeting no more than six times in 2018; may hold meetings by telephone or video conference, if necessary; and may meet at any time and place within the state on the call of the chairperson. A quorum of the Task Force is nine members, and all actions of the Task Force must be by motion adopted by a majority of those members present when there is a quorum. The Task Force's work will be completed by January 2, 2019, and a report prepared and submitted to the Governor, the Legislature, and the KSBE by January 30, 2019.

If approved by the Legislative Coordinating Council, members of the Task Force attending meetings authorized by the Task Force will be paid amounts for expenses, mileage, and subsistence, as provided by law. Additionally, staff of the Office of Revisor of Statutes, the Kansas Legislative Research Department, and the Division of Legislative Administrative Services are required to provide assistance as may be requested by the Task Force.

###

**K-12 School Finance; Amendments to the Kansas School Equity and Enhancement Act**

**Sub. for SB 423** makes appropriations to the Kansas State Department of Education (KSDE) for FY 2019. This bill also creates a new pilot program for the Mental Health Intervention Team between school districts and community mental health centers (CMHCs). In addition, the bill makes several amendments to the Kansas School Equity and Enhancement Act (KSEEA), including amendments to the Base Aid for Student Excellence (BASE), preschool- aged at-risk students, the Local Option Budget (LOB), various weightings in the school finance formula, the State Board of Education's (KSBE) accreditation system, school district funding requirements, and the schedule for audits to be completed by the Legislative Division of Post Audit (LPA). The bill also amends statutes relating to capital outlay funds and school district capital improvements.

***Introductory Statement***

The bill includes an introductory statement stating the State's educational interests concern the areas of social-emotional learning, kindergarten readiness, individual plans of study, graduation, and post secondary success, and the State addresses such interests by providing support and services both in the classroom and in the community. Further, the introductory statement summarizes appropriations for K-12 education, as well as appropriations for support services provided by other state agencies and institutions for students from birth to graduation.

***FY 2019 Appropriations***

The bill appropriates \$26.0 million, all from the State General Fund (SGF), for increased State Foundation Aid payments. The bill also appropriates \$32.4 million for increased Special Education Services Aid payments and \$6.0 million for increased Supplemental State Aid (LOB State Aid) payments, all from the SGF.

The bill appropriates \$2.8 million, all from the SGF, to provide the ACT and three ACT WorkKeys assessments required to earn a national career readiness certificate to each student enrolled in grades 9-12. No such student is required to pay any fees or costs, and no school district is required to provide more than one exam and three assessments per student. Further, the bill appropriates \$500,000 for the mentor teacher program, all from the SGF.

The bill appropriates \$10.0 million, all from the SGF, for the first year of a Mental Health Intervention Team pilot program between school districts and CMHCs for FY 2019, including \$7.5 million for the operation of the pilot program and \$2.5 million for the one-time purchase of a database. Upon the certification of memorandums of understanding between participating school districts and CMHCs, the bill requires the transfer of \$1.5 million from KSDE to the Kansas Department for Aging and Disability Services (KDADS) to provide treatment and services for students under the pilot program who are uninsured or underinsured.

The bill appropriates \$15,000, all from the SGF, to implement the Jobs for America's Graduates–Kansas (JAG-K) pilot program for foster children in the Wichita school district (USD 259), the Topeka school district (USD 501), and the Kansas City school district (USD 500).

### ***Mental Health Intervention Team Pilot Program***

The bill creates the Mental Health Intervention Team pilot program between participating school districts and CMHCs for FY 2019. School districts will enter into memorandums of understanding with participating CMHCs and the appropriate state agencies. The mental health intervention teams will be composed of school liaisons employed by the school district, and clinical therapists and case managers employed by the CMHC.

The following will participate in the program:

- Twenty-three schools in the Wichita school district (USD 259);
- Twenty-eight schools in the Topeka school district (USD 501);
- Ten schools in the Kansas City school district (USD 500);
- Five schools in the Parsons school district (USD 503);
- Four schools in the Garden City school district (USD 457); and
- Nine schools served by the Central Kansas Cooperative in Education.

The bill requires the Director of the Division of Health Care Finance of the Kansas Department of Health and Environment to certify to the Director of the Budget and the Director of Legislative Research the aggregate amount of expenditures for FY 2019 for treatment provided to students under the pilot program, or provided based on a referral from such program.

### ***Base Aid for Student Excellence***

The bill amends the BASE for five years beginning in school year 2018-2019. The new BASE amounts are:

- School year 2018-2019, \$4,900;
- School year 2019-2020, \$5,061;
- School year 2020-2021, \$5,222;
- School year 2021-2022, \$5,384; and
- School year 2022-2023, \$5,545.

Beginning in school year 2023-2024, the BASE will increase by the average percentage increase in the Consumer Price Index for all urban consumers in the Midwest region during the three immediately preceding school years. SB 19 (2017) provided for inflationary increases beginning in school year 2019-2020.

### ***Preschool-Aged At-Risk***

The bill amends the definition of “preschool-aged at-risk student” to allow districts to expand their programs to include three-year-old children. (Reference 2018 House Sub for Senate Bill 109 – page 20)

### ***Local Option Budget***

#### *Use of LOB*

The bill requires each school district to adopt an LOB equal to 15.0 percent of the school district’s Total Foundation Aid. The amount, along with the LOB State Aid attributable to that required LOB, will be included in a district’s Local Foundation Aid. The required LOB dollars will be included in the BASE amount, and the bill revises the BASE to reflect this increase.

Beyond the required LOB amount, school districts may adopt an LOB up to 27.5 percent of a district’s Total Foundation Aid on the action of local school boards. The maximum LOB amount a school district may adopt is 30.5 percent of Total Foundation Aid, which is subject to a protest petition.

The Total Foundation Aid amount used for LOB purposes divides the total Special Education Services Aid received by a school district by 85.0 percent of the BASE. The resulting quotient is then used to calculate a school district’s Total Foundation Aid.

Further, the bill requires school districts to transfer from the LOB an amount proportional to the amounts of its Total Foundation Aid attributable to the at-risk and bilingual weightings to their at-risk and bilingual funds.

#### *LOB Authority*

The bill voids any resolution providing LOB authority in excess of 30.0 percent that was adopted by a local school board prior to July 1, 2017, under the provisions of the Classroom Learning Assuring Student Success Act and not submitted to the electors of the school district for approval. Any school district affected by this provision will be required to adopt a new resolution subject to protest petition to adopt an LOB above 27.5 percent.

The bill increases the protest petition requirements to challenge an LOB increase above 27.5 percent from 5.0 percent of a school district’s qualified voters in 30 days to 10.0 percent of voters in 40 days.

The bill requires any school board seeking to raise its LOB authority for the succeeding school year to notify KSBE of the intended percentage increase in its LOB authority by April 1 of the current school year. School boards are prohibited from adopting an LOB in excess of the authority stated in its notice submitted to KSBE. KSBE is required to submit all such notifications to the Legislature. The notification requirement takes effect for any planned increases in LOB authority during school year 2019-2020.

### *LOB State Aid*

The bill changes the process for calculating LOB State Aid from a school district's LOB for the immediately preceding school year to a school district's current-year LOB.

### **Formula Weightings**

#### *Transportation Weighting*

The bill amends the transportation weighting in the KSEEA. The transportation weighting will be calculated based on a per capita allowance based on a school district's density figure, which is the area of a school district in square miles divided by the number of transported students. The bill also provides for a statutory minimum level of transportation funding; provides for per capita allowances based on a cost factor of 5.0 for students more than 2.5 miles away from their school (prior law provided for a cost factor of 2.8); and limits the proportion of a school district's State Foundation Aid attributable to the transportation weighting to being no more than 110.0 percent of a school district's total transportation expenditures for the immediately preceding school year.

#### *At-Risk and Other Weightings*

The bill removes language that provides for a 10.0 percent minimum for the at-risk student weighting. The bill also delays to July 1, 2020, the sunset on the provision in the high-density at-risk weighting that allows for calculation of the weighting at the school-building level.

The bill changes the use of the preceding year's data to use of the current year's data for the bilingual and career and technical education (CTE) weightings and repeals the July 1, 2019, sunset for the CTE weighting.

### **KSBE Accreditation System**

The bill requires KSBE to establish rigorous accountability measures in the areas of social-emotional learning, kindergarten readiness, individual plans of study, graduation, and postsecondary success. The bill requires such accountability measures to be applied at the school district level and the school building level, and both KSBE and local school boards are required to publish such accountability measures on their websites.

The bill also requires any corrective action plan required by KSBE for a school district not meeting accreditation requirements, and any subsequent reports regarding the implementation of such a corrective action plan, to be published on the websites of KSDE and such school district. In addition, the bill requires the superintendent, or the superintendent's designee, of any school district not meeting accreditation requirements to appear before the House Committee on Education and the Senate Committee on Education during the same school year in which the school district is not accredited. Such school district is required to provide a report to the House and Senate education committees on the challenges to the district regaining accreditation.

### ***School District Funding Reporting Requirements***

The bill requires KSDE to include the following in the annual school district funding reports:

- Expenditures and fund transfers from the LOB for the following:
  - At-risk education programs and services;
  - Preschool-aged at-risk education programs and services;
  - Bilingual education programs and services;
  - CTE programs and services;
  - Special education and related services; and
  - Virtual school programs and services; and
- Each school district's total bonded indebtedness.

### ***Performance Audit Schedule—Legislative Post Audit***

The bill makes several changes to the schedule for the performance audits to be completed by LPA. The new schedule is:

- FY 2019, special education and related services;
- FY 2020, at-risk education funding;
- FY 2021, cost-function analysis of statewide education performance;
- FY 2022, bilingual education funding;
- FY 2023, virtual school programs; and
- FY 2024, cost-function analysis of statewide education performance.

The bill removes from the schedule a cost-function analysis that was to be performed in 2019. The remaining cost-function analyses will not include special education and related services. The bill also removes two performance audits to identify best practices in successful schools that were to be performed in 2021 and 2026.

### ***Use of Capital Outlay Funds***

The bill eliminates the provision of current law that allows school districts to expend capital outlay funds on utilities and property and casualty insurance.

### ***School District Capital Improvements***

The bill amends current provisions that allow KSBE to approve an application for a bond election only if approval does not result in the aggregate amount of all general obligation bonds approved by the KSBE for such school year exceeding the aggregate principal amount of bonds retired by districts in the state in the preceding year (aggregate principal amount). The bill provides that for an application in excess of \$175.0 million, KSBE will apply an amount of \$175.0 million when determining whether the aggregate principal amount has been exceeded.

Additionally, commencing in school year 2017-2018, KSBE is required to determine the aggregate principal amount by adjusting the aggregate principal amount by the five-year compounded producer price index industry data for new school buildings as reported by the Bureau of Labor Statistics.

### ***Effective Dates***

The bill takes effect upon publication in the *Kansas Register*. However, all provisions other than the use of current year data for the bilingual and CTE weighting will be effective on and after July 1, 2018.

###



## HOUSE SUB FOR SENATE BILL 61

### K-12 School Finance; Amendments to the Kansas School Equity and Enhancement Act

**House Sub. for SB 61** makes changes to school finance law. The bill makes a public policy statement concerning the consideration of Local Option Budget (LOB) funds in determining adequacy, revises the Base Aid for Student Excellence (BASE) for school years 2018-2019 through 2022-2023, amends LOB authority, changes the definition of Local Foundation Aid, and revises the terms of the mental health pilot program provided by 2018 Sub. for SB 423. [Note: Sub. for SB 423 was approved by the Governor on April 17, 2018.]

### ***Public Policy Statement***

The bill provides a statement of public policy of the State of Kansas to require an LOB of at least 15 percent of the school district's Total Foundation Aid. The statement further provides that the moneys provided for school districts pursuant to the required portion of the LOB shall be included in determining the adequacy of the amount of total funding and that other moneys provided by LOBs may also be included in determining the adequacy of the amount of total funding.



### ***Base Aid for Student Excellence***

The bill amends the BASE for five years beginning in school year 2018-2019. The new BASE amounts are as follows:

- School year 2018-2019, \$4,165;
- School year 2019-2020, \$4,302;
- School year 2020-2021, \$4,439;
- School year 2021-2022, \$4,576; and
- School year 2022-2023, \$4,713.

### ***Local Option Budget Authority***

The bill provides that school districts may adopt an LOB up to the statewide average from the preceding year and may adopt an LOB up to 33 percent of the Total Foundation Aid of the district if the board of education of the district has adopted a resolution providing for such authority that has been subject to a protest petition of the district.

The bill reinstates a provision in law prior to Sub. for SB 423 providing for the Total Foundation Aid for purposes of the LOB to be calculated as if the BASE was \$4,490 in all years in which the BASE is less than \$4,490.

The bill also reinstates a provision in law prior to Sub. for SB 423 providing for districts to use the Special Education Aid amount from school year 2008-2009 for purposes of calculating the district's LOB authority in any year in which the district's actual Special Education Aid amount is less than that year.

### ***Local Foundation Aid Defined***

The bill eliminates a provision created by Sub. for SB 423 that included the proceeds of a 15 percent LOB as Local Foundation Aid.

### ***Mental Health Pilot Program***

The bill voids the provision of Sub. for SB 423 that allowed for nine schools to be served by the Central Kansas Cooperative in Education and replaces it with a provision allowing nine schools to be served by USD 435, Abilene, as fiscal agent.

###

**House Sub. for SB 109** includes adjusted funding for FY 2018 and FY 2019 for most state agencies and FY 2018 and FY 2019 capital improvement expenditures for a number of state agencies. An overview of the Governor's amended budget recommendations for FY 2018 and FY 2019 and the Conference Committee's adjustments to the Governor's amended recommendations are reflected below.

### ***FY 2018***

The approved FY 2018 budget in House Sub. for SB 109 includes expenditures of \$16.3 billion, including \$6.7 billion from the State General Fund (SGF). The amount is an all funds decrease of \$118,118 and an SGF decrease of \$8.3 million below the Governor's recommendation in FY 2018. The 2018 Session claims bill was also included in the bill. Adjustments to the Governor's recommendations include:

- Deleting \$6.3 million, including \$5.5 million from the SGF, to adopt the spring 2018 education consensus estimates;
- Adding \$1.0 million, all from the SGF, for the tiny-k Program within the Kansas Department of Health and Environment (KDHE);

### ***FY 2019***

In FY 2019, the bill includes expenditures of \$16.8 billion, including \$7.0 billion from the SGF. The amount is a decrease of \$84.0 million, including \$59.3 million from the SGF, below the Governor's recommendation for FY 2019. The bill also reduces SGF revenue by \$99.9 million for FY 2019. The bill includes the following adjustments:

- Adding \$82.0 million, all from the SGF, for Kansas Public Employees Retirement System (KPERs)-School, but instead adding language to transfer \$82.0 million from the SGF to the KPERs Trust Fund;
- Adding \$7.0 million, including \$8.4 million from the SGF, to adopt the spring 2018 education consensus estimates;
- Adding \$5.2 million, all from the Children's Initiatives Fund, for early childhood programs for FY 2019. This includes the Pre-K Pilot (\$4.2 million) and Parents as Teachers (\$1.0 million);
- Adding language to transfer up to \$56.0 million from the SGF to the KPERs Trust Fund in FY 2019 and FY 2020. The amount to be transferred in FY 2019 is the amount that revenue receipts during FY 2018 exceed FY 2018 Consensus Revenue Estimates. The amount to be transferred in FY 2020 is the amount that revenue receipts during FY 2019 exceed FY 2019 Consensus Revenue Estimates;

- Adding \$1.0 million, all from the SGF, for the tiny-k Program within KDHE;
- Adding language to continue the Mental Health Task Force authorized by 2017 Senate Sub. for HB 2002 to meet during the 2018 Legislative Interim to study various mental health topics, including the creation of a strategic plan addressing the recommendations of the 2017 Mental Health Task Force and recommending the number and location of additional psychiatric beds. Two new members will be added to the task force: one individual appointed by the Kansas Association for the Medically Underserved and one individual appointed by the Kansas Hospital Association;

Following is a summary table that reflects all changes to both SGF receipts and SGF expenditures from various bills that have passed the Legislature.

**STATE GENERAL FUND RECEIPTS, EXPENDITURES, AND BALANCES**

**House Sub. for SB 109 Conference  
Profile (Dollars in Millions)**

	<b>Actual FY 2017</b>	<b>Rec. FY 2018</b>	<b>Rec. FY 2019</b>
Beginning Balance	\$ 37.1	\$ 108.5	\$ 447.5
Receipts (November 2017 Consensus)	6,149.5	6,912.1	7,100.1
Governor’s Revenue Adjustments	0.0	1.2	(0.8)
Pooled Money Investment Board Transfer	198.4	118.8	0.0
Legislative Receipt Adjustments	0.0	(1.2)	(100.4)
Adjusted Receipts	6,347.9	7,030.9	6,998.9
Total Available	\$ 6,385.0	\$ 7,139.4	\$ 7,446.4
Less Expenditures	6,276.5	6,691.9	6,993.9
<i>Sub. for SB 423 – Education Bill</i>	0.0	0.0	77.7
<b>Ending Balance</b>	<b>\$ 108.5</b>	<b>\$ 447.5</b>	<b>\$ 374.9</b>
Ending Balance as a % of Expenditures	1.7 %	6.7 %	5.4 %

House Sub for Senate Bill 109 includes the following:

**1) Requirements to allow three-year old preschool-aged at-risk students**

The state foundation aid account of the state general fund for fiscal year 2019 for such state agency as authorized by chapter 95 of the 2017 Session Laws of Kansas, 2018 Substitute for Senate Bill No. 423, this or other appropriation act of the 2018 regular session of the legislature, expenditures shall be made by such agency from moneys appropriated from the state foundation aid account of the state general fund for fiscal year 2019 for the commissioner of education to allow three-year old preschool-aged at-risk students to participate in the program if such students meet the following requirements:

- (1) Are under the age of eligibility for attendance at kindergarten;
- (2) have been selected by the state board of education in accordance with guidelines governing the selection of students for participation in head start programs;
- (3) do not replace four-year old preschool-aged at-risk students; and
- (4) only fill available openings in such programs.

**2) Requirements to conduct Emergency Preparedness Drills (State Fire Marshal)**

House Sub for Senate Bill 109 requires administrators of public and private schools and educational institutions to conduct at least 16 emergency preparedness drills during the school year at some time during school hours, aside from the regular dismissal at the close of the day's session, and to prescribe the manner in which such emergency preparedness drills are to be conducted: Provided, That such emergency preparedness drills shall include at least:

- (1) Four fire drills;
- (2) three tornado drills conducted pursuant to the tornado procedures established by administrators of public and private schools and subject to approval by the state fire marshal; and
- (3) nine crisis drills that shall include, but not be limited to, intruder response drills and lockdown drills.



## MAJOR POLICY PROVISIONS

House Substitute for Senate Bill 493

House Substitute for Senate Bill 61

House Substitute for Senate Bill 109

- Base aid for student excellence (BASE) will increase from \$4,006 to \$4,165 in 2018-19. Current law provides a BASE of \$4,128 for 2018-19. Beginning in 2019-20, the BASE will increase to \$4,302, increase to \$4,439 in 2020-21, increase to \$4,576 in 2021-22, and to \$4,713 in 2022-23. Following 2022-23, the BASE will increase by the CPI.
- Career and technical education (CTE) weighting will be based upon current year in 2017-18 and thereafter.
- CTE weighting was scheduled to sunset July 1, 2019. The CTE study has been completed. This bill would delete the sunset.
- Bilingual education weighting will be based upon current year in 2017-18 and thereafter.
- School-based high-density at-risk pilot program is extended to July 1, 2020.
- The ten percent floor for computing free lunch for any school district offering grades K-12 is repealed.
- The special education funding will increase by \$44.4 million in 2018-19 plus \$7.5 million each year thereafter until 2022-23.
- Transportation formula for students transported over 2.5 miles has been clarified in statute and remains approximately the same dollar amount as computed in the prior year with a minor adjustment to cost allocation.
- Expands early childhood funding by increasing state aid for three- and four-year-old at-risk by \$2,000,000. Four year old students must be funded first.
- LOB state aid is computed using the current year's budget as recommended by the Supreme Court.
- Reinstates the grandfather clause for special education (guarantees amount received in 2008-09).
- Provides for a minimum LOB of 15 percent.
- Amends the law to require that the proportionate share of the general fund weighting for at-risk shall be applied to the LOB and such amount transferred to the at-risk fund.
- Amends the law to require that the proportionate share of the general fund weighting for bilingual shall be applied to the LOB and such amount transferred to the bilingual fund.
- School districts must notify the State Board of Education by April 1 of each year if they want to increase their LOB percentage.



(CONTINUED) MAJOR POLICY PROVISIONS

House Substitute for Senate Bill 493

House Substitute for Senate Bill 61

House Substitute for Senate Bill 109

- To increase the local option budget (LOB) above 30 percent, school districts must publish a resolution and give the patrons the right to petition and vote. The percentage for the protest petition was made consistent with capital outlay which is ten percent. Patrons have 40 days to gather signatures. Those districts that were previously approved for 33 percent will retain authority.
- Increases the LOB BASE of \$4,490 by the CPI beginning in 2019-20.
- Repeals authority for school districts to make expenditures for utilities and property/casualty insurance from capital outlay fund as recommended by the Supreme Court.
- Amends the bond cap to provide that any school district submitting a bond application in excess of \$175 million, only \$175 million will go against the cap. The cap is increased by the amount of bonds retired the preceding year plus the percentage increase in the Producers Price Index for the last five years.
- Each student may take the ACT and/or ACT WorkKeys assessment at no cost, one time during high school, typically as a junior.
- Provides an additional \$500,000 for the mentor teacher program.
- Provides an additional \$750,000 for technical education certificate incentive funding.
- Clarifies accountability requirements.
- Provides an additional \$5.2 million for the Pre-K Pilot (4.2) and Parents as Teachers (1.0) programs. The district match for Parents as Teachers is reduced from 65% to 50%.
- Provides a pilot program for improvement of mental health services for a few selected school districts.
- Provides \$520,000 for Teach for America to recruit, train, and develop teachers.

**ESTIMATED  
STATE AID INCREASES**

<b>Program</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
BASE	\$ 4,165	\$ 4,302	\$ 4,439	\$ 4,576	\$ 4,713
General State Aid	107,705,000	95,695,000	95,695,000	95,695,000	95,695,000
Special Education State Aid	44,400,000	7,500,000	7,500,000	7,500,000	7,500,000
Four-Year-Old At-Risk	2,000,000	2,000,000	2,000,000	2,000,000	0
Supplemental General State Aid	35,000,000	7,300,000	7,300,000	8,600,000	13,000,000
Mental Health Pilot Program*	7,500,000	0	0	0	0
ACT/WorkKeys	2,800,000				
Teacher Mentoring	500,000				
Tech Ed Incentive	750,000				
Adjustments**	(8,000,000)	(3,000,000)			
<b>TOTAL</b>	192,655,000	109,495,000	112,495,000	113,795,000	116,195,000

\*The Committee also approved \$2.5 million to establish a data system for the Mental Health Pilot Program.

\*\*Adjustments—Reduction in new facilities weighting.

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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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Kansas leads the world in the success of each student.

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Kansans CAN.

**Successful Kansas High School Graduate**

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

**Outcomes for Measuring Progress**

- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success



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January 5, 2018