

SELECTED HOUSE AND SENATE

Education Summaries

2024 LEGISLATIVE SESSION
ENROLLED BILLS PASSED INTO LAW



MISSION

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.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

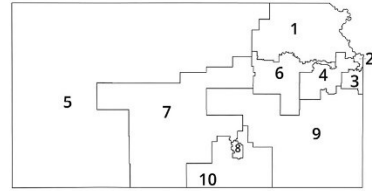
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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Kansas leads the world in the success of each student.

Jan. 25, 2024

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2024 HOUSE AND SENATE EDUCATION SUMMARIES

Introduction

This booklet, **Selected House and Senate Education Summaries – 2024 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 State Department of Education in cooperation with the Kansas Legislative Research Department. The bills chosen include important legislative information related to education. The bill in its entirety may be found and printed on the Kansas Legislature website:

<http://www.kslegislature.org/li/>

To select a specific bill, search the bill number under the 'Find Bill' drop down on the left-hand side of the page, or navigate to the 'Bills & Laws' webpage.

T:Legislative Session/Legislative Summaries/2024 Educ Summaries Book

Senate Bill 19

Cardiac Emergency Response Plans

SB 19 contains provisions related to higher education scholarships and requires school districts to adopt cardiac emergency response plans based on the statewide standards developed by the Secretary of Health and Environment.

CARDIAC EMERGENCY RESPONSE PLANS

The bill requires each school district's board of education to adopt a comprehensive cardiac emergency response plan, including policies and procedures for cardiac emergency responses for each attendance center operated by the school district. Cardiac emergency response plans are required to be developed according to statewide standards developed by the Secretary of Health and Environment. The Secretary of Health and Environment is required to develop such standards in alignment with nationally recognized guidelines.

Specifically, cardiac emergency response plans must include, but are not limited to, the following:

- Establishing a cardiac emergency response team;
- Identifying and implementing the placement of automated external defibrillators (AEDs);
- Identifying roles and responsibilities of school district personnel, local law enforcement agencies, and local emergency medical services (EMS) in implementing the cardiac emergency response plan;
- Establishing procedures, including the roles and responsibilities of school personnel when responding to incidents involving an individual experiencing a suspected sudden cardiac arrest while attending school, or at the site of any school sponsored activity. Such activities may include, but are not limited to, school sponsored athletic practices or competitions on school grounds or at another location. These procedures should include, but not limited to, the following:
 - Responding to individuals experiencing a suspected sudden cardiac arrest;
 - Summoning EMS;
 - Assisting EMS providers;
 - Documenting actions taken during such incident;
 - Conducting routine maintenance of AEDs, including appropriate placement in accordance with the statewide standards;
 - Designating school district personnel for training in the use of AEDs and cardiopulmonary resuscitation during a cardiac emergency;
 - Rehearsing cardiac emergency response plans, by simulation, by all athletic directors, coaches, assistant coaches, athletic trainers, school nurses, and any other school district personnel designated by the district, either prior to the beginning of each athletic season or prior to the beginning of each school year;
 - Establishing communication systems with local EMS operating within the school district; and

- Developing a cardiac emergency action plan for school sponsored events held at a location that is not on school district property.
- Each board of education must review the adopted emergency cardiac response plan annually and adopt any changes to the plan as necessary. Additionally, boards of education must submit a copy of the adopted cardiac emergency response plan to the Secretary of Health and Environment. If any changes are adopted to the plan, a copy of the amended plan must also be submitted to the Secretary.

Enactment Date

The bill is in effect upon publication in the statute book.

###

Senate Bill 73

Enrollment for the Determination of State Aid

SB 73 amended the enrollment determination criteria in the Kansas School Equity and Enhancement Act (KSEEA) beginning in school year 2024-2025.

ENROLLMENT DETERMINATION REQUIREMENTS

Previously, school districts and the Kansas State Department of Education (KSDE) used the higher student count from the preceding or second preceding year to determine state aid entitlements for the current school year. KSEEA also includes provisions specific to school districts that receive federal impact aid for the enrollment of military students, permitting such districts to utilize the higher of the preceding year, second preceding year, or third preceding year enrollment to determine state aid.

SB 73 amends KSEEA to require school districts and KSDE to utilize the current or prior year enrollment to determine state aid. The bill includes a one-year provision to allow school districts and KSDE to use the highest of the current year, prior year, or the arithmetic average of the preceding and second preceding year enrollment for school year 2024-2025 only.

In school year 2025-2026 and each year thereafter, all school districts will be required to use the current year or the preceding year enrollment to determine state aid.

For school districts that receive federal impact aid, the current year, preceding year, or the arithmetic average of the preceding year, second preceding year, and third preceding year enrollment may be used to determine state aid. For FY 2025, school districts that receive federal impact aid may use the highest of the three options previously described, or the arithmetic average of the prior and second preceding school year.

###

Senate Bill 287

Parental Consent for Healthcare Services in School Facilities

SB 287 requires parental consent to health care services for a minor child provided in a school facility.

Unless a health care provider has obtained consent from a minor's parent, the bill prohibits a health provider at a school facility from the following actions:

- Prescribing, dispensing, or administering any prescription or nonprescription drug;
- Administering a diagnostic test with the minor's bodily fluid; or
- Conducting ongoing behavioral health treatment.

If a health care provider violates provisions of the bill, they are subject to professional discipline from the health care provider's appropriate licensing agency.

School facilities are defined as any building or structure owned, operated, or maintained by the State Board of Education of a public school or by the governing body of an accredited nonpublic school if such facility is accessible to students.

EXCEPTIONS

The bill provides exceptions for the following actions:

- Conducting a behavioral health assessment or intervention for a minor experiencing a behavioral health crisis;
- Conducting a school-based screening required by law; or
- Providing education to a minor.

CONSENT REQUIREMENTS NOT CHANGED

The bill would clarify that this bill would not repeal nor change any consent requirements in current law provided in the following statutes:

- KSA 38-122: Consent by a parent for surgery and other procedures on a child.
- KSA 38-123: Consent for medical care of an unmarried pregnant minor.
- KSA 38-123a: Donation of blood by persons 16 years of age or older; compensation.
- KSA 38-137: Immunization of minor children; written delegation of consent by parent; consent for immunization by person other than parent; when.
- KSA 38-2217: Health services (Kansas Code for Care of Children).
- KSA 65-2891: Emergency care by health care providers; liability; standards of care applicable; definition of health care provider.
- KSA 65-2892: Examination and treatment of persons under 18 for venereal disease; liability.
- KSA 65-2892a: Examination and treatment of minors for drug abuse, misuse, or addiction; liability.

[*Note:* A subsequent bill contained in this packet, HB 2547 allows for a stock supply of epinephrine and albuterol in school facilities. In the case of an emergency, such care would be exempt under this bill, and under KSA 65- 2872b and KSA 65-2891.]

###

Senate Bill 339

State Foundation Aid for School Districts with No Students Enrolled and Attending

SB 339 prohibits the Kansas State Department of Education (KSDE) from distributing State Foundation Aid to a school district that has no students enrolled in and attending a school of such district.

The bill prohibits, for FY 2025, notwithstanding KSA 72-3125 and KSA 72-5131, or any other statute, no expenditures may be made by KSDE to distribute State Foundation Aid to a school district that has no students enrolled in and attending a school of such school district in school year 2024-2025.

The bill also provides that if students who are residents of such school district are enrolled in and attending any other school district, those students must be counted as regularly enrolled in and attending the receiving school district, and not counted in the school district of residence. Additionally, KSDE is required to distribute State Foundation Aid accordingly to the receiving school district.

###

2024 HOUSE AND SENATE EDUCATION SUMMARIES

House Sub for Senate Bill 387

K-12 Education Appropriations and other provisions

House Sub. for SB 387 makes appropriations for the Kansas State Department of Education (KSDE) for Fiscal Year (FY) 2024, FY 2025, and FY 2026

Appropriations for FY 2024, FY 2025, and FY 2026

The bill makes appropriations for the KSDE.

FY 2024

For KSDE, the bill:

Appropriates:

- \$87,297 for operating expenditures to correct the pay plan shortfall

Lapses:

- \$714,470 from the State General Fund (SGF) for Kansas Public Employees Retirement Systems (KPERs) school employer contributions of non-Unified School Districts (USDs);
- \$314 SGF from the KPERs USDs account;
- \$81.9 million SGF from the State Foundation Aid account;
- \$14.6 million SGF from the Supplemental State Aid account;
- \$40,000 SGF from the Career Technical Education Pilot account; and
- \$300,000 SGF from the Juvenile Transitional Crisis Center Pilot account.

Including these adjustments, the total appropriation for KSDE for FY 2024 is \$6.7 billion, including \$4.6 billion SGF.

FY 2025

For KSDE, the bill appropriates \$6.6 billion, including \$4.9 billion SGF. This includes \$5.8 billion, including \$4.9 billion SGF, for the major categories of school finance, KPERs USDs, and KPERs non-USDs.

State General Fund. The bill appropriates the following from the SGF:

- \$15.2 million for operating expenditures;
- \$80,000 for the Center for READing;
- \$25.2 million for KPERs non-USDs;
- \$506.3 million for KPERs USDs;
- \$2.8 million for ACT and the WorkKeys Assessments Program;
- \$1.5 million for Career and Technical Education Transportation State Aid;
- \$67,700 for Education Commission of the States dues;
- \$10,000 for the School Safety Hotline;
- \$5.0 million for School Safety and Security Grants;

FY 2025

- \$5.1 million for School District Juvenile Detention Facilities and Flint Hills Job Corps Center Grants;
- \$2.5 million for School Food Assistance;
- \$2.0 million for Virtual Math Education Program;
- \$1.3 million for the Mentor Teacher Program;
- \$110,000 for Educable Deaf-Blind and Severely Handicapped Children's Programs Aid;
- \$65.5 million for Special Education state aid (This results in a total SGF appropriation for Special Education and Related Services of \$601.0 in FY 2025);
- \$360,693 for Governor's Teaching Excellence Scholarships and Awards;
- \$29.6 million for State Foundation Aid (This results in a total SGF appropriation for State Foundation Aid of \$2.8 billion in FY 2025);
- \$1.8 million for Professional Development State Aid; and
- \$1.0 million for the Computer Science Education Advancement Grant.

The bill requires \$2.5 million from the ARPA agency state fiscal recovery fund account to be expended for school district special education aid. These funds are to be distributed to school districts according to current statute regarding special education categorical aid (K.S.A. 72-3422).

Special Revenue Funds. The bill appropriates funding from fee funds and no-limit special revenue funds, including federal funds. The bill also appropriates the following from the Children's Initiative Fund (CIF):

- \$375,000 for the Children's Cabinet Accountability Fund;
- \$23.7 million for CIF grants;
- \$9.4 million for the Parent Education Program, commonly known as Parents as Teachers;
- \$4.2 million for the Pre-K Pilot Program;
- \$1.4 million for Early Childhood Infrastructure;
- \$1.5 million for the Dolly Parton Imagination Library; and
- \$5.0 million for the Children's Cabinet Public-Private Partnership Pilot Program.

Transfers. The bill authorizes the following transfers:

- \$50,000 on July 1, 2024, or as soon as moneys are available, from the Family and Children Trust Account of the Family and Children Investment Fund of KSDE to the Sparkwheel program fund of KSDE;
- \$550,000 on March 30, 2025, and \$550,000 on June 30, 2025, from the State Safety Fund to the SGF to reimburse other state agency costs for services provided to KSDE;
- \$81,250 on July 1, 2024, and quarterly thereafter, from the State Highway Fund of the Department of Transportation to the School Bus Safety Fund of KSDE;
- An amount certified by the Commissioner of Education from the Motorcycle Safety Fund of KSDE to the Motorcycle Safety Fund of the State Board of Regents on July 1, 2024, to cover costs of driver's license programs conducted by community colleges;
- \$70,000 in July 1, 2024, from the Universal Service Administrative Company (USAC) E-Rate Program Federal Fund of the State Board of Regents to the Education Technology Coordinator Fund of KSDE; and

- All moneys from the Communities in Schools program fund shall be transferred to the Sparkwheel program fund on July 1, 2024. This includes all liabilities of the Communities in Schools program fund and the Communities in Schools program fund shall be abolished. Statutory references are also updated to reflect this change.

The bill appropriates \$276,533 from the Kansas Endowment for Youth (KEY) Fund for the Children's Cabinet administration.

The bill authorizes the Commissioner of Education to transfer any part of an SGF appropriation for KSDE to another SGF appropriation for FY 2025.

The bill also appropriates \$42.8 million from the Expanded Lottery Act Revenues Fund (ELARF) for KPERS non-USDs.

FY 2026

State General Fund. The bill appropriates the following from the SGF:

- \$3.0 billion for State Foundation Aid;
- \$601.8 million for Supplemental State Aid;
- \$601.0 for Special Education State Aid;

The bill authorizes expenditures from the State School District Finance Fund and the Mineral Production Education Fund.

Education Funding Taskforce

House Sub. for SB 387 establishes the Education Funding Taskforce, which is required to review the current school finance system, academic reporting, and achievement goals to report recommendations to the Governor and the Legislature on or before January 11, 2027, on the establishment of a new school finance formula. The current school finance formula, the Kansas School Equity and Enhancement Act (KSEEA), expires on July 1, 2027. The bill also repeals the Special Education and Related Services Task Force established in 2023 SB 113.

MEMBERSHIP

The bill designates the following 11 voting members on the Task Force:

- Two members from the House of Representatives, appointed by the Speaker of the House of Representatives;
- One member from the House of Representatives, appointed by the House Minority Leader;
- Two members from the Senate appointed by the Senate President;
- One member from the Senate appointed by the Senate Minority Leader;
- One member of the State Board of Education, appointed by the State Board of Education;
- One member that is a parent of a K-12 student who attends a school district in Kansas, appointed by the Speaker of the House of Representatives;
- One member that is either a current or retired public school teacher, appointed by the State Board of Education;
- One member who is a superintendent of a rural school district, appointed by the State Board of Education, or their designee; and

- One member who is a superintendent of an urban school district, appointed by the State Board of Education, or their designee.

The Task Force also includes four non-voting ex officio members:

- The KSDE Deputy Commissioner of Fiscal and Administrative Services, or their designee;
- The Chairperson of the Kansas Children’s Cabinet, or their designee;
- The Director of the Budget, or their designee; and
- The KSDE Director of Special Education and Title Services, or their designee.

All members must be appointed on or before November 30, 2024. In even numbered years, the Chairperson is designated by the Speaker of the House of Representatives, and in odd years, the Chairperson is designated by the Senate President. A quorum of the Task Force is six voting members, and all actions of the Task Force are permitted to be taken by a majority of members present when there is a quorum. The Task Force is permitted to meet at any time and any place within the state upon call of the Chairperson. If the meetings were approved by the Legislative Coordinating Council (LCC), the Task Force members will be compensated for expenses, mileage, and subsistence.

The bill also requires the Kansas Legislative Research Department, the Office of the Revisor of Statutes, and the Office of Legislative Administrative Services to provide assistance as requested by the Task Force.

REVIEW OF SCHOOL FINANCE SYSTEM

The Task Force is required to review the:

- Current school finance system in Kansas, including but not limited to KSEEA;
- Current methods for determining and disbursing Special Education State Aid;
- Inputs of the current school finance system, including but not limited to, funding levels, funding sources, and funding impacts;
- Outputs of the current school finance system, including, but not limited to, academic achievement outcomes and other measures of student success;
- Current academic reporting requirements for the state assessments and student achievement;
- Achievement goals established by KSDE in the Consolidated State Plan submitted to the U.S. Department of Education pursuant to the Elementary and Secondary Education Act. This includes but is not limited to the goal to have 75% of all students and student subgroups achieve proficiency on the statewide assessments in ELA and mathematics by 2030 at level 3 and 4 combined on such assessments.

The bill requires the Task Force to prepare and submit a report to the Legislature and the Governor on or before January 11, 2027. Such report must include recommendations on the establishment of a school finance formula that will replace the KSEEA after its expiration. The recommendation must take the following into consideration:

- The formula:
 - Shall be reasonably calculated to have all students meet or exceed the educational goals set forth in KSA 72-3218(c) (This statute addresses the *Rose Capacities* to achieve the goal established by the Legislature to meet graduation requirements adopted by the State Board of Education);

- Shall provide adequate, consistent, and reliable school funding;
- Shall provide equitable school funding; and
- Shall provide meaningful accountability measures;
- Whether revisions to the current methods for determining and disbursing Special Education State Aid are advisable or necessary; and
- Any other recommendations related to school finance.

The Task Force Provisions expire on July 1, 2027.

Special Education

EXCESS COSTS DETERMINATION

The bill requires KSDE to determine excess costs for each school district before distributing Special Education State Aid. The process for determining school district excess costs is as follows:

1. Determine the school district's weighted FTE student enrollment provided on the Legal Max, excluding the Special Education and Related Services, Bilingual, Transportation, Career Technical Education, and At-Risk student weightings;
2. Multiply the amount determined in (1) by the BASE state aid for student excellence;
3. Divide the amount determined in (2) by the total unweighted student FTE enrolled in the district on September 20;
4. Determine the FTE enrollment students receiving special education and related services at each school district;
5. Multiply the amount obtained in (3) by the amount in item (4);
6. Multiply the amount determined in item (5) by the school district's local option budget authorized percent;
7. Add the amount determined in item (5) to the amount determined in item (6);
8. Determine the amount of federal funds received by the school district for the provision of special education and related services;
9. Obtain the amount of revenue received by the school district for Medicaid reimbursements and rendered under contracts with the state institutions for the provision of special education and related services by the state institutions;
10. Add the amounts determined in items (7), (8) and (9)
11. Determine the total amount of expenditures of the school district for the provision of special education and related services; and
12. Subtract the amount determined in item (10) from the amount determined in item (11). The amount determined under this item are the school's excess costs.

To determine excess costs for school districts that have paid for the provision of special education and related services under an interlocal agreement or as a member of a cooperative, the State Board of Education shall assign the costs for the provision of special education in an amount that bears the same relation as the amount paid by the school district in the current school year for the provision of special

education and related services bears to the aggregate of all amounts paid by all school districts that are subject to the interlocal agreement or cooperative membership agreement.

KSDE must report each school district's excess costs to school districts, publish the excess cost determination on the KSDE website, and prepare and submit a report to the House Committee on K-12 Education Budget and Senate Committee on Education that includes school district excess costs and the special education distribution schedule annually.

Provisions related to district excess costs are effective on and after July 1, 2024.

STATE AID DETERMINATION

On or before July 1, 2024, the bill requires the amount of Special Education State Aid to be determined as follows:

1. Determine the school district's weighted FTE student enrollment provided on the Legal Max, excluding the Special Education and Related Services, Bilingual, Transportation, Career Technical Education, and At-Risk student weightings;
2. Multiply the amount determined in (1) by the BASE (Base Aid for Student Excellence);
3. Divide the amount determined in (2) by the total unweighted student FTE enrolled in the district on September 20;
4. Determine the FTE enrollment students receiving special education and related services at each school district;
5. Multiply the amount obtained in (3) by the amount in item (4);
6. Item (5) multiplied by the statewide average local option budget;
7. Item (5) added to item (6)
8. Determine the amount of federal funds received by the school district for the provision of special education and related services;
9. Obtain the amount of revenue received by the school district for Medicaid reimbursements and rendered under contracts with the state institutions for the provision of special education and related services by the state institutions;
10. Add items (7), (8), and (9) together
11. Determine estimated total special education expenditures for all districts
12. Subtract the amount determined in (10) from item (11)
13. Multiply the amount determined in item 12 by 92%

For FY 2025 and each year thereafter, the legislature shall appropriate from the SGF an amount equal to or greater than \$601.0 million. In FY 2025 and each year thereafter, KSDE must distribute \$528.0 million from the SGF for special education and related services according to K.S.A. 72-3422. The State Board of Education must establish special education services aid equalization distribution schedule for appropriations above \$528.0 million for FY 2025, and each year thereafter. The equalization formula must prioritize equalizing special education services aid distributions to school districts. When establishing or revising the special education aid equalization distribution schedule, the state board of education must consider the discrepancies between each school district's excess cost as determined pursuant to this bill.

Provisions related to special education state aid determinations are effective on or before July 1, 2024.

REQUIRED LOCAL OPTION BUDGET (LOB) TRANSFER

The bill amends law to require school districts to transfer a portion of their Local Option Budget to the district's special education fund. The amount to be transferred is proportionally equal to the amount of the school district's Total Foundation aid that is attributable to the special education weighting. The section related to the required LOB transfer is in effect on and after July 1, 2024.

At-Risk

The bill establishes requirements for school districts selected for the pilot program beginning in school year 2024-2025, and for all school districts beginning in school year 2026-2027, to establish at-risk student accountability plans and annually report on at-risk student performance and show longitudinal academic improvement for those students. The bill would also amend law governing a school district's at-risk education fund and reporting required to be submitted to the State Board of Education.

ACCOUNTABILITY PLANS, PILOT PROGRAM

The bill establishes a two-year pilot program for ten school districts to participate in the development and implementation of At-risk Accountability Plans. All districts would be required to participate in the development and implementation of such accountability plans beginning in school year 2026-2027.

The purpose of each district's accountability plan is to:

- Demonstrate that the school district is using evidence-based instruction (as defined in [KSA 72-5153](#) and amendments thereto), for the education of students who are identified as eligible to receive at-risk programs and services;
- Measure longitudinal academic improvement in a quantitative manner;
- 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 student cohort groups above and beyond regular educational services;
- Ensure that at-risk education fund moneys are expended in accordance with the law by providing services above and beyond regular educational services; and
- 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 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 level 4 on the state assessments for English Language Arts (ELA) and Mathematics.

When considering school districts to participate in the pilot program, the State Board of Education must select a diverse sample, considering school district size, location, student demographics, and the level of staff participation and staff training in the science of reading.

Each accountability plan must identify no less than two cohort groups. One cohort must be in third grade and one additional cohort group may be any grade K-8. One cohort group must be free lunch, unless such cohort is less than ten students, in which case another cohort group may be chosen. The other cohort group may be any other cohort group used for state assessment purposes or at-risk students under the at-risk criteria.

INTERVENTIONS AND EVALUATIONS

Each school district is required to conduct a four-year or five-year longitudinal evaluation of each cohort group in ELA and mathematics. Districts must establish a quantitative goal for each cohort group and track the progress of the two cohort groups using state assessment scores and an additional goal chosen by the school district to determine if goals are being met or exceeded.

Each cohort group must have two to four targeted supports or interventions chosen by the school district to meet quantitative goals set for such cohorts. These supports or interventions must be selected from the State Board's list of approved at-risk educational programs. Evaluations must be completed for the cohort groups using two quantitative measures each. One quantitative measure must be the state assessments and the other may be selected from a list of approved quantitative measures. For the cohort selected in K-8, if the grade does not take the state assessment, another quantitative measure must be selected in its place.

The bill outlines consequences for not meeting goals set by school districts. Such consequences would begin in school year 2030-2031 and include:

- If the cohort group did not meet or exceed the set goal, the State Board of Education is required to deem the school district as "Not meeting at-risk improvement requirements" on the district's at-risk student achievement report published on the State Board of Education's website. This designation would remain until a new cohort group in the applicable grade level meets or exceeds the goals;
- If the cohort group did not meet or exceed set goals in the initial evaluation period (four years), the school district would have one additional year to further evaluate the cohort group's progress;
- If one cohort group fails to meet or exceed the goals at the end of one additional school year, the school district would not be eligible to receive the full amount of state aid attributable to the at-risk and high-density at-risk weightings. The school district would receive half of the BASE aid increase plus the prior year's BASE aid amount for the at-risk and high-density at-risk weightings for funding purposes; and
- If both cohort groups fail to meet or exceed the set goals at the end of the additional school year, the at-risk and high-density at-risk weightings would use the prior year's BASE aid amount for funding purposes.

Reporting Requirements

Beginning in school year 2026-2027, all school districts must annually report the following information to the State Board of Education:

- The school district's At-risk Accountability Report;
- Current progress on achieving the At-risk Accountability Plan;
- An annual At-Risk Student Achievement Report of the expenditures made from the school district's at-risk education fund;
 - Beginning in school year 2024-2025, the ten school districts participating in the pilot program must report such information.
- An estimate of whether the school district expects to meet or exceed the longitudinal academic improvement goals established by the school district;

- The at-risk programs, services, resources, and targeted support and interventions from the list of approved programs that are used by the school district to provide evidence-based services above and beyond regular educational services;
- The number of at-risk students identified and served; and
- The data and research the school district used to determine the at-risk programs and services.

Each district may also submit a narrative with the At-Risk Student Achievement Report.

The bill also requires the State Board of Education to publish At-Risk Accountability Plans and Reports submitted by all school districts on the KSDE website through a link titled "Accountability Reports".

Each school district must publish the At-risk Accountability Plan on the school district website and provide a link to the KSDE website where such reports are displayed.

KSDE must also prepare and submit a summary of at-risk school district reports to the House Committee on K-12 Education and the Senate Committee on Education on or before January 31 each year.

The provisions in this section take effect and are in force on and after July 1, 2024.

PROGRAM LIST AND ALLOWABLE EXPENDITURES

The bill amends law pertaining to at-risk funding to require provisional at-risk programs to be subject to annual school district review while the program is implemented to determine whether the program is producing, or likely to produce measurable success. If the program satisfies the State Board's requirements, it would be added to the list of approved at-risk educational programs. If the State Board removes any program from the approved list, a school district implementing the program or service may apply to the State Board to continue to make expenditures from the district's at-risk education fund to continue to implement such program or service. When considering such an application, the State Board must require a district to demonstrate that either of the following improvements are directly attributable to the program or service:

- Academic improvement in either ELA or mathematics has occurred; or
- There has been an improvement in attendance, college and career readiness measures, or the education climate through a showing of a measurable decrease in detentions, expulsions, tardiness, or other behavioral issues that hinder student learning.

The bill also includes definitions for relevant terms, including:

- "Above and beyond" is defined as an at-risk education program or evidence-based instruction or practice that is provided in excess of regular educational services and based on the needs of students identified as at-risk and may provide a collateral benefit to students who are not identified as at-risk without any additional cost;
- "At-Risk Educational Program" means an at-risk program or service that is identified and approved by the state board as providing evidence-based instruction to students who are identified as eligible to receive at-risk educational programs and services above and beyond regular educational services;
- "Evidence-based instruction" is defined as an education delivery practice based on peer reviewed research that consistently produces better student outcomes over a one-year period than would otherwise be achieved by the same students who are identified as eligible to receive at-risk educational programs and services;

- “Provisional at-risk educational program” means an educational delivery practice that is identified or developed by a school district as a program or service that is:
 - Provided to students who are identified as eligible to receive at-risk educational programs and services above and beyond regular educational services;
 - Producing or likely to produce better student outcomes;
 - Subject to school district review to evaluate whether such program provides evidence-based instruction; and
 - Determined by the State Board of Education to provide evidence-based instruction and therefore, is included on the list of approved at-risk educational programs.

Open Enrollment Amendments

The bill makes amendments to open enrollment provisions to require school districts to give priority to non-resident students who reside in Kansas before considering applications of non-resident students that reside outside of the state of Kansas, except in special circumstances, such as military-connected students. The bill clarifies that provisions of open enrollment are not applicable for virtual schools.

The bill provides for continued enrollment for non-resident students, after they have been accepted in a nonresident school, until the student graduates, so long as they remain in good standing. The bill also permits school districts to deem any student as not in good standing according to the school district’s nonresident transfer policy, including nonresident students who have not previously attended or been enrolled in the receiving school district.

The bill also amends the timeline for applications and responses to applying students. Beginning in January 2025, school districts must accept non-resident student applications from January 1 to June 15 for enrollment in the next school year. The bill also requires school districts to notify parents of the reason for denial of a non-resident student by July 30 of each year. If a school district denies an application of a non-resident student due to the school district deeming the nonresident student as not in good standing, the parent or person acting as parent may appeal the denial to the school district board of education.

The bill also clarifies that neither the resident or receiving school district is responsible for transportation, unless it is required by another applicable law. The bill amends audit requirements to only require the Legislative Division of Post Audit to audit non-resident student transfers at the request of the Legislative Post Audit Committee. Finally, the bill amends the definition of “non-resident student” and requires revisions to the student transfer policy to be published through a link titled “Open enrollment Information” on the applicable school district’s website.

School District Building Closure and Building Disposition

The bill makes amends provisions related to school district building disposition.

DEFINITION

The bill clarifies that the definition of school “building” as any building that was used in any prior school year as an attendance center for students enrolled in K-12.

PROHIBITION

The bill also prohibits school districts from refusing to sell, lease, or convey any interest in a building or property to a prospective buyer or lessee solely because the prospective buyer or lessee may use or intends to use the building or property as a nonpublic school building.

LEGISLATIVE PROCESS

The bill also amends the Legislative Right of First Refusal process. Under prior law, school districts were required to submit written notice to the Legislature when they intended to dispose of a school district building. If such notice was received during the regular legislative session, the legislature had 45 days to adopt a concurrent resolution stating its intent for the State to acquire the property. When the Legislature was not in regular session, the law provided the Legislature 45 days from the beginning of the next legislative session to adopt a concurrent resolution. If such resolution was not adopted within the 45 days, the school district is authorized to dispose of the building.

The bill amends these provisions to provide that when the Legislature is not in regular session, the Legislative Coordinating Council (LCC) may deny the legislative option to acquire the school district building. If the LCC denies the Legislative option, the provisions pertaining to adoption of a concurrent resolution, and a state agency's completion of acquisition of the building would not apply, and the school district would be permitted to proceed with disposal of the building in accordance with state law. If the LCC does not deny the legislative option, the Legislature would have 45 days from the beginning of the next regular session to adopt a concurrent resolution as prescribed in continuing law.

The bill also provides that when the Legislature does not adopt a concurrent resolution within the 45-day period or the state agency does not take ownership of the property within a 180-day period, or an applicable extension, the school district board may dispose of the property in a manner the school board deems to be in the best interest of the school district.

Provisions of the bill related to school district building disposal are in effect on and after July 1, 2024.

Virtual School Amendments

ADULT LEARNERS, OVER 19 YEARS OF AGE

The bill requires the State Board of Education, when determining Virtual State Aid for adult virtual learners to:

- Determine the number of one-hour credit courses reported on the Kansas collection KCAN report that students have passed to meet the minimum graduation requirements established by the State Board of Education or the local school district board of education;
- Validate course completion using official student transcripts; and
- Multiply the total number of courses by \$709, not to exceed six credit courses per school year.

The bill prohibits the State Board of Education from deducting any virtual school state aid that is otherwise due to the school district for any courses that were completed by students in any preceding school year. If the State Board of Education deducts any virtual aid that is otherwise due to the school district, such deduction may only be made with respect to individual courses completed.

The bill also requires the State Board of Education to publish the audit methodology used to determine and verify virtual school state aid entitlements on the state board's website.

This section of the bill is in effect on and after July 1, 2024.

PART-TIME VIRTUAL ENROLLMENT, 19 YEARS OF AGE AND UNDER

The bill amends the funding formula for part-time enrollment in a virtual school as follows:

- Determine the number of FTE enrollment, rather than the headcount, of students enrolled in the virtual school, excluding those over the age of 19 who qualify for virtual school state aid and those who are 19 years or younger who qualify for virtual school state aid as a dropout diploma completion virtual student and multiply that FTE count by \$5,600;
- Determine the number of one-hour credit courses reported on the Kansas collection KCAN report for students who are 19 years or younger who qualify for virtual school state aid as a dropout diploma completion virtual student, not to exceed 6 hours for each student, and multiple the total by \$709; and
- Add the two amounts together to get Virtual Student State Aid

KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION

The bill permits a virtual school student to participate in Kansas State High School Activities Association (KSHSAA) activities as long as the student:

- Is a resident of the school district;
- Is enrolled in and attending a virtual school as defined in KSA 72-3712;
- Complies with health-related requirements outlined in KSA 72-6262;
- Meets applicable age and eligibility requirements set forth by KSHSAA;
- Pays fees required by the school district for participating in the applicable activity if fees are imposed on all other students; and
- Seeks to participate at the appropriate school within the school district corresponding to where the student resides.

A virtual student will not be required to enroll or attend a minimum number of courses at the resident school district unless the school district has a requirement for all students who participate in the activity to do so.

This section of the bill is in effect on and after July 1, 2024. The bill also removes the sunset of July 1, 2023, for provisions authorizing KSHSAA participation for certain students.

Other Provisions

STATE BOARD REVISION OF ELA AND MATHEMATICS CURRICULUM STANDARDS

The bill amends statewide assessment law to prohibit the State Board of Education from substantially revising or updating the ELA or mathematics standards in effect as of July 1, 2024, in a manner that would require developing new statewide assessments in ELA or mathematics subject areas until the Board's goal of having 75% of all students to score a level 3 or level 4 combined on the ELA or mathematics state assessments by 2030 is met.

The bill also corrects references to "Communities in Schools" to reflect the organization's updated name, "Sparkwheel".

House Sub for SB 387 is in effect upon publication in the Kansas Register unless otherwise noted.

###

House Sub for Senate Bill 438

Blueprint for Literacy and Scholarship Programs

House Sub for SB 438 establishes the Kansas Blueprint for Literacy (Blueprint) and Literacy Advisory Committee. The bill also requires the State Board of Education to submit annual reports to the legislature on literacy goals.

Blueprint for Literacy

The bill appropriates \$10.0 million in FY 2025 to the State Board of Regents to implement the Blueprint. A proviso establishes certain restrictions for postsecondary educational institutions for FY 2025. Additionally, the bill establishes the Blueprint in statute and defines key terms. The State Board of Regents is also required to appoint a Director of Literacy Education.

DEFINITIONS

The bill establishes the following definitions:

- “In-service” means a licensed individual who is employed by school district or accredited nonpublic school as a teacher.
- “Postsecondary Educational Institution” means:
 - A state educational institution as defined in KSA 76-711, and amendments thereto (This includes University of Kansas, Kansas State University College of Agriculture and Applied Science, Wichita State University, Emporia State University, Pittsburg State University, and Fort Hays State University;
 - A municipal university; and
 - Any not-for-profit postsecondary institution that has its main campus or principal place of operation in Kansas, is operated independently and not controlled or administered by a state agency or subdivision of this state, maintains open enrollment and is accredited by a nationally recognized accrediting agency for higher education in the United States;
- “Pre-Service” is defined as an individual who is receiving the education and training to become a licensed teacher but is not yet licensed;
- “Science of Reading” means the teaching of reading using evidence-based research that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- “Structured Literacy” is defined as the application of knowledge from the science of reading that teaches reading in an evidence-based, systematic way.

LITERACY ADVISORY COMMITTEE MEMBERSHIP

The Blueprint establishes the Literacy Advisory Committee. The Committee is assigned duties and responsibilities including the requirement to submit a plan to the Kansas State Board of Regents before January 1, 2025.

The Advisory Committee consists of 15 voting members:

- The Director of Literacy Education, who is appointed by the Executive Office of the State Board of Regents, and will serve as Chairperson of the Advisory Committee;
- One member appointed by the Governor;
- One member of the House of Representatives, or a literacy expert, appointed by the Speaker of the House of Representatives;
- One member of the House of Representatives, or a literacy expert, appointed by the Minority Leader of the House of Representatives;
- One member of the Senate, or a literacy expert, appointed by the President of the Senate;
- One member of the Senate, or a literacy expert, appointed by the Minority Leader of the Senate;
- One member appointed by and representing the Kansas National Education Association;
- One member appointed by and representing a school of education from Emporia State University, Fort Hay State University, or Pittsburg State University;
- One member appointed by and representing a school of education from the University of Kansas, Kansas State University, or Wichita State University;
- One member appointed by and representing the Washburn University School of Education;
- One member appointed by the Kansas Association of Community Colleges to represent community colleges;
- One member appointed by the Kansas Independent Colleges Association to represent a not-for-profit institution of postsecondary education school or college of education;
- One member appointed by the State Board of Education;
- One member of the State Board of Regents; and
- One member who is an expert in English for Speakers of Other Languages literacy appointed by the United School Administrators of Kansas.

The Advisory Council will also designate the following non-voting members:

- The Commissioner of Education, or the Commissioner's designee; and
- Any number of members appointed by the Director of Literacy Education.

The bill authorizes the Advisory Committee to meet at any time and any place within the state upon call of the chairperson. The Advisory Committee members must be appointed on or before July 1, 2024. Voting members, except for the Director of Literacy serve a four-year term. Any vacancy in membership would be filled in the same manner as the original appointment.

ADVISORY COMMITTEE RESPONSIBILITIES

The Blueprint requires the Advisory Committee to:

- Monitor progress of literacy training for in-service and pre-service teachers and literacy education of elementary and secondary students;
- Designate best practices for literacy training for in-service and pre-service teachers and literacy education of elementary and secondary students;
- Be responsible for the attainment of the transformational goal to have 100% of the Kansas special education, English for speakers of other languages, and elementary teacher workforce achieve a micro-credential in the science of reading and structured literacy by 2030, leading to at least 50% of students in each grade three through eight achieving level 3 or above and at least 90% of students in each grade three through eight achieving level 2 or above on the English Language Arts state assessment by 2033;
- Make recommendations to the Director of Literacy Education;
- Make recommendations to the State Board of Education, the State Board of Regents and the Postsecondary educational institution presidents or chancellors on literacy training for in-service and pre-service teachers and literacy education of elementary and secondary students and reading instruction methods based on the science of reading;
- Make recommendations to the House and Senate Committees on Education on the implementation of the goals of the Blueprint and changes necessary to achieve such goals;
- Submit a progress report to the Legislature on:
 - ELA state assessment scores for each grade level and all defined subgroups, including, but not limited to English Language Learners, students receiving free meals pursuant to the National School Lunch Act, students in the custody of the Secretary for Children and Families, and race and ethnicity groups;
 - Literacy training for in-service and pre-service teachers; and
 - The Advisory Committee's goals and requirements provided in the Blueprint;
 - The progress report must be provided once on or before February 1 and once on or before May 1 to the House and Senate Committees on Education, and once on or before December 1 to any interim, special, or select committee, task force, or commission that has membership that includes legislators, is related to education, has been approved by the Legislative Coordinating Council, and requests such report.
- Submit a plan to the State Board of Regents and the Legislature, including House and Senate Committees on Education, on the establishment of Centers of Excellence in reading on or before January 1, 2025.
- Annually report, on or before January 15 of each year, to the House and Senate Committees on Education on the implementation and administration of the Blueprint, including an implementation timeline, progress of initiatives, development and utilization of the comprehensive assessment system, progress toward the established goals, use of tier 1 methodologies, outcomes, and any proposed changes;

- On or before January 31, 2025, report to the House and Senate Committees on Education on the State Board of Regents' progress on utilization of the science of reading, elimination of discredited methodologies, use of universal screening measures, and assessments in elementary and secondary schools in the state.

POSTSECONDARY INSTITUTIONS; COMPREHENSIVE READING AND LITERACY ASSESSMENT SYSTEM

The bill includes requirements for postsecondary educational institutions to designate practices based on the science of reading through structured literacy as the official tier 1 literacy methodology and prohibits the use and teaching of discredited methodologies, such as the three-cueing system.

The Blueprint also directs the State Board of Regents to establish a comprehensive reading and literacy assessment system with universal screening measures and diagnostic, formative, and summative assessments to be used in teacher preparation programs in the state. The comprehensive assessment system must allow teachers to adjust instruction to meet the specific needs of students, including with regard to reading difficulties and the remediation of reading and literacy skill gaps. The State Board of Regents must make recommendations to the State Board of Education on the comprehensive assessment system and ensure such system is available on or before May 1, 2025.

The State Board of Regents is also required to:

- Develop training modules for the assessments on or before July 1, 2025;
- Support State Board of Education action to officially designate the science of reading as the official tier 1 literacy methodology;
- Support elementary and secondary schools as necessary to eliminate any discredited methodologies;
- Recommend literacy-specific universal screening measures and diagnostic, formative, and summative assessments to the State Board of Education; and
- Approve reading instruction methodologies recommended by the Advisory Committee for state educational institutions.

The bill prohibits school districts from using textbooks or instructional materials after July 1, 2025, that utilize:

- The three-cueing system model of reading as the primary basis for teaching word recognition;
- Visual memory as the primary basis for teaching word recognition; and
- The three cueing system model of reading on meaning, structure, and syntax and visual cues.

PROFESSIONAL DEVELOPMENT; MICRO-CREDENTIAL OR CERTIFICATION REQUIREMENTS

The bill requires the State Board of Regents and the State Board of Education to collaborate to:

- Jointly approve micro-credential requirements for in-service teachers or certification requirements for pre-service teachers at state educational institutions in the science of reading and structured literacy;
- Develop and make accessible professional development programs and micro-credential courses for all in-service early childhood teachers, general education teachers, and special education teachers at low or no cost to teachers. The bill requires the programs and courses to be delivered by national online learning programs or accredited postsecondary educational institutions;
- Ensure pre-service teacher preparation programs at state educational institutions are based on the science of reading and structured literacy;
- Publish standards and course progression to achieve transparency of Kansas reading education programs; and
- Provide data for the program to the Director that tracks the science of reading and structured literacy training progression of in-service and pre-service early childhood and elementary teachers, special education teachers, paraprofessionals, reading specialists, and early childhood and elementary administrators for all school districts in the state.

The bill also includes requirements specific to reading and literacy courses at postsecondary educational institutions.

CENTERS FOR EXCELLENCE IN READING

The Blueprint directs the Advisory Committee to develop a plan to establish six regional centers of excellence in reading. The plan must:

- Provide evaluation and identification of reading difficulties and reading disabilities;
- Collaborate with school districts to develop strategic literacy plans for individual students;
- Collaborate with KSDE, State Board of Regents, and postsecondary educational institutions to support pre-service and in-service teacher training;
- Support the professional development and training of school-based instructional coaches;
- Pilot structured reading applied learning simulation laboratories for pre-service and in-service teachers;
- Pilot a literacy education simulation training laboratory for pre-service elementary teachers as a controlled environment for the application of the science of reading;
- Identify projected cost, staffing, and budget impacts to develop, expand, and sustain the regional centers and reading simulation laboratories; and
- Make recommendations and provide progress reports to the Advisory Committee.

Annual Report on Postsecondary Success

The bill also requires KSDE to submit a report to the Legislature on or before January 15 annually on students who have taken the statewide assessment. The report would be required to include:

- The number and percentage of students who took the statewide assessments during the prior school year broken down by core academic area; and
- The percentage of students who took the statewide assessments in grade 10 and who, two years after graduating from high school, obtained some postsecondary education disaggregated by statewide assessment achievement level.

The state board must publish this information on the KSDE website as soon as it becomes available and incorporate such information into the Performance Accountability reports and Longitudinal Achievement reports.

Provisions related to the annual report expire on July 1, 2029.

Kansas Education Opportunity Scholarship Program Act

The bill replaces the Kansas Ethnic Minority Scholarship Program with the Kansas Education Opportunity Scholarship Program Act. Under this Scholarship Program, first generation students, or students that have a parent or guardian employed in Kansas as a Pre-K through grade 12 teacher or paraprofessional would be eligible for a scholarship.

To be eligible to receive a scholarship, a student must:

- Be a resident of Kansas;
- Have been accepted for admission to, or is enrolled full-time in an educational program at an eligible institution;
- Have established financial need; and
- Meet one of the following conditions:
 - Be a first generation student as defined by the bill;
 - Have a parent who is employed in Kansas as a teacher or paraprofessional for any of the grades pre-K through 12; or
 - Have previously qualified and remains qualified for the renewal of a Kansas Education Opportunity Scholarship on the basis of maintaining full-time enrollment in an educational program at an eligible institution, remaining in good standing, and making satisfactory progress toward completion of the requirements for the award of a degree or certificate of completion.

The State Board of Regents will select qualified students to be designated as a Kansas Education Opportunity Scholars to receive such scholarship. Once awarded, the bill requires the State Board of Regents to renew each recipient's scholarship annually so long as the student continues to qualify for the program.

The bill maintains current law that scholarship awards are an amount equal to 75% of the average amount of the total tuition and required fees of full-time, in-state students and last for no more than 8 to 10 semesters based upon the program the student is enrolled in.

###

Senate Sub for House Bill 2144

Creating the crime of Encouraging Suicide

HB 2144 creates the crime of encouraging suicide and establishes penalties for it under the Kansas Criminal Code.

Definition of “Encouraging Suicide”

The bill defines “encouraging suicide” as knowingly encouraging a person to commit or attempt to commit suicide when:

- Such person knows the other person has communicated a desire to commit suicide;
- Encouragement of suicide is made proximate in time to the other person committing suicide or attempting to commit suicide; or
- Such encouragement substantially influences the other person’s decision or methods used to commit or attempt to commit suicide.

DEFINITIONS

The bill defines “attempt to commit suicide” as any physical action done by a person with the intent to commit suicide. For purposes of the new crime, the bill defines “encouraging a person to commit or attempt to commit suicide” as oral, written, or visual communication that is persuasive or intended to be persuasive and that gives advice to commit suicide, attempt to commit suicide, or develop a plan to commit suicide.

PENALTIES

Encouraging suicide is a severity level 5 person felony if the other person attempts to commit suicide and a severity level 4 person felony if the other person commits suicide.

The bill is in effect and is in force from and after publication in the statute book.

###

House Bill 2547

Emergency Medication Kits

HB 2547 authorizes schools to maintain a stock supply of emergency medication kits in schools, including epinephrine and albuterol for certain life-threatening conditions. The bill also amends liability protections for any person who renders emergency care or treatment at a school, on school property, at a school-sponsored event, and any school that employs or contracts such person.

Additionally, the bill provides a level of immunity for a pharmacist, physician, or a mid-level practitioner who distributes or prescribes emergency medications to a school or provides training on the administration of the emergency medicine for school personnel, and for school personnel who administer the medications under specific circumstances.

DEFINITIONS

The bill makes amendments regarding emergency medication kits to add definitions for terms used in the bill. Relevant definitions include:

- “Designated school personnel” means an employee, officer, agent, or volunteer of a school who has completed training, documented by the school nurse, a physician, or a mid-level practitioner, to administer emergency medication on a voluntary basis outside of the scope of employment;
- “Emergency medication” means epinephrine and albuterol;
- “School Nurse” is defined as 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; and
- “Stock Supply” means an appropriate quantity of emergency medication as recommended by a physician or mid-level practitioner.

STOCK SUPPLY OF EMERGENCY MEDICATIONS IN A SCHOOL

The bill allows schools to maintain a stock supply of emergency medications with a prescription from a physician or mid-level physician in the name of the school. Physicians and mid-level practitioners are required to review a school’s policies and procedures regarding the use, storage, and maintenance of the stock supply prior to prescribing the emergency medication.

The bill also defines the type and doses of epinephrine and albuterol that could be in the stock supply. The type and dose of epinephrine would be one or more standard-dose or pediatric-dose epinephrine auto-injectors, and the type and dose of albuterol is one or more albuterol metered-dose inhalers, one or more doses of albuterol solution, and one or more spacers or nebulizers.

The bill identifies that a school nurse or designated school personnel may administer the epinephrine or albuterol in an emergency situation to any individual who displays the signs and symptoms of anaphylactic shock, or respiratory distress. These provisions apply at school, on school property, or at school-sponsored events.

SCHOOL POLICY AND PROCEDURES

Schools that maintain a stock supply of emergency medication shall establish school policies and procedures on the following:

- Storage of the emergency medication, which includes storage in a safe location that is readily accessible to the school nurse or designated school personnel and meets manufacturer's temperature recommendations;
- Periodic monitoring of the inventory and expiration dates of the emergency medication;
- Administration of emergency medication by designated school personnel; and
- Training requirements for designated school personnel that would be conducted at least annually. At minimum, the training would need to include:
 - Recognition of the symptoms of anaphylaxis and respiratory distress;
 - Administration of emergency medications;
 - Calling for emergency medical system responders;
 - Monitoring the condition of the individual after administration of emergency medication;
 - Notification of the parent, guardian, or next of kin; and
 - Safe disposal and sanitation of used equipment.

A school is required to publish information on the district website regarding the school's emergency medication policies and procedures; and maintain records of training provided to designated school personnel.

A school may accept monetary gifts, grants, and donations to carry out the provisions of this section, or may accept epinephrine auto-injectors, albuterol metered-dose inhalers, albuterol solutions, spacers or nebulizers from a manufacturer or wholesaler.

This bill takes effect, and is in force, effective July 1, 2024.

[*Note:* A prior bill contained in this packet, SB 287, requires parental consent for health care in school facilities. Provisions of HB 2547 would be exempt from such requirement in the case of an emergency as under current statute, KSA 65-2872b and KSA 65-2891]

###

2024 HOUSE AND SENATE EDUCATION SUMMARIES

House Bill 2551

Omnibus Budget Bill

HB 2551 is the Omnibus budget bill for fiscal years 2024, 2025, 2026, 2027, and 2028 for various state agencies.

Kansas State Department of Education Appropriations

FY 2025

HB 2551 Appropriates the following from the State General Fund:

- \$2.9 million for KPERS school employer contributions for non-USDs
 - This appropriation combined with the \$25.2 million appropriation in House Sub. for SB 387 results in a total appropriation of \$28.1 million for KPERS non-USDs for FY 2025;
- \$8.0 million for Supplemental State Aid.

The bill also lapses the following:

- \$7.3 million for KPERS school employer contributions – USDs
- \$23.1 million for State Foundation Aid

FY 2026

HB 2551 appropriates \$23.2 million SGF for Supplemental State Aid.

The bill lapses \$30.6 million SGF for State Foundation Aid of the \$3.0 billion SGF appropriated for State Foundation Aid.

Mental Health Intervention Team Pilot Program

HB 2551 transfers the Mental Health Intervention Team Pilot Program from the Kansas State Department of Education to the Kansas Department of Aging and Disability Services. The program is appropriated an additional \$4.5 million for FY 2025 for a total appropriation of \$18.0 million.

The bill requires \$3.0 million of the additional appropriation to be used to expand the program to public school districts, and \$1.5 million of the additional appropriation is to be used to expand the program to qualified nonpublic schools. Qualified schools are defined to include any nonpublic school that provides education to elementary and secondary students and is accredited by the state board or national or regional accrediting agency that is recognized by the state board of education. Qualified schools may also be working in good faith towards accreditation.

HB 2551 requires 65% of the grant amount to be used for school liaison salaries and 35% to be paid to the applicable school district's mental health provider.

This bill takes effect upon publication in the statute book.

###

[Note: House Sub for SB 387 is the primary bill for K-12 education funding.]

House Bill 2703

Adding Students in Foster Care to At-Risk Eligibility Criteria

HB 2703 amends provisions related to at-risk educational programs and services to add students in the custody of the Secretary for Children and Families (students in foster care) to the list of eligible criteria for students to be identified as at-risk and receive at-risk programs and services.

The bill takes effect upon publication in the statute book.

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