

IN THE SUPREME COURT OF THE STATE OF KANSAS

CASE NO. 113,267

LUKE GANNON,
By his next friends and guardians, *et al.*,

Plaintiffs/Appellees,

County Appealed From: Shawnee

v.

District Court Case No.: 10-C-1569

STATE OF KANSAS, *et al.*

Defendants/Appellants.

**MOTION TO STRIKE MISLEADING, UNSUPPORTED STATEMENTS FROM
STATE'S RESPONSE BRIEF**

COMES NOW, Plaintiffs/Appellees, and move this Court to strike the misleading, unsupported statements in the State's Response Brief dated July 7, 2017. Plaintiffs respectfully request that the entirety of Section II.A. of the State's Brief ("The State Board of Education's budget request was not based on the *Rose* standards or on the costs of providing a constitutionally adequate education.") be stricken.

The minutes of the May 22, 2017 Senate Select Committee on Education Finance, and thus the State's brief, are extraordinarily misleading. The State's Brief states:

Commissioner Watson explained, "[w]hen the State Board set forth their budget, they had a premise that school districts would use such funds within the State Board model to help students be successful in line with the State Board's 'complex goals,' not the *Rose* standards." Minutes of May 22, 2017, Senate Select Committee on Education Finance at p. 3 (emphasis added). Commissioner Watson explained that the desired "outcomes" under the BOE's "complex goals" exceed the *Rose* capacities in many ways. Minutes of May 22, 2017, Senate Select Committee on Education Finance at p. 2."

State's 7-7-17 Response Brief, at p.7 (emphasis added). It further states:

In fact, State Commissioner of Education Dr. Randy Watson testified that the BOE's request was derived from the funding amounts specified by the panel, which incorrectly assumed LOB and other sources of revenue were not to be considered. Watson Testimony at 42; *see also* Minutes of May 22, 2017, Senate Select Committee on Education Finance at p. 3 (Dr. Watson noted “the State Board’s funding recommendation was ... **derived from funding mandates provided by the three-judge panel in the district court**”).”

Id. at 6 (emphasis added).

The State severely misquotes State Commissioner of Education Dr. Randy Watson and his testimony to the Legislature. The State concludes that, based on Dr. Watson’s testimony “there is no evidence [the KSBE’s] request was based on any empirical evidence or on compliance with the *Rose* standards.” State’s 7-7-17 Response Br., at p.6. Dr. Watson never made these statements at the May 22 Senate Select Committee on Education Finance Meeting. Dr. Watson specifically testified that the Board accreditation measured outcomes “are directly aligned to the *Rose* capacities.” Exhibit A: Transcript of May 22, 2017 Senate Select Committee on Education Finance Meeting, at p.52. He further testified on May 22, 2017:

If you encompass all of that you start to get to what the *Rose* capacit[ies] speak of, which is how do you help in all those capacit[ies] students to be successful later on in life? *That’s what the **Rose** capacit[ies] speak to and I think that’s what the state board tried to put together* after listening to Kansans as they put together their accreditation system.”

Id. at p.49.

He also testified:

Everything that was built here, was built on the foundation.

.....

--of the Rose capacities. So yes, if you're looking at can you tell me how we're going to measure each one of those, it's measured within a more complex system but it would build upon that as the foundational structure."

Id. at pp.52-53.

The State's Brief misquotes Dr. Watson as testifying, "the State Board's funding recommendation was . . . derived from funding mandates provided by the three-judge panel in the district court." Dr. Watson never made that statement. *See id.*, generally. Instead, Dr. Watson testified that the request was based on two things:

So when the state board took a look at their proposal to the Governor and to you, they simply looked at two broad things, *they looked at their accreditation and where they wanted to go*, and they did not have the Supreme Court decision laying in front of them at that time. So they looked at the three judge panel and said, *based upon where we think we need to go* and the three judge panel, this would be the recommendation that we would give as to a budget.

Id. at pp.54-55.

Additionally, later in the meeting Dr. Watson testified:

We simply looked at, how do we help every district reach to help every family and student be successful, and that *what districts were telling us if we had more resources with the guidance of the State Board of Education we could get there*. So that's a really general answer but it really has been very general; and I know the last several months or weeks since the court ruled--made their decision, the focus has been on pinpointing where those dollars go. *And we believe in general that if--if base state aid, foundational aid or whatever the name is, would increase to the levels close with [what] the state board [requested] that we could reach these complex goals*; and it would look different in each school district.

Id. at p.58.

In its Brief, the State cites to testimony of Dr. Watson Testimony, attached to the State's June 30, 2017 brief, stating:

In fact, State Commissioner of Education Dr. Randy Watson testified that the BOE's request was derived from the funding amounts specified by the panel, which incorrectly assumed LOB and other sources of revenue were not to be considered. Watson Testimony at 42.

State's Response 7-7-17 Response Br., at p. 42.

Dr. Watson did not make this statement either. Dr. Watson gave a presentation on the Board's accreditation model explaining that it was based on *Rose*.

You may recognize the foundational structures that underpin the accreditation model. They are often referred to as the Rose capacities or the Rose standards and those certainly are the foundational structures by which this – this accreditation model was built.

Watson Testimony, attached to State's 6-30-17 Brief, at Appendix 1, p. 12.

Later in the hearing, Dr. Watson was asked by Senator Petty about the cost of implementation. The full exchange went as follows:

SENATOR PETTY: Thank you. And then my second one is, what is the cost of implementing the state board's accountability plan?

RANDY WATSON: That's a great question. The state board wrestled with that. They put together a budget and they looked at two things. As you know, the state board is required by law to submit an annual budget to the Governor and the legislature; and when they looked at that *they took this work that they were doing* and they took at that time the three judge panel because the Supreme Court had not ruled on the case when they built the budget, and said -- and their message is that *it would be about 850 million over two years to accomplish this*.

Id. at 49.

Dr. Watson's actual testimony completely undermines the State's argument that the KSBE request was not based on compliance with *Rose* or that it exceeded the *Rose* requirements.

Dr. Watson has made it abundantly clear that the State Board's vision, its standards, and its accreditation system are all based on and built around the *Rose* standards. In fact, in response to the statements made by the State in its brief, Dr. Watson made the following statement at the July 11, 2017 KSBE meeting:

But recently . . . the media . . . reported some things And I want to remind people . . . the accreditation model was about four to five years in the making when I came here . . . it was being worked on long in advance.

There are two things that happen with everything we do about your vision . . . I want to be clear today to anyone listening what those two things are. One, everything we do has the backbone of ESSA in it.

. . . And the second, we don't talk much about it because it's foundational about everything we do, are the *Rose* Capacities.

...It's deeply embedded, oral and written communication skills in everything we do.

So I don't think it's extra, I think it's critical. Mission critical. How about this, how about these two *Rose* Capacities which I think complement each other, knowledge of economic social and political systems so students can make informed choices, and sufficient understanding of government processes so they understand how that affects their community, their state and nation. Do you remember what you did after the visiting and listening tours, after what Kansans said? You said, let's make sure civic engagement is so prominent, we'll put it as part of the definition. ***Foundational from the Rose Capacities and Rose Standards***, it was mission critical, from, for Kansans to say we want people that know how to give back and understand the system and will serve on a state school board or a local board or a volunteer commission or will help at the local Red Cross. But they will understand how laws are made and the will understand how to go about the process. Critical [C]ritical, core.

Or Mental wellness. Do you remember something called social or emotional? Can you find that on one of your result outcomes? You said, hey, Kansans say we need to pay attention to mental and physical wellness. And take a look at nutritional wellness, *very much embedded right there in our accreditation model.*

So often times, when people argue about a math score or reading score, are they taking into account the *Rose Capacities* that clearly state we ought [to] also be concerned with someone's mental and physical wellness? . . . You heard our legislature last month . . . talking about cultural heritage and how important that was to understand[, and] the arts. So are the arts an add on? Not according to the *Rose Capacities*. Not according to how we are looking at the whole child. It's not an add on. *It's essential.*

And finally, the last two *Rose standards*, sufficient training for preparation for advanced training in either academic or vocational fields. So that each child can choose where they want to go and can do so without remediation. Remember that little term you put? That they can go to KU and be in a . . . graduate program and have the skill set to be successful. That they can go to welding school and be successful. That they can . . . whatever they choose . . . that we will provide training and preparation so that they are ready to be successful.

And the last one is sufficient levels of both of those academic and vocational to enable every public school student to compete favorably with their counterparts in academics or the job market. Welcome to lead the world. *It's not fluff, it's not too ambitious, it is core to what the Rose Capacities, Kansans and your vision said.* And I just, as I read this week I thought some people are saying, well, that's nice, it's just a lot. It is a lot. And it's being demanded of us and you responded . . . and we oftentimes don't talk about the ESSA or *Rose Capacities* or *Standards* enough, and other people like to.

So tomorrow Brad's going to walk you through how our kids are doing in that preparation, called that *post secondary success measures*. . . *Those are the Rose Standards and Rose Capacities.*

So I just wanted to take a few minutes today to again emphasize for everyone to understand that those, that foundation that's on this sheet, that's about every part of what we design, is critical for students to be successful in what they choose to go in to."

Exhibit B: Transcript of July 11, 2017 KSBE Meeting, pp. 9-15 (emphasis added).¹

The State further urges this Court to listen to the recording of the July 12, 2016 meeting, at which KSBE adopted its budget recommendation. Doing so does not leave one with the impression that the KSBE based its funding recommendation solely on the Panel's opinion. The budget discussion is not "a brief half-hour"; the full discussion is nearly 2 hours, from 1:22:50 through 3:20:48. The budget recommendation came directly on the heels of Dale Dennis recommending to the KSBE that it adopt a funding system that would meet the constitution. Throughout the two hour period, the Board and Mr. Dennis discussed how the previous law was funded, what programs were helpful, the need to account for inflation, and other aspects of how to fund education. After their discussion about base state aid, they additionally mentioned the need to keep as much funding in the base as possible throughout their discussion of other programs for their budget request. For example during their discussion of the Parents as Teachers, Jim Porter called that program a "critical element in our ability to reach our goal" (2:37:07) and there was additional discussion about whether that would come from the base.

Exhibit C: Transcript of July 12, 2017 KSBE Meeting, at p.56.² During their discussion of the Professional Development Program at 2:46:32, Sally Cauble mentioned that "We have so much change that we are asking on this new vision, that I--we just need some

¹ A video of Dr. Watson's remarks are available online at:
<https://www.youtube.com/watch?v=hciozLo8Lig>.

² The transcript was created from the video recording of the meeting available at:
<https://www.youtube.com/watch?v=wFmypo-ao4uw&feature=youtu.be>.

money” and Jim McNiece stated at 2:49:08 “I would say from an aspirational standpoint, we are doing about these in terms of how to manage the budget, you know; but if we really believe in staff development . . . I just don’t think \$2.1 million across . . . 286 school district[s] is going to be that much money, but they have the choice to make it out of state base, but there are a lot of things to be caught up on if they did that.” *Id.* at pp. 63, 65. During the discussion of transportation funding at 2:52:56 Janet Waugh talked about the Turner school district and how they already bus all students, that she would love to lower the mileage limit, but “that by increasing the State Base aid . . . districts like Turner and other districts can just continue what they’re doing. . . It needs to be changed, but I don’t think at this time it is a thing to do” *Id.* at p.68.

Finally, the State misquoted and mischaracterized the testimony of Board Chairman Jim McNiece. *See* Ex. C, at p.34.

And what we have here is pretty aspirational, you know, we have had a lot of discussions about tax increases and formulas[, and] what percentage of budget is, which [are] all really big questions, but in terms of where the State Board is in terms of taking a leadership role, do they agree that there should be an accrual, is what we’re saying in this motion and putting a number on it.

Id.

While Mr. McNiece did use the words, “pretty aspirational,” those words were taken out of context by the State. He was talking in reference to the State budget quandary, not the State Board’s program to meet *Rose*. Published media accounts support that the State’s brief is of a misleading nature. *See* Exhibit D: Angela Deines, *State Board of Education May Make Statement Regarding Gannon Briefs*, TOPEKA

CAPITAL-JOURNAL, July 11, 2017, *also available at* <http://cjonline.com/news/state-government/education/2017-07-10/state-board-education-may-make-statement-regarding-gannon>:

McNiece said his comments in July of last year regarding the “aspirational” aspects of the board’s budget recommendation were based on the fiscal realities the state of Kansas has been facing in the past several years.

It was a way for us to make a statement in support of increased and improved funding for schools,” he said, adding that the budget recommendation was on par with past years’ requests.

Should the State attempt to blame the misleading statements in its Response Brief on the legislative committee minutes, Plaintiffs remind this Court that Jeff King, Counsel to the Legislative Coordinating Committee, testified as follows:

King: During your debate I listened to, the level of thoughtfulness and reasoning and consideration of why these amendments would go on or not from a performance based standard, was very high. And the minutes will reflect that, because there was so much information. And that is very helpful and **one of my jobs is to make sure that is packaged in a way the Court accepts it**, sees it and considers it fully. . . .

Rooker: So if I may, you mentioned having listened to our marathon work session, but are you also evaluating the other 3 months of committee work? Because we’ve had hearings on specific elements of this formula over the course of this session.

King: The answer is yes, I’m still working on it. That is part of making sure that everything in the minutes reflect what’s done . . . and so that’s an ongoing process and to me **if there’s any frustration with delays and getting the minutes compiled, I will take responsibility for that**. Because I think it’s that important that we review it and make sure everything that is presented is put into those documents.

Comments from May 4, 2017 House K-12 Education Budget Committee Meeting.³

It is apparent that the legislative minutes do not accurately reflect the testimony of the hearings. The minutes have been prepared or supplemented with material to support the State's position in this case with testimony that simply did not occur. It is either extraordinarily coincidental or intentional. Regardless, the indicated arguments and portions of the State's brief should be stricken as not supported by the evidence.

For these reasons, Plaintiffs respectfully request that this Court strike the entirety of Section II.A. of the State's Brief.

Respectfully submitted,

/s/ Alan L. Rupe

Alan L. Rupe, #08914

Jessica L. Skladzien, #24178

LEWIS BRISBOIS BISGAARD & SMITH
LLP

1605 North Waterfront Parkway, Suite 150

Wichita, KS 67206-6634

(316) 609-7900 (Telephone)

(316) 462-5746 (Facsimile)

John S. Robb, #09844

SOMERS, ROBB & ROBB

110 East Broadway

Newton, KS 67114

(316) 283-4650 (Telephone)

(316) 283-5049 (Facsimile)

³ An audio recording of this meeting is available at: www.robblaw.com/html/hrg.html.
Mr. King's comments begin at 1:03:33.

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2017, I electronically served the foregoing to:

Derek Schmidt
Jeffrey A. Chanay
Stephen R. McAllister
M.J. Willoughby
Memorial Building, 2nd Floor
120 SW 10th Ave.
Topeka, KS 66612-1597
Derek.Schmidt@ag.ks.gov
Jeff.Chanay@ag.ks.gov
stevermac@fastmail.fm
MJ.Willoughby@ag.ks.gov

Arthur S. Chalmers
Hite, Fanning & Honeyman,
L.L.P.
100 North Broadway, Suite 950
Wichita, KS 67202-2209
chalmers@hitefanning.com
*Attorneys for Defendant State of
Kansas*

Steve Phillips
Assistant Attorney General
Office of the Attorney General
Memorial Building, 2nd Floor
120 S.W. 10th Ave.
Topeka, KS 66612-1597
Steve.Phillips@ag.ks.gov
*Attorney for State Treasurer Ron
Estes*

Philip R. Michael
Daniel J. Carroll
Kansas Dept. of Administration
1000 SW Jackson, Suite 500
Topeka, KS 66612
philip.michael@da.ks.gov
dan.carroll@da.ks.gov
*Attorneys for Secretary of
Administration Jim Clark*

Jeffrey R. King
12980 Metcalf Ave., Suite 100
Overland Park, KS 66213
jking@collinsjones.com
*Attorney for Amicus Curiae
Legislative Coordinating Council*

/s/ Alan L. Rupe

Alan L. Rupe

Exhibit A

Transcript of May 22, 2017 Senate Select
Committee on Education Finance Meeting

SENATE SELECT COMMITTEE ON
EDUCATION AND FINANCE COMMITTEE

Transcription of
Senate Committee Hearing

May 22, 2017

(Transcribed portion starts at 00:51)

THE CHAIRMAN: Committee, we can get started here in just a bit. The -- how it will play out today is that if you have any questions of -- of staff you can ask them to come up and we can ask those questions; and then when we get to the point where at least for today you've got your questions answered and if some of you have some amendments ready you can bring those or you can wait until tomorrow to bring them. I know a lot of them aren't finished yet, but we can -- we can continue with our due diligence and data gathering and questions today. Is that okay with everybody on the committee? Okay. So committee, if you have any particular staff member or data source person that you want to bring up just -- just let me know right now and we'll ask them to come to the microphone. Senator Boyette (spelled phonetically).

SENATOR BOYETTE: Thank you, Mr. Chairman. Are -- are we going to do -- go through the bill with staff like we normally -- I mean, I shouldn't say -- I don't want to say normally because we've never had this committee; but in all my other committees we go through a bill.

THE CHAIRMAN: Well, Eddy went through 2410 before we amended it up and then Tamara went through it. So are you wanting her to come back and go through her memo again? She went through the -- the sections.

SENATOR BOYETTE: I -- I just missed some when she went through it.

THE CHAIRMAN: Okay.

SENATOR BOYETTE: So I guess -- so it would be helpful I guess if Tamara could so we could go through some of this because I have some questions.

THE CHAIRMAN: Sure.

SENATOR BOYETTE: So --

THE CHAIRMAN: Tamara, would you mind coming up and giving us a hand?

MS. LAWRENCE: Thank you, Mr. Chairman. Committee. Last week you should have received a memo from my office that looks like this. The one that I would like you to pull out is dated May 19th and has a little asterisk next to the word memorandum and I will just kind of walk through that. This is a description of the contents of Senate bill 251; and Senate bill 251 would enact the Kansas School Equity and Enhancement Act. It

is very similar in structure to the SDFQPA, and this bill is based largely in part on House bill 2410, a substitute for House bill 2410 as it left the House committee.

THE CHAIRMAN: Tamara, I think everybody's looking for that memo. Give those a chance to catch up with you.

UNIDENTIFIED SPEAKER: What was the date on that one?

THE CHAIRMAN: May -- was that May 19?

MS. LAWRENCE: May 19th, yes.

THE CHAIRMAN: Would (inaudible.)

MS. LAWRENCE: And if we need --

UNIDENTIFIED SPEAKER: (Inaudible.)

MS. LAWRENCE: Okay.

THE CHAIRMAN: Molly, Tamara was going to go through the -- the bill on those major sections from her prior memo for us. We'll try to run you a copy down, Molly. Go -- go ahead.

MS. LAWRENCE: Thank you. So that first page, that first paragraph is just a general description of the very basic mathematic formula used to get to the total foundation aid and state foundation aid of school districts; and the first two sections of the bill are the appropriations



Technology Solutions for Today's Complex Organizations

1 sections, and the Act begins on page 17 of the
2 bill starting with section three. So I'm just
3 going to hit kind of the highlights of the big
4 sections.

5 SENATOR BOYETTE: I guess that's what my
6 challenge is, is -- is this in order like it is in
7 the bill? Does it follow the like pages and --

8 MS. LAWRENCE: I tried to provide in the
9 memo the sections in which we talk about those
10 things and when we get to like the weightings,
11 those go in order; but it's not exactly page by
12 page in order.

13 SENATOR BOYETTE: Okay. Because my first
14 question was on page 24 of the bill. So whenever
15 you're somewhere there that's where I'll start but
16 maybe we can all -- I don't know how you want to
17 do this but --

18 THE CHAIRMAN: (Inaudible.)

19 SENATOR BOYETTE: Oh, okay. So I -- will
20 you go through -- when it says new section 6 the
21 first paragraph, well, it's the only paragraph.
22 If you would explain that to me.

23 MS. LAWRENCE: Yeah, so this is identical
24 to the way it is worded currently and also under
25 the SDFQA, and this just states that the state

1 come from; and it can be confusing. We use a lot
2 of similar terms.

3 SENATOR BOYETTE: This helps.

4 MS. LAWRENCE: Thank you.

5 SENATOR BOYETTE: Okay. Thank you.

6 THE CHAIRMAN: Senator Boyette, if you
7 just want to walk through your --

8 SENATOR BOYETTE: Other questions.

9 THE CHAIRMAN: -- sections that you'd
10 like her to address this would be a good time.

11 SENATOR BOYETTE: Okay. Got to find my
12 questions. Here we go. All right. That's not a
13 question. I'm sorry. All right, page 85, just to
14 clarify. Okay, this is section C which is lines
15 35 through 39, and this has to do with out of
16 state -- this is for students who are from outside
17 of our state, correct?

18 MS. LAWRENCE: I believe so, yes.

19 SENATOR BOYETTE: Okay. And I guess I
20 had understood that we were taking that out, but
21 maybe that's somebody bringing an amendment to do
22 so. So.

23 MS. LAWRENCE: So this is current law and
24 we're just -- all section C said is -- is if a
25 school district is receiving out of state students

1 board will determine the state foundation aid for
2 each school district for each school year.

3 SENATOR BOYETTE: Okay. And the
4 foundation aid is?

5 MS. LAWRENCE: So if you want to go back
6 to the definitions, I believe that's on page 19.
7 No, I am incorrect in that page number. It's on
8 page 22.

9 SENATOR BOYETTE: Page 20 or I have local
10 foundation --

11 MS. LAWRENCE: Yes.

12 SENATOR BOYETTE: But that's different
13 than state foundation.

14 MS. LAWRENCE: Correct. So page 22 and
15 starting on line three is the state foundation
16 aid, and that is the amount of aid distributed to
17 a school district, it's kind of circular as
18 determined by the state board pursuant to section
19 6.

20 SENATOR BOYETTE: Yes, and I think that's
21 why I was confused.

22 MS. LAWRENCE: Yes. So if you kind of
23 look on that front page of my memo it does have
24 the like mathematical descriptions where you --
25 what those generally look like and where those

1 they can enter contracts to do so. What the
2 amendment and the bill does it wouldn't count out
3 of state students in the enrollment of the
4 district, but those students could still attend;
5 but that would be up to the local district.

6 SENATOR BOYETTE: And that amendment is
7 not in this section but somewhere else?

8 MS. LAWRENCE: It's in the definitions
9 section.

10 SENATOR BOYETTE: Okay. Okay. And do we
11 know how many out of state students we have?
12 About?

13 MS. LAWRENCE: I would have to defer to
14 the department to answer that question.

15 SENATOR BOYETTE: Okay.

16 THE CHAIRMAN: Senator Goddard.

17 SENATOR GODDARD: Thank you, Mr. Chair.
18 I can just give you one example to give you an
19 idea of border school, border county, 40 of their
20 students in Altamont school district come from out
21 of state. Those children for the most part are
22 children of employees of that school district, or
23 they are children who -- whose parents either own
24 a business or work in the state of Kansas and pay
25 taxes in the state, and that was just one example.



1 I have five districts that border on the --
 2 basically on the Oklahoma border, and all five say
 3 that that would really, really hurt them and that
 4 the -- those children's parents are contributing
 5 to the economy of the state of Kansas. I don't
 6 have any particular data or charts or anything but
 7 that's what they are telling me.

8 SENATOR BOYETTE: All right. But in our
 9 new -- the way this is written in this bill those
 10 students wouldn't be counted in (inaudible) there
 11 -- there's -- they can come and there's some kind
 12 of an agreement but they are not counted?

13 MS. LAWRENCE: Correct.

14 SENATOR BOYETTE: Okay. All right. Page
 15 89 has to do with the race track, the Woodlands,
 16 and I just didn't know why -- why is that -- I
 17 thought it wasn't operating; so help me know why
 18 it's in the bill.

19 MS. LAWRENCE: So all of these amendatory
 20 sections, nearly all of them are just to update
 21 references to the new sections that are created by
 22 enacting a new school finance formula. So there's
 23 no substantively amended things in these sections
 24 that we're discussing. It's all current law.
 25 We're just updating the reference to the

1 is on lines one and two they have deleted where
 2 interest money goes. I don't know when -- if that
 3 was from the House bill, if that's -- I don't know
 4 where that comes from; and then my question was so
 5 where does the interest money go if that's
 6 deleted?

7 MS. LAWRENCE: Again, I'll have to look
 8 into (inaudible.)

9 SENATOR BOYETTE: Okay, I'm sorry.

10 MS. LAWRENCE: (Inaudible.)

11 SENATOR BOYETTE: You can tell what I did
 12 all weekend. Okay. And I think I'm understanding
 13 this right, okay? I have -- I had a -- first I
 14 had a question -- and I'm still on that page --
 15 about paying for -- this is sections small B and
 16 then -- well, basically line 17 through 37. The
 17 question was so we -- I say so we pay for student
 18 transfer transportation but then in 84 C I think
 19 that's clarified at a later place; but can you
 20 help us understand if you are a transfer student
 21 how we do transportation funding?

22 MS. LAWRENCE: Again, with regard to the
 23 specifics of this amendatory section, I will come
 24 back and provide you a much clearer answer than I
 25 would be able to give on the fly.

1 appropriate new section.

2 SENATOR BOYETTE: But my question is why
 3 do we have a reference to the Woodlands? We've
 4 just never taken it out? Basically?

5 MS. LAWRENCE: I assume. I'll double
 6 check on that and just (inaudible.)

7 SENATOR BOYETTE: Okay.

8 MS. LAWRENCE: But anywhere that we
 9 reference any kind of school finance we had to go
 10 ahead and -- into that statute and make an update.

11 SENATOR BOYETTE: Okay. Here's this
 12 thing, okay. So now I'm on page 94; and I have
 13 from sections E and F and my question says, why
 14 school of residence for this? So a school is
 15 attending a district in a -- in a non-resident,
 16 they are not a resident of the district; but what
 17 it says is that -- it says that they are going to
 18 -- they get a graduation diploma from where their
 19 school of residence would be.

20 MS. LAWRENCE: I'll have to look into
 21 that a little bit further to give you a better
 22 answer on that.

23 SENATOR BOYETTE: Okay. I just -- it
 24 would be nice to know because I had no idea about
 25 anything like that so. Okay. Then page 96 there

1 SENATOR BOYETTE: Okay. I think it's
 2 helpful for us all to know that.

3 UNIDENTIFIED SPEAKER: (Inaudible.)

4 THE CHAIRMAN: Yes.

5 UNIDENTIFIED SPEAKER: (inaudible.)
 6 transportation so I'd like to ask a question if

7 that's okay with Senator --

8 SENATOR BOYETTE: It's fine with me. I'm
 9 just --

10 UNIDENTIFIED SPEAKER: (Inaudible.)

11 SENATOR BOYETTE: Good.

12 UNIDENTIFIED SPEAKER: Help me understand
 13 on page 96 the -- the two and-a-half miles limit
 14 for children, how -- is that -- that new,
 15 different?

16 MS. LAWRENCE: That is the same as it has
 17 been. So for students living beyond that two and-
 18 a-half miles the weighting would apply and
 19 students living with in that two and-a-half miles
 20 districts do not get to count as students who are
 21 transported by the district.

22 UNIDENTIFIED SPEAKER: So that's --
 23 that's not rural school or -- I mean that applies
 24 to both.

25 MS. LAWRENCE: Correct.



Building Connections Today & Tomorrow

1 UNIDENTIFIED SPEAKER: Okay.
 2 THE CHAIRMAN: Senator Pettey.
 3 SENATOR PETTEY: And just to follow up on
 4 that transportation question. So if a district
 5 allows an out of district student to attend their
 6 -- within their district, they -- they can
 7 transport but they don't get any -- any
 8 transportation funding even if, I mean, well, they
 9 don't get any transportation funding for that out
 10 of district student, is that correct?
 11 MS. LAWRENCE: I would have to defer to
 12 the department on how all of that is funded, I
 13 don't know.
 14 THE CHAIRMAN: Eddy, is that something
 15 you can help us with? Mr. Dennis, can you give us
 16 a hand with that one?
 17 MR. DENNIS: Out of district students are
 18 not reimbursed. Out of district students are not
 19 reimbursed.
 20 SENATOR PETTEY: So you could -- you can
 21 transport them? You can take them to --
 22 MR. DENNIS: You can transport them but
 23 you don't get paid for it.
 24 SENATOR PETTEY: Thank you.
 25 THE CHAIRMAN: Senator Estes, did you --

1 general rule you can't ask a kindergartner or
 2 first grader to walk two and-a-half miles along
 3 many of our highways and even in the rural areas,
 4 urban, rural, wherever you are, a lot of them have
 5 no sidewalks and most communities will do that
 6 without charge and eat it. Some of the
 7 metropolitan areas may charge for it.
 8 SENATOR HENSLEY: Thank you.
 9 THE CHAIRMAN: Senator Pettey.
 10 SENATOR PETTEY: Dale, don't go away.
 11 This is just a follow up question to the earlier
 12 one about out of state students. So are we -- I
 13 know we -- are we currently counting them for
 14 state aid?
 15 MR. DENNIS: Yes, there's 624 students
 16 out of state and they are counted like any others.
 17 There's a little history to that. At one time the
 18 legislature had adopted a law to put some -- slow
 19 that down, restrict it, put restrictions on it and
 20 -- and so forth. The next year they repealed that
 21 statute before it was implemented. So it's been
 22 that way for -- in the real world for quite some
 23 time.
 24 SENATOR PETTEY: And just to follow up
 25 with that, so the currently do districts then

1 did you have something earlier on that I skipped
 2 over you? Senator Hensley?
 3 SENATOR HENSLEY: Dale, how long has this
 4 two and-a-half mile provision been in the law?
 5 MR. DENNIS: Prior to my time. That's a
 6 long time, Senator.
 7 SENATOR HENSLEY: Long time.
 8 MR. DENNIS: It's been there a long time.
 9 It's -- it's one of the -- we've looked at that
 10 before, it's one of the higher reimbursements
 11 mileage wise and there's a state or two at three
 12 miles, we're about in the top five on the high
 13 side of that. Most of them are lower than that
 14 and the theory at that time was a little different
 15 than it is now.
 16 SENATOR HENSLEY: But this was all
 17 included obviously in the 92 school finance bill
 18 too?
 19 MR. DENNIS: Yes, it was carried over. I
 20 think it was adopted somewhere in the mid sixties
 21 and it carried over and has been -- the two and-a-
 22 half miles has been there for a long, long time.
 23 Yes, sir. It hasn't -- it's -- many school
 24 districts, Senator, transport students that are
 25 two and-a-half miles, for safety purposes. It's a

1 determine the standard of whether they accept like
 2 if they are a employee's child or --
 3 MR. DENNIS: It varies with the school
 4 district, but the local board decides whether to
 5 accept them or not accept them; and some have a
 6 policy they will only accept the students whose
 7 parents work for the district and the parents live
 8 out of state, and others, maybe they have parents
 9 or family work in the district. So it depends on
 10 board policy and the board decides that when they
 11 review each application.
 12 SENATOR PETTEY: Thank you.
 13 THE CHAIRMAN: Senator Estes.
 14 SENATOR ESTES: Thank you, Mr. Chairman.
 15 And I was going to speak with the senator spoke a
 16 while ago. My particular southern counties are
 17 also right up against Oklahoma and many of our
 18 towns are involved in that situation; and many,
 19 many of our ranchers and farmers own ground both
 20 sides of the border and you don't even know. I
 21 mean, you could be on your south part of your
 22 ranch in Oklahoma and five minutes be in the north
 23 part in Kansas but -- so they own ground in both
 24 sides and just -- so they pay taxes on both sides.
 25 And so they generally send their kids to whichever



1 one happens to be closer, but it's kind of the
 2 reasoning behind some of that. But there is cross
 3 compliance the same way with Oklahoma kids come to
 4 Kansas, Kansas kids sometimes go to Oklahoma, but
 5 as far as hard numbers I'm trying to get some of
 6 that for the committee's benefit; but I haven't
 7 got it yet so, thank you, sir.

8 THE CHAIRMAN: Senator Goddard.
 9 SENATOR GODDARD: Thank you, Mr. Chair.
 10 My -- my -- I guess I tag on to the last question
 11 here. Sir, did you say there were 600 and how
 12 many --

13 MR. DENNIS: 624 is what's been reported
 14 as out of state students attending Kansas schools.

15 SENATOR GODDARD: Do we have any numbers
 16 as Senator Estes said on how many Kansas students
 17 attend school in adjoining states?

18 MR. DENNIS: No, we do not know that. We
 19 -- it's very difficult to nail that down, because
 20 like in some of the border counties a student
 21 might live in Johnson County, Wyandotte County,
 22 they may not know that student exists. They may
 23 go over to Missouri, probably not, but there could
 24 -- it could and they wouldn't know it so -- and if
 25 you call other states, we've done that before and

1 you don't get a very concrete answer how many we
 2 have, but we do have some we know that. We even
 3 have a special law on one case where the kids are
 4 counted in Kansas and they could get to go -- it's
 5 been -- it's a law Brown Burr Oak, it's been there
 6 for years and years, before my time so --

7 SENATOR GODDARD: Thank you.

8 MR. DENNIS: We don't know exactly.

9 SENATOR GODDARD: Okay. Thank you.
 10 Thank you, Mr. Chair.

11 THE CHAIRMAN: Dale, on -- Dale, on that
 12 subject, if -- let's say that we didn't have any
 13 Kansas students going the other way just out of
 14 state students coming in, you said it was 624?

15 MR. DENNIS: Yes, sir.

16 THE CHAIRMAN: Fully weighted when we get
 17 through all this, would that be a -- worse case
 18 basis would that be around six million dollar
 19 fiscal note if we just wanted to know what the
 20 cost was?

21 MR. DENNIS: I don't think it would be
 22 that high, because, see, the base on 600 would be
 23 2.4 million; so it would be closer -- I thought
 24 you might ask that, Senator, but if you just take
 25 the base it's like 2.75 million, 2.8 million, and

1 then there would be the weightings that would go
 2 with that; but you would have to go through and
 3 analyze each individual student and we haven't
 4 done that but you'd be in the 3 to 3.2 million if
 5 you counted the weightings.

6 THE CHAIRMAN: Okay. Thank you. Senator
 7 Baumgardner.

8 SENATOR BAUMGARDNER: Thank you very
 9 much, Mr. Chair. I think that for many of us we
 10 are impacted in some manner on this particular
 11 issue. It isn't just what we are establishing as
 12 the base funding for the student, but keep in mind
 13 a lot of these border schools are small schools;
 14 and so they will be in that low enrollment
 15 weighting where -- I mean, I -- I did hear from
 16 South Haven and this year they have 195 students
 17 but 25 of those are from out of state. And so
 18 they happen to have that low enrollment weighting
 19 of the 76 percent and so it is that stacking upon
 20 stacking, it's the base plus the low enrollment
 21 weighting, plus special education, plus any of the
 22 other types of things, free and reduced, things
 23 like that. So it is --

24 MR. DENNIS: One thing, Senator, to help
 25 you that if you -- if you -- if they lost the 25

1 and they stayed in Oklahoma, the low enrollment
 2 weighting would go up for those that remain,
 3 remember? It scales down. It goes down to a
 4 hundred, you know, and so as long as they are
 5 above a hundred it would -- it would go up, so.

6 SENATOR BAUMGARDNER: Well, it would but
 7 there wouldn't be the base of those --

8 MR. DENNIS: That's correct.

9 SENATOR BAUMGARDNER: And, you know, I
 10 think that this is a difficult issue. I think
 11 that we do need to talk it through and think it
 12 through; but I would like to remind my fellow
 13 committee members that, you know, we had folks
 14 that were here on Friday and they were requesting
 15 short of an additional billion dollars over the
 16 course of two years. And so is the six million
 17 dollars of out of state tuition and weightings,
 18 you know, is -- is that what's going to make and
 19 break it? No, it's not; but when we were looking
 20 at ways of funding Kansas schools and providing
 21 that education for Kansas students, we do need to
 22 be looking at all areas. And with regard to
 23 Kansas kids that go to school elsewhere, we are
 24 not sending money to those other states, are we,
 25 sir?



1 MR. DENNIS: Only one case. There's a
 2 special law.
 3 SENATOR BAUMGARDNER: Right.
 4 MR. DENNIS: -- up in --
 5 SENATOR BAUMGARDNER: (Inaudible.)
 6 MR. DENNIS: -- Burr Oak area which is in
 7 the Mancato School District, and that's the only
 8 one I know about where we're sending by law and we
 9 -- and the district councilman pays for it.
 10 SENATOR BAUMGARDNER: All right. So I
 11 think it's important that we maintain local
 12 control whereas local school districts can decide
 13 what policies they want for out of state students,
 14 but I think we do need to be mindful that all
 15 taxpayers of the state are paying for that.
 16 THE CHAIRMAN: Senator Hensley.
 17 SENATOR HENSLEY: Mr. Chairman, on Friday
 18 you had indicated that if we needed additional
 19 information we could ask for it?
 20 UNIDENTIFIED SPEAKER: That is correct.
 21 SENATOR HENSLEY: And I'm going to ask
 22 Mr. Dennis since he's at the microphone if he
 23 could provide us the various changes in the bill
 24 that currently suggest local property tax changes
 25 and what the potential cost of those changes are.

1 that very worksheet for us showing them what it
 2 would look like if --
 3 SENATOR HENSLEY: We haven't received
 4 that yet.
 5 THE CHAIRMAN: Have not.
 6 SENATOR HENSLEY: Okay.
 7 THE CHAIRMAN: But we will. Maybe save
 8 him a task.
 9 UNIDENTIFIED SPEAKER: We saved Dale some
 10 work here.
 11 THE CHAIRMAN: Yeah.
 12 UNIDENTIFIED SPEAKER: Thank you, Mr.
 13 Chairman.
 14 THE CHAIRMAN: Yep. Senator Boyette,
 15 would you like to continue on yours?
 16 SENATOR BOYETTE: I only had one more and
 17 it is actually for Jason Long, and could he -- if
 18 you would, Jason, help me understand -- it's
 19 section 47 which basically says this is non-
 20 severable. Help me understand why that is. Maybe
 21 its always been, but I'm trying to understand from
 22 a court perspective if not everything in this bill
 23 is right, are we then going to have to just come
 24 back? Or is there anything -- start me through
 25 that.

1 MR. DENNIS: Like when you say potential
 2 you want me to assume everybody goes like cost of
 3 living --
 4 SENATOR HENSLEY: Yes.
 5 MR. DENNIS: LOB, there's another one,
 6 capital outlay, everybody goes the maximum?
 7 SENATOR HENSLEY: Yes.
 8 MR. DENNIS: Okay.
 9 SENATOR HENSLEY: If you could provide us
 10 -- I presume it would be in the form of a
 11 printout.
 12 MR. DENNIS: Would you wanted a print out
 13 or just state totals?
 14 SENATOR HENSLEY: I think state totals
 15 would probably -- probably be sufficient.
 16 MR. DENNIS: Yeah, okay.
 17 SENATOR HENSLEY: Yeah.
 18 THE CHAIRMAN: Bear with me one second,
 19 Dale. Eddy, the -- the worksheet that you did for
 20 me, would that have the big total in it?
 21 MR. PENNER: Yeah, the -- that would be
 22 implicit in that spreadsheet, yeah.
 23 THE CHAIRMAN: Okay. Senator Hensley,
 24 when we get a little bit further down the road and
 25 people get their questions answered I had Eddy run

1 MR. LONG: So the prior school finance
 2 law, the STFQPA had a non-severability provision
 3 in it. It was a policy decision by the
 4 legislature, and crafting that legislation to
 5 issue its intention that all of it be considered
 6 non-severable so that if any portion were declared
 7 unconstitutional the entire Act would be rendered
 8 unconstitutional and be struck down. The non-
 9 severability provision is in House bill 2410. My
 10 understanding is it probably is for the same
 11 policy reasons but I've not heard that addressed
 12 specifically necessarily in the House K-12
 13 education budget committee. If the committee
 14 desires that certain portions of the Act be
 15 severable if found unconstitutional by the Kansas
 16 Supreme Court, then obviously the bill can be
 17 amended to adjust this provision or any particular
 18 provision of the Act to make it severable from the
 19 remainder of the Act.
 20 SENATOR BOYETTE: So if I'm hearing you
 21 right it was a matter of choice to make it that
 22 way in the past?
 23 MR. LONG: The decision to make an Act
 24 severable or non severable is a policy decision to
 25 be made by the body, yes.



1 SENATOR BOYETTE: Okay. Thank you very
 2 much. For the moment --
 3 MR. LONG: Okay.
 4 SENATOR BOYETTE: Thank you.
 5 THE CHAIRMAN: Senator Pettey.
 6 SENATOR PETTEY: Thank you and I'll just
 7 go through my list if that's what -- if the Chair
 8 agrees. So on page three it's -- who does the
 9 teaching excellence scholarships go to and is it
 10 -- are they still in the bill? And is it for --
 11 or is it for national board certified?
 12 MS. LAWRENCE: I'm going to defer the
 13 appropriations sections questions to Mr. Penner.
 14 SENATOR PETTEY: Sorry, Eddy. It's
 15 page --
 16 UNIDENTIFIED SPEAKER: Line 27.
 17 MR. PENNER: My recollection is that that
 18 line of appropriation is the national board
 19 certified teachers, and off the top of my head I
 20 can't say with any certainty whether or not
 21 there's anything else in that line of
 22 appropriation, that is a copied over section from
 23 the Department of Ed section in the mega bill and
 24 also from the Department of Ed section in the
 25 House school finance bill.

1 next year because they might not have the staff or
 2 the facility to do that.
 3 MS. LAWRENCE: Correct. This is for
 4 school districts that already offer full day
 5 kindergarten and those kindergartners are only
 6 counted currently as .5, they would be allowed to
 7 be counted as one; but this would not dictate a
 8 school to have an all day kindergarten program or
 9 for kindergartners who attend kindergarten to be
 10 all day kindergartners.
 11 SENATOR PETTEY: Thank you. Okay. Page
 12 29, new section 14, so it seems that all the
 13 different fundings seem to refer back to this
 14 section, so I just need a better understanding of
 15 that change.
 16 MS. LAWRENCE: This is the 20 mill tax
 17 levy section. This is the same as it is
 18 essentially in current law that would require
 19 local school districts to levy a 20 mill property
 20 tax on the property in their district.
 21 SENATOR PETTEY: And it's referred to as
 22 new because?
 23 MS. LAWRENCE: Because we're repealing
 24 the old one just so that the entire new school
 25 finance formula sections would all come together

1 SENATOR PETTEY: So this would just be
 2 the funding for that national board certifying me?
 3 I know that it's spoken -- national board certifying
 4 is spoken to further in the bill, but when I read
 5 that section I couldn't -- I wasn't -- I wasn't
 6 sure if this was its funding source. Thank you.
 7 Page 18 deals with kindergarten and so in as we
 8 currently have the bill, kindergarten enrollment
 9 would be figured on the prior year as well?
 10 MS. LAWRENCE: Correct.
 11 SENATOR PETTEY: But in order -- I think
 12 we've had a discussion, in order to get a current
 13 -- to get a accurate count we probably need to
 14 change that.
 15 MS. LAWRENCE: For the first year because
 16 kindergartners currently are counted as .5 and
 17 there is funding in this bill to go to a 1 FTE for
 18 those kindergartners. So in the first year that
 19 they transition from the .5 to the 1 FTE there
 20 would need to be an amendment if that was the
 21 desire of the committee to account for that.
 22 SENATOR PETTEY: Right. But that doesn't
 23 -- that doesn't necessarily -- this bill would not
 24 necessarily dictate to every school district that
 25 they would have to go to full time kindergarten

1 as opposed to be spread out.
 2 SENATOR PETTEY: And so that's why it's
 3 repeatedly referred back to in -- I think in --
 4 trying to think how many times I've seen new
 5 section 14 referred back to, but any time there
 6 was something with taxes.
 7 MS. LAWRENCE: If we would like a little
 8 bit of clarification I'll defer to Jason.
 9 MR. LONG: Yes, because this is a long
 10 standing property tax levied by school districts,
 11 it's referred to in a number of different statutes
 12 referring to property taxation, that's why you see
 13 the numerous references that need to be updated to
 14 refer to new section 14. The current 20 mill
 15 property tax statute is actually set to expire on
 16 June 30th of this year, along with the rest of the
 17 class act.
 18 SENATOR PETTEY: Thank you. And then
 19 page 52, that new section 43. So with -- this
 20 deals with the report that would come to the --
 21 that would be submitted by the Department of
 22 Education. Within that report is there -- am I
 23 hearing a bell over and over again? Within that
 24 report is there anything that makes sure that the
 25 demographics of each school district is included?



1 MS. LAWRENCE: I don't see that as a
 2 requirement in this report.
 3 SENATOR PETTEY: It's not there?
 4 MS. LAWRENCE: No.
 5 SENATOR PETTEY: Okay. Thank you. And
 6 then page 56 on the new section 47 of the -- was
 7 that what Barbara dealt with that?
 8 UNIDENTIFIED SPEAKER: Uh-huh.
 9 SENATOR PETTEY: I'm sorry. If I go back
 10 to my notes I wasn't -- I was listening to you but
 11 now I'm -- okay, skip that, we've already answered
 12 that question. Page 58 and 59, new section 51, so
 13 this specifically -- this specifically deals with
 14 the surcharge on the utilities?
 15 MS. LAWRENCE: Section 51 is the utility
 16 fee.
 17 SENATOR PETTEY: And so I'm not sure if
 18 this is a question that (inaudible) asked but on
 19 page 59 when it talks about the -- the fee that
 20 would be imposed about line 27, when it talks
 21 about the fees on water rights, would -- does that
 22 lead up to having that actually the first bill
 23 would be 160 dollars? Because it has 120 dollars a
 24 year but then it says the first payment shall be
 25 due on or before March 1st but shall be prorated

1 imposed under the cash basis law shall not apply
 2 to; and then it kind of jumps over to B,
 3 expenditures in any month by school districts
 4 which are in excess of current revenues and
 5 continuing on. So it -- those expenditures, those
 6 -- the limitations on those expenditures that are
 7 imposed under the cash basis law would not apply
 8 to those particular expenditures.
 9 SENATOR PETTEY: The cash basis law would
 10 not apply?
 11 MS. LAWRENCE: Correct.
 12 SENATOR PETTEY: So it wouldn't -- it
 13 wouldn't mean if they didn't have enough money?
 14 MS. LAWRENCE: Right. And again I'll
 15 just -- this is current law. This is just
 16 updating the reference to the appropriate section.
 17 SENATOR PETTEY: Okay. Page 98 and 99
 18 there are -- there's new language on both page 98
 19 and 99. 98 is starting in line 12, 99 is starting
 20 in line 8. Could you just clarify the meaning of
 21 those two sections? It's letter C on page 98 and
 22 it's letter D on page 99.
 23 MS. LAWRENCE: So I think subsection C is
 24 kind of referring back to what we were talking
 25 about earlier in that a student if they are

1 for calendar year 2017 and shall be 40 dollars.
 2 So is that 40 dollars tacked on to the 120 dollars
 3 so it would actually be 160 dollars?
 4 MS. LAWRENCE: If the utility was not
 5 able to start on September 1st collecting that fee
 6 then -- and it started in March of collecting that
 7 fee, it would pick up everything from September to
 8 March. So yes, it would be a higher fee.
 9 SENATOR PETTEY: Kind of like it would be
 10 a higher fee for all the other ones because they
 11 wouldn't be able to actually reflect them on the
 12 bills so instead of it being a 225 it would be a
 13 13 dollar the -- I think that was right, 13
 14 dollars the first time, that's the same thing?
 15 MS. LAWRENCE: Yeah, it's the same idea.
 16 SENATOR PETTEY: So -- okay, so I'll -- I
 17 won't -- I won't delay. I won't hammer that any
 18 longer.
 19 On page 61 what does letter B mean?
 20 MS. LAWRENCE: Which letter B?
 21 SENATOR PETTEY: I'm sorry. Page 61,
 22 letter B starting on line five.
 23 MS. LAWRENCE: Line five. Okay, so if
 24 you look back on page 60 kind of starting there at
 25 line 26, it says the limitations on expenditures

1 provided transportation by their district but it's
 2 not the student's resident school district they
 3 would not be counted in the school district's
 4 transportation weighting. So out of district
 5 students would not count for that weighting.
 6 SENATOR PETTEY: And so it's just
 7 reflected as new -- I mean I thought that was
 8 current policy but that is new policy?
 9 MS. LAWRENCE: I'm going to --
 10 MR. LONG: Under the Class Act the
 11 transportation weightings was repealed and was not
 12 in statute and so references to a transportation
 13 weightings were stricken from other statutes in
 14 existence at the time. With the implementation of
 15 a transportation weighting, again, under the
 16 School Finance Act and this bill that language
 17 that used to be in the statute is being reinserted
 18 into that statute there and also on page 99. So
 19 it's the references to transportation weighting
 20 that used to be in statute when there was a
 21 transportation weighting are being reinstated
 22 because the Act now again will use a
 23 transportation weightings and determining state
 24 aid for school districts.
 25 SENATOR PETTEY: So neither of these on



1 page 98 or 99 are new? So that reference to not
2 being paid for transporting a student are the
3 reference to school buses.

4 MR. LONG: They are not currently in
5 statute and so they are being added to those
6 statutes and would -- so they appear as new
7 language in the bill because they are -- would be
8 added to the statutes under Senate Bill 251.

9 SENATOR PETTEY: So is this presently
10 just policy?

11 MR. LONG: If you remember the Class Act
12 fixed the transportation weighting for school
13 districts as in effect on school year 14- 15
14 which excluded these costs from transportation
15 weighting. And so what was in the law prior to
16 the repeal the STFQPA has just been carried
17 forward for two years; and now with the
18 implementation of a new School Finance Act these
19 provisions are being added back into the statutes
20 to reference the transportation weighting going
21 forward.

22 SENATOR PETTEY: Thank you. Then page
23 102 dealing with -- it'd be the line 11, that
24 reference to redevelopment districts, is that
25 current? Is that --

1 included for purposes of the tax increment
2 financing in those districts.

3 SENATOR PETTEY: Okay. So it's after,
4 nothing that was prior to that?

5 MR. LONG: That's correct.

6 SENATOR PETTEY: And then on page 103
7 starting with line 23, so -- dealing with
8 bilingual funding, so this basically means that
9 once the money is in the bilingual fund it has to
10 stay there, it can't be moved to the general fund,
11 is that correct?

12 MS. LAWRENCE: I believe what this is
13 saying is that the expenses of the school district
14 that are for those bilingual education programs
15 must be paid from the bilingual education fund,
16 and money that's deposited in or put into that
17 fund shall only be expended for those purposes.
18 And I believe there is a funds transfer section
19 earlier in the bill that I will have to double
20 check to see exactly what it says; but I do
21 believe it goes back to the prior STFQPA setup of
22 how funds could be transferred in and out or
23 monies could be transferred to and from funds.

24 SENATOR PETTEY: Well, you know, there is
25 stricken language there. It appears that maybe

1 MS. LAWRENCE: That would be new.

2 SENATOR PETTEY: And could you explain
3 that?

4 MS. LAWRENCE: I'm going to try. I am
5 not an economic development reviser but I believe
6 this relates to the -- sort of those tax
7 abatements that are picked up as well for capital
8 outlay and 20 mill, this would apply to them and
9 this is just the date on which that would apply.

10 SENATOR PETTEY: So it would not apply to
11 anything prior to July 1 of 2017?

12 MS. LAWRENCE: So basically after July 1,
13 2017, they would no longer receive those
14 abatements.

15 SENATOR PETTEY: The redevelopment
16 district would no longer receive them?

17 MS. LAWRENCE: Correct. And I'm going to
18 get some clarification.

19 MR. LONG: So under 251 the capital
20 outlay taxes are being excluded from redevelopment
21 district tax increment financing; and because that
22 is only prospective change you see the date there
23 on page 102 on line 12. So for redevelopment
24 districts created after -- on and after July 1st,
25 2017, the capital outlay tax levies would not be

1 the money could have originally been put in
2 general fund but this says it can't. Is that
3 correct?

4 MS. LAWRENCE: So I believe the stricken
5 language says, money deposited in that fund may be
6 used for the payment directly attributable to
7 bilingual education or may be transferred to the
8 general fund. So this one requires that it shall
9 only be expended for those purposes, and again, I
10 would have to double check those funds transfer
11 sections just to clarify exactly for you.

12 SENATOR PETTEY: Okay, thanks. And then
13 page 105, letter K, so this -- this just goes back
14 to the definition of what a school year is, is
15 that correct?

16 MS. LAWRENCE: Correct.

17 SENATOR PETTEY: Okay. Page 108, there's
18 again a new section from lines 10 to 16.

19 MS. LAWRENCE: Yes. So this would limit
20 -- we're in the tax credit scholarship program
21 section and this would limit a scholarship
22 granting organization. It would have to award at
23 least 50 percent of those scholarships to students
24 who are certified by the Department of Children
25 and Families. So I believe currently it's just



1 students who -- an eligible student is one who is
2 just an at risk student. It doesn't have the
3 specific requirement of being directly certified
4 by the department.

5 SENATOR PETTEY: When you say certified
6 does that mean it's actually been a client under
7 Children and Families, is that what that means?

8 MS. LAWRENCE: Yes.

9 SENATOR PETTEY: Okay. Thank you. And
10 then page 111, the -- I think that's -- it's the
11 term real property and that's -- I think you've
12 already clarified that. Let me see. I think for
13 the moment that may have covered it. Thank you,
14 Mr. Chairman.

15 THE CHAIRMAN: Senator Estes.

16 SENATOR ESTES: Thank you, Mr. Chair. I
17 have some questions. First one I would like to
18 address would be when it comes to the sunsets. We
19 had talked about making it so that that gets
20 studied the year before so as not to get the
21 schools into a fix. Is that -- did we actually
22 change that or is that just an idea that we has to
23 help it out or how did we end up with that?

24 THE CHAIRMAN: Yeah, I believe that was a
25 conceptual idea that Senator Baumgardner threw

1 gathered, but --

2 UNIDENTIFIED SPEAKER: Great. Then I
3 won't bring up the -- the amendments at this
4 point. And by the way, the amendments, the Chair
5 is aware of them, I'm not pulling any fast ones
6 here, but one thing I kind of wonder if we
7 shouldn't be doing is eliminating that ten percent
8 floor deal. It's only school districts that --
9 there's only two school districts it even effects.

10 I'm not sure that is something we need to be
11 putting in there. I've heard this from lots of
12 different people, school people, and there's
13 thought -- my thinking is maybe we should keep the
14 Special Ed money the same and call for a
15 legislative study for next year before we launch
16 into the changing the special ed allocation
17 process. And I also want to -- I would like to
18 see the -- the scholarship -- tax scholarship
19 thing remain currently as it is in current law. I
20 don't think there's a need to change this. That's
21 my feeling on it. I will in fact be bringing an
22 amendment later on that effect; but just to give
23 you a heads-up on that, folks, in case you want to
24 discuss it. Severability clause, I think the way
25 it's always been or the way it's been lately is if

1 out. The sunsets are in this bill; she was
2 talking about having a pre-sunset so we don't have
3 an issue like we're having with Star Bonds as
4 we --

5 SENATOR ESTES: Right.

6 UNIDENTIFIED SPEAKER: There is a lot of
7 concern from a lot of different parties about the
8 sunset. It's scaring a lot of folks to death
9 because they don't understand the theory behind
10 it, and even those that do when you've heard it,
11 it puts it up right up against them again. And I
12 thought our idea -- her idea of doing it the year
13 before was fine but I would assume we would need
14 to get that somewhere written down so that
15 actually happens rather than, you know, that's one
16 of my concerns. Now we won't be -- this
17 conversation, do you expect us to introduce
18 amendments now or later on, how do you want to
19 handle things like that?

20 THE CHAIRMAN: What I would like to do,
21 Committee, on amendments I'd like to continue with
22 this due diligence data gathering; and then once
23 we get to the point and we may reach it today, but
24 if we don't then I would like the amendments to
25 start coming after we've got all of our data

1 one part's unconstitutional that piece can be
2 fixed, it's not the whole thing gets thrown out.
3 I think in this -- in our proposal, is it not,
4 that if one part's unconstitutional the whole
5 thing is unconstitutional? Is that good -- give
6 me some upgrade on this, folks, is that a good
7 idea or is it not?

8 THE CHAIRMAN: Senator King, do you want
9 to weigh in on that for us?

10 SENATOR KING: The only extent to which I
11 feel comfortable weighing in is just looking at
12 what the court did in the Montoy litigation. This
13 non-severability provision is not new for this
14 bill. My understanding is a similar provision was
15 in the legislation, I should say the multiple
16 iterations of legislation that were considered by
17 the court in Montoy. In that case in the next to
18 last Gannon opinion notwithstanding the non-
19 severability provision, the Court actually took
20 certain pieces of the legislation and stayed those
21 pieces and allowed the rest of the legislation to
22 move forward, but first on a temporary basis, then
23 permanently. As well to the opposite extent in
24 the equity suit that we just went through, there
25 was a severability clause in that legislation and



1 the Court declared the entire structure of it
 2 unconstitutional as a whole. It elected not to
 3 sever certain portions. So a long way of saying
 4 the existence of a severability or a non-
 5 severability clause is a factor considered by a
 6 Court but as has been shown many times
 7 particularly in school finance, litigation, the
 8 Courts don't always follow that suggestion.
 9 UNIDENTIFIED SPEAKER: Okay. One other
 10 point, in talking about the utility bill part of
 11 this, I've done some research on the thing and the
 12 irrigation part of it actually, it really isn't
 13 even germane to what we were trying to do with the
 14 utility part, and that got put in there. So it
 15 has nothing to do with utility bills or anything
 16 else, as far as relating to the idea of the fee
 17 for utility bills. So I will in fact have a -- an
 18 amendment to propose to remove that part of it.
 19 Also there will be one that will clarify to
 20 everybody, hopefully, just exactly how this
 21 applies to each individual homeowner whether
 22 you're a farmer, whether you're a -- whoever you
 23 are, whether you've gotten multiple hook-ups in
 24 town or what, but just to make it very, very clear
 25 to everyone that -- how that was actually intended

1 of the CPI for the midwest region for the three
 2 immediately preceding school years. So I'd ask
 3 him to do a calculation for maybe the next three
 4 years using that formula, because we had that
 5 calculation in the House bill for the five years.
 6 So could you do that for us, Eddy? I mean, you
 7 don't have to do it right now but just --
 8 MR. PENNER: I would just need clarity on
 9 what you would want me to assume as the rate of
 10 inflation for --
 11 SENATOR HENSLEY: The 1.5.
 12 MR. PENNER: The 1.5, same as the House?
 13 SENATOR HENSLEY: Yeah, the 1.5 percent
 14 just like you did with the House calculation.
 15 MR. PENNER: I can do that.
 16 SENATOR HENSLEY: Okay, thank you.
 17 Because I don't think we've seen that type of a
 18 projection yet I don't believe.
 19 THE CHAIRMAN: Senator Hensley, we have
 20 not. The Kansas Association of School Boards did
 21 put that calculation up for two or three years on
 22 their website, but Eddy can do it for us as well.
 23 It's sitting out there on their website.
 24 SENATOR HENSLEY: I didn't see it but I'd
 25 prefer that we get it from legislative research.

1 to happen. So at the appropriate time we'll bring
 2 that up for -- as well. Thank you, Mr. Chair.
 3 THE CHAIRMAN: Senator Estes, on the
 4 special education I know we had the presentation
 5 by Senator Givens. The special ed sets somewhat
 6 out of the formula so we weren't talking about
 7 changing that up inside any legislation; is that
 8 correct, Tamara?
 9 MS. LAWRENCE: I believe what I
 10 understood from the senator when he was discussing
 11 it is that his proposal at least for this year was
 12 for the additional 12 million in special education
 13 funding, not the current levels of special
 14 education funding.
 15 THE CHAIRMAN: Okay. Committee, any
 16 other questions for staff? Senator Hensley.
 17 SENATOR HENSLEY: Mr. Chairman, I was
 18 going to ask Eddy to do a calculation for us on
 19 page 2 of Tamara's memo at the top is the base
 20 aid. And we had gone through this exercise the
 21 other day when we were talking about the House
 22 bill, and I would ask Eddy to -- well, the bill
 23 provides in 17- 18 a base aid of \$4,006 and then
 24 in 2018- 19 it's 4,080, and then each school year
 25 thereafter we would increase the base the average

1 THE CHAIRMAN: Sure, yeah. So,
 2 Committee, if it's all right with you I had --
 3 Senator Baumgardner, did you have something?
 4 SENATOR BAUMGARDNER: (Inaudible.)
 5 THE CHAIRMAN: Okay. Let's -- let's go
 6 with the commissioner and then we'll circle back
 7 around with Eddy and these numbers. Senator
 8 Baumgardner.
 9 SENATOR BAUMGARDNER: Thank you, Mr.
 10 Chair, and thank you for being here and you're
 11 welcome for me calling you up there. Actually, we
 12 have a couple of things that I would like you to
 13 address, if you would. One of them is to start
 14 off with talk to us about at-risk -- four year old
 15 at risk, four year old at risk pre-K. On the
 16 House side they were setting aside two million
 17 this next year and an additional two million the
 18 year after that so what was that two million based
 19 on and is that really appropriate for the need?
 20 What do you gauge the need being for that -- that
 21 four K -- or four year old at risk?
 22 DR. WATSON: Thank you, Sandra. They
 23 base recap of the House did 0.2 million dollars a
 24 year and add two million dollars each year for
 25 five years for a total of two million dollars. I



1 do not -- I do not know basis for why they came up
 2 with that specific number. I know we had
 3 conversations about four year old at risk
 4 (inaudible) it would -- it would seem and I'm
 5 going to -- I'm going to defer to Dale if I say
 6 this inappropriately, but I think about -- if you
 7 were to serve all of the at risk in those
 8 communities (inaudible.)

9 Now, I want to -- I want to clarify those back
 10 to the board's original vision which came out of
 11 what Kansans said. Kansans said we ought to look
 12 at every community and that's the chain of
 13 resources that you'd be working with now deliver
 14 those (inaudible) discussion. So in some
 15 communities it would be -- I'll use my home town
 16 of Coffeyville to scale that up because that
 17 community asked for that. In other communities
 18 you may have (inaudible) providers that are doing
 19 (inaudible) home base provides mom and dad
 20 (inaudible) so the model may look a little
 21 different (inaudible.)

22 SENATOR BAUMGARDNER: So it isn't your
 23 position as commissioner that all at risk four
 24 year old needs to come from the public schools?

25 DR. WATSON: No, that's -- that's

1 title programs, and those monies then flow
 2 directly in what we call Title I, Title II
 3 schools; and those monies must be allocated in on
 4 a rational basis to go help students that
 5 primarily are not doing well in reading and
 6 mathematics. Now there's some other provisions
 7 within accreditation that also talked about low
 8 graduation rates and how money must be spent if
 9 you're not graduating two-thirds of your students.
 10 There's also provisions in that talk about you
 11 must identify the lowest five percent of schools
 12 academically and provide them even more technical
 13 assistance. The other large part of money that I
 14 think generally by its very definition go to at
 15 risk students that would be students of
 16 disabilities, and that of course is funded in a
 17 whole different program of special education
 18 through IDA. I don't know, I would defer to Mr.
 19 King or others as to what happens to federal
 20 sources of funding if schools are not open.

21 SENATOR BAUMGARDNER: Talk to us about
 22 row standards and, you know, when we kind of go
 23 through that list of row standards some folks say,
 24 well, how is that really quantifiable? And so how
 25 is it that the Department of Education is going to

1 (inaudible.)

2 SENATOR BAUMGARDNER: Thank you.

3 DR. WATSON: That is not what Kansans
 4 said.

5 SENATOR BAUMGARDNER: Okay. Okay. Thank
 6 you, I appreciate that. We're going to move on to
 7 the next question and that has to do with, you
 8 know, kind of what we all know is that the courts
 9 are expecting a reasonable funding formula to get
 10 to them before the June 30th. So talk to us about
 11 what is at risk other than parents being concerned
 12 about what are we -- where our kids going to be
 13 and teachers being concerned do I have a job, but
 14 talk to us about what's at risk with regard to
 15 federal funds and federal obligations if the
 16 courts don't give us the okay for -- by July 1 and
 17 if in fact they say, no, we're going to close
 18 schools until it meets our expectations. So from
 19 that federal standpoint.

20 DR. WATSON: Well I can -- I can review
 21 with you the sources of -- of federal money that
 22 go toward at risk populations. I don't know I
 23 would need a scholar well above my pay grade to
 24 tell you what happens to that if schools were not
 25 -- not to be opened. Primarily, those fall on the

1 quantify some of those what seems sometimes a
 2 little esoteric, some of those row standards.

3 DR. WATSON: We refer to those as Rose
 4 capacities and that's just our terminology between
 5 a standard and a capacity; but they are the
 6 underpinnings of the accreditation system. And so
 7 what we're looking at as we move forward is the
 8 state board has identified five areas that make up
 9 what a successful high school graduate should look
 10 like, and those are academic skills which has been
 11 our primary focus entirely over the last 15 years
 12 or so. We've just been solely focused on that.
 13 But then cognitive, technical, employability and
 14 civic engagement. They have also said based upon
 15 feedback that we received that social emotional
 16 growth should be present as should an individual
 17 plan of study or a thought to the future. The
 18 Rose capacity spoke a lot to that vocational and
 19 technical and that thought to the future. I
 20 shared with the committee previously how we're
 21 taking a look at graduation with post-secondary
 22 success. That measure in noting that's it's about
 23 46 percent of our five year average right now
 24 speaks to us as to what should happen as we
 25 backward map that all the way down into pre-K and



1 early childhood, and speaks then to look at those
 2 what we call those seven domain areas and say
 3 where is Randy Watson strong and weak? Where is
 4 Senator Baumgardner strong and weak? And then how
 5 do we adjust the system to make sure that they are
 6 ready when they leave us for whatever they choose
 7 to be their plan of study. If you encompass all
 8 of that you start to get to what the Rose capacity
 9 speak of, which is how do you help in all those
 10 capacity students to be successful later on in
 11 life? That's what the Rose capacity speak to and
 12 I think that's what the state board tried to put
 13 together after listening to Kansans as they put
 14 together their accreditation system.

15 SENATOR BAUMGARDNER: My next question
 16 has to do with, you know, the -- the courts talked
 17 about making sure that we were addressing the very
 18 different but specific needs of that lower 25
 19 percent students, and one of the things that is
 20 definitely in Senate Bill 2151 is that aspect of
 21 the all day kindergarten funding, the one FTE for
 22 kindergarten, to free up at risk funding that was
 23 often being used to kind of offset that all day
 24 kindergarten cost. So when we looking at other
 25 weightings they are pretty easy to verify or to

1 University of Kansas with her degree in
 2 psychology, and she was an at risk student by --
 3 not by academics but by many other factors. And
 4 so what we would -- what we would do is we would
 5 look at those -- those at risk programing, at risk
 6 functions that -- that state board would define
 7 and then we would audit those students that go in
 8 and out of those programs of need. That's what we
 9 did in the past. We asked for, you know, in that
 10 case who was -- who was in all day kindergarten,
 11 you know, because it was being used, but if you're
 12 in a remedial reading or maybe you're seeing a
 13 counselor because of social emotional help in
 14 addition to regular counseling procedures, so with
 15 at risk you have some things that are preventative
 16 in order to get students there and then you have
 17 some things that we would call additional help or
 18 remedial to assist.

19 SENATOR BAUMGARDNER: If you don't mind
 20 could we go back to the Rose capacities just for a
 21 minute?

22 DR. WATSON: Yes, ma'am.

23 SENATOR BAUMGARDNER: Do you envision, is
 24 it possible potentially that a school district
 25 might lose accreditation based on their failure to

1 audit as far as transportation and things like
 2 that, but when we swing into that at risk
 3 weighting going toward the needs of -- of kids,
 4 what is going to be in place so that we can audit
 5 that spending for the child if they are -- if it's
 6 a child with a disability, we have the IEP but we
 7 don't have that tool or document, if you will, for
 8 at risk. So what do you foresee is going to be
 9 available to audit or to verify when we broaden
 10 that scope for the at risk funding?

11 DR. WATSON: Prior to the last two years
 12 where we set aside the old formula and we had the
 13 bought formula, we had in the old law by statute
 14 that the state board would enact a system of how
 15 at risk money and where at risk money could be
 16 spent, and then that would be audited. We would
 17 continue to do so. What's interesting and I was
 18 just having this conversation with Representative
 19 (inaudible) on the way here is that students come
 20 in and out of that what we call at risk. Now some
 21 stay there longer than we would like and some move
 22 in and out, and I was -- I was just smiling as
 23 before I came up because of tweeted out a picture
 24 of a young lady that I helped tremendously in
 25 McPherson who just walked across the stage at

1 meet the Rose capacities in one or more of their
 2 buildings? Is that even possible?

3 DR. WATSON: Well, the accreditation's by
 4 district.

5 SENATOR BAUMGARDNER: Right.

6 DR. WATSON: And the district will have
 7 to prove that all of their buildings are reaching
 8 appropriate gains. I would refer you again back
 9 to this page. Here are the Rose capacities and
 10 the underpinnings of it. We're measuring this
 11 whole -- excuse me, this half so we're -- we're
 12 not attempting to measure specifically the Rose
 13 capacities, we're doing it through the board
 14 outcomes moving forward. And it is -- it is
 15 possible that school districts could either be
 16 conditionally accredited or not reach their
 17 accreditation based upon these board outcomes
 18 which are directly aligned to the Rose capacities.

19 SENATOR BAUMGARDNER: Okay. And I
 20 guess --

21 DR. WATSON: Everything that was built
 22 here was built on the foundation.

23 SENATOR BAUMGARDNER: On that foundation
 24 of --

25 DR. WATSON: -- of the Rose capacities.



1 So yes, if you're looking at can you tell me how
 2 we're going to measure each one of those, it's
 3 measured within a more complex system but it would
 4 build upon that as the foundational structure.
 5 SENATOR BAUMGARDNER: Okay. And one last
 6 thing. You heard me speak to a little bit earlier
 7 today but, you know, we did have several districts
 8 that came forward and they were roughly, they were
 9 asking for roughly over the course of two years
 10 nearly an additional billion dollars. So talk to
 11 us about -- because I know in meetings and
 12 conversations with you before you have shared
 13 that, you know, some districts are going to kind
 14 of be spinning and wondering how exactly with this
 15 increase in funding how are we going to use it
 16 well, use it appropriately for the needs of our
 17 students. So what's the down side of suddenly
 18 here's a half a billion dollars to spread out
 19 there, and what's the up side of kind of pacing it
 20 over the course of a couple years?
 21 DR. WATSON: Well, the up side to
 22 additional funding is many of the programs that
 23 either have been postponed or put aside, have been
 24 cut, can be reinstated. So when we talked, one of
 25 the things that I hear from teachers a great deal

1 broad things, they looked at their accreditation
 2 and where they wanted to go, and they did not have
 3 the Supreme Court decision laying in front of them
 4 at that time. So they looked at the three judge
 5 panel and said, based upon where we think we need
 6 to go and the three judge panel, this would be the
 7 recommendation that we would give as to a budget,
 8 And it was a multiple year budget.
 9 SENATOR BAUMGARDNER: Thank you very
 10 much.
 11 DR. WATSON: Thank you.
 12 THE CHAIRMAN: Thank you, Randy.
 13 DR. WATSON: Thank you.
 14 THE CHAIRMAN: Senator Boyette.
 15 SENATOR BOYETTE: Thank you. I thought
 16 you understood my signals. Thank you, Madam, or
 17 Mr. Chairman. This chart is wonderful to me and
 18 really sets out a plan for the state; and my -- I
 19 don't know if it's a question or comment and I
 20 need your input to this. When we look at this
 21 bill 251 as written, it puts down a definition of
 22 success to establish adequate funding based on
 23 four outcomes, of which they are only part of one
 24 in this plan. And so it would be helpful for me
 25 to hear from you how you picture the board

1 is class size has risen in some cases what they
 2 would proceed to be extremely too high, and I hear
 3 that from parents. Excuse me. So there may be --
 4 we're going to hire back some additional teachers
 5 in order to lower class size.
 6 As you know the public said we'd like to have
 7 counselors and social workers and school psychs
 8 working directly with students instead of scaling
 9 that up. If you infused all of that money in one
 10 year we don't have enough people in the pipeline
 11 to actually put that in place. So by -- by moving
 12 that over two years which was the state board's
 13 recommendation or even, you know, longer that
 14 would be something that you and the courts would
 15 have to decide, allows for more of a stage-in of
 16 that, also allows hopefully the pipeline to get
 17 caught back up as to what we'll need. It's going
 18 to be interesting because I know as -- sitting as
 19 superintendent we spent a lot of years worrying
 20 about how we were cutting the budget. It would be
 21 a different aspect as we learn -- look at how they
 22 are going to -- to raise those budgets including
 23 raising salaries, et cetera. So when the state
 24 board took a look at their proposal to the
 25 governor and to you, they simply looked at two

1 participating in what makes a successful school
 2 and what you would like to see us doing as we move
 3 forward to ensure that.
 4 DR. WATSON: Well, we have embarked
 5 outside of thinking about funding on how do we
 6 help each student be successful? That's been our
 7 sole focus, and it's been our focus and as we went
 8 around and listened to Kansans talk about how to
 9 do that that's been how we built this system. So
 10 when we look at that we're saying that most
 11 students are going to need to move beyond high
 12 school and have some preparation beyond high
 13 school, not all. Those that do not need to have a
 14 really good plan of what they are going to do, but
 15 most do. And so when we look at that and say
 16 right now that's about 46 percent of our students
 17 are going on -- graduating high school and going
 18 on to be successful, we need to raise that number
 19 to meet the economic demands to about 70 to 75.
 20 The big question is why aren't they going on
 21 to that next level? That's a multitude of answers
 22 that just don't rely on academic success. So
 23 we're trying to help people understand as valuable
 24 as academic success is, if it were all that we
 25 needed to do, we would see the results that we



1 want by simply focusing on reading and math. We
 2 have not. We've spent over 15 years solely
 3 focused on reading and math at the exclusion of
 4 other things. So not only did Kansans say we
 5 balance this system, get us balanced back, we know
 6 that students need much more than just knowing how
 7 to do reading and mathematics to be successful
 8 when they leave us. That's the complexity of what
 9 we look at.

10 Now to get to the funding question, so we --
 11 we continue to spend all of our efforts along how
 12 to do that we will get more sophisticated in
 13 learning about -- about those things as we move
 14 into future years. We -- I think when the state
 15 board set forth their budget I think there was a
 16 premise and it was never said, Senator Boyette, so
 17 I'm a little bit out on a limb here, I think I'm
 18 reading what they were saying is, if there were
 19 increased funding school districts locally in
 20 conjunction with this accreditation model would
 21 move toward having those kids be successful,
 22 wouldn't have to be pinpointed in statute on how
 23 to do it, it would be done through this model, if
 24 that makes sense. That's difficult if you're
 25 looking at accord and, saying where should we pin

1 my understanding that we use low -- or poverty
 2 levels essentially as a proxy for at risk for the
 3 amount we need, but really students who are at
 4 risk, I mean, if you used something like the Aces
 5 criteria or there are -- would -- could be a lot
 6 of ways to identify. And this has been one that
 7 has worked and we're -- seem to be comfortable
 8 with, but it doesn't mean that there aren't
 9 students as risk in a place that maybe doesn't
 10 meet the ten percent, would that be a correct
 11 statement from your perspective?

12 DR. WATSON: Yes, free lunch has been the
 13 mechanism, as you said, the proxy by which to
 14 deliver the funds. The delivery of who receives
 15 those funds have been those students -- and I'll
 16 go back historically -- that have been under-
 17 performing academically. We are saying because
 18 the Rose capacities and because of the focus of
 19 what Kansans said to the state board we need to
 20 focus on, that at risk is a broader definition
 21 today than what -- than what it was in that era
 22 because we know that students are academically
 23 prepared and not going on to be successful, that
 24 there's more to it. So -- so we will use --
 25 school will use that money in order to make those

1 point money?
 2 I think we looked at it a lot differently. We
 3 simply looked at, how do we help every district
 4 reach to help every family and student be
 5 successful, and that what districts were telling
 6 us if we had more resources with the guidance of
 7 the State Board of Education we could get there.
 8 So that's a really general answer but it really
 9 has been very general; and I know the last several
 10 months or weeks since the court ruled -- made
 11 their decision, the focus has been on pinpointing
 12 where those dollars go. And we believe in general
 13 that if -- if base state aid, foundational aid or
 14 whatever the name is, would increase to the levels
 15 close with the state board that we could reach
 16 these complex goals; and it would look different
 17 in each school district. I hope that answers your
 18 question because it's just.

19 SENATOR BOYETTE: It does. I just
 20 need --

21 DR. WATSON: It's different than Senator
 22 Baumgardner had asked about the focus so.

23 SENATOR BOYETTE: Right. And another
 24 question it just has to do with an amendment I
 25 hear is coming relative to at risk funding. It's

1 decisions on how to best help students reach their
 2 potential.

3 SENATOR BOYETTE: Thank you.

4 THE CHAIRMAN: Senator Pettey.

5 SENATOR PETTEY: Thank you. And I'll
 6 just -- I just want to follow up on a couple of --
 7 you responded about the four year old at risk and
 8 saying that -- that the State Board of Education
 9 doesn't necessarily believe that -- that at risk
 10 four year olds have to all be dealt with through
 11 the public school system, is that correct?

12 DR. WATSON: That is what Kansans said to
 13 the State Board of Education, correct.

14 SENATOR PETTEY: But -- but when it comes
 15 to preschool there -- it is part of the policy
 16 that it has to be high quality.

17 DR. WATSON: Oh, absolutely.

18 SENATOR PETTEY: That can be just, oh, it
 19 just be can't be assumed because --

20 DR. WATSON: No, it can't.

21 SENATOR PETTEY: -- it has some big
 22 factor.

23 DR. WATSON: There's -- so I'm -- I was
 24 asking a very specific question that Senator
 25 Baumgardner asked which was the -- the -- the --



Page 61

1 the stakeholders in Kansas said get the community
2 together to ascertain where are the kids, why are
3 they coming to school not ready. If you asked
4 then how do you scale that in many communities,
5 the biggest bang for the dollar happens in early
6 birth to five years old. And so in many of our
7 communities, go back to Coffeyville, they said, we
8 have two people working, we can't do this. We
9 need daycare on either side. And so they have
10 scaled universal three and four year old preschool
11 7:00 in the morning to 7:00 at night with daycare
12 all through the summer. That's what that
13 community asked for. If you were in a more highly
14 affluent school district for example, they may say
15 most of our kids are at home. What we need are
16 parents with better skills and maybe you'd want to
17 scale up parents as teachers in those communities.
18 So how you move the funding in early childhood
19 is -- is necessary for -- for communities to be
20 different, but no doubt they have to be quality
21 pre-K experiences for you to see that gain. For
22 example, you can have a student who arrives with a
23 summer birthday, a young man, this happens
24 frequently; and a kindergarten teacher or someone
25 could say, have you thought about keeping the

Page 63

1 that we have in Kansas each year? Do --
2 DR. WATSON: I would have to look that
3 up, Senator Pettey.
4 SENATOR PETTEY: But this actually could
5 only provide for about 800 teachers which is under
6 that number I'm sure.
7 DR. WATSON: Yes.
8 SENATOR PETTEY: And when you hear --
9 when you saw within this bill the -- that funding
10 tool for the surcharge on utilities bills, would
11 it be your assumption that schools would be paying
12 that and has there been any discussion about how
13 much that would be?
14 DR. WATSON: I have not been a part of
15 any discussion with that. It may have come
16 through Craig and Dale's office but I have not
17 been a part of any discussion on -- on whether
18 schools would be charged that.
19 SENATOR PETTEY: Okay. So you haven't
20 had any discussions --
21 DR. WATSON: I have not been a part of
22 any discussion.
23 SENATOR PETTEY: So maybe Eddy could
24 provide for us what that could cost our school
25 districts if they are paying that surcharge for

Page 62

1 student home? They are just not quite ready.
2 Well, if nothing intervenes in that year they
3 would -- they need to be in school and take that
4 student where they are. But if we have proper
5 interventions coming forward, again, whether
6 that's at home, whether it's in a faith base,
7 whether it's at school, with appropriate, you
8 know, training then that's -- that's where the
9 magic would lie in making that happen.
10 SENATOR PETTEY: Because the state board
11 has high quality standards for the four year at
12 risk --
13 DR. WATSON: Yes.
14 SENATOR PETTEY: -- program as it is?
15 DR. WATSON: Yes.
16 SENATOR PETTEY: So since I got the mic
17 I'm going to follow up with a couple other
18 questions if that's okay with the chairman.
19 THE CHAIRMAN: Just don't make us too
20 late.
21 SENATOR PETTEY: Okay. Because I think
22 they are ones that you can answer. So there's
23 funding in this bill for mentoring. It's
24 \$800,000, but so how many -- what's the average
25 number -- what's the usual number of new teachers

Page 64

1 water, gas and electric; because I didn't see any
2 place in this bill where they are exempt.
3 MR. PENNER: We can look into it.
4 SENATOR PETTEY: Thank you. And my last
5 question was about section 6, page 24 -- no, I
6 think that's page 24. There's driver's ed spoken
7 to in this bill but we don't fund driver's ed.
8 Anybody?
9 UNIDENTIFIED SPEAKER: (Inaudible.)
10 SENATOR PETTEY: I know it's in here but
11 we don't fund it.
12 THE CHAIRMAN: Would you ask Tamara that
13 question?
14 SENATOR PETTEY: So I think it's page --
15 I'll look again, section 6 page 24, it speaks to
16 driver's ed but we don't -- is this just carry
17 over language? We don't fund driver's ed. Might
18 be on the wrong page.
19 UNIDENTIFIED SPEAKER: (Inaudible.)
20 SENATOR PETTEY: It's not the right --
21 maybe it's page 49, sorry. It's line 7.
22 MS. LAWRENCE: Yes, so that just
23 establishes that expenditure fund for school
24 districts. And I believe they already have that
25 fund, but again, we're just re-putting in the



1 language in this school finance formula.
 2 SENATOR PETTEY: Even -- so they could
 3 have a fund from private funds, because we don't
 4 have any weighting of any type for driver's ed. I
 5 think Eddy can answer it.
 6 THE CHAIRMAN: Yeah, Eddy, could you take
 7 care of that for us?
 8 MR. PENNER: We actually -- the state
 9 does have transfers from the -- there's a state
 10 safety fund and I believe also a motorcycle safety
 11 fund that -- that the department does distribute
 12 to the district to go into those funds.
 13 SENATOR PETTEY: Right. Thank you okay.
 14 Appreciate that.
 15 THE CHAIRMAN: Okay, Committee, we need
 16 to stop for today. We need to be on the floor
 17 three minutes ago. What we'll do is I know that
 18 the House is -- has called another conference
 19 committee on tax but we're more than likely going
 20 to have some committee work. So we're going to
 21 stop our education work today and start back up at
 22 1:30 tomorrow; but we're going to work around
 23 everybody's schedule, that is to say if we have to
 24 go back on the floor and if we can escape and come
 25 back here we're going to work most of the

1 CERTIFICATE
 2 STATE OF KANSAS
 3 SS:
 4 COUNTY OF SHAWNEE
 5 I, Annette S. Droste, a Certified Court
 6 Reporter, Commissioned as such by the
 7 Supreme Court of the State of Kansas, and
 8 authorized to take depositions and
 9 administer oaths within said State pursuant
 10 to K.S.A 60-228, certify that the foregoing
 11 was transcribed from audio CD, and that the
 12 foregoing constitutes a true and accurate
 13 transcript of the same.
 14 I further certify that I am not related
 15 to any of the parties, nor am I an employee
 16 of or related to any of the attorneys
 17 representing the parties, and I have no
 18 financial interest in the outcome of this
 19 matter.
 20 Given under my hand and seal this
 21 13th day of July, 2017.
 22 .
 23 Annette S. Droste, C.C.R No. 1301
 24 .
 25 .

1 afternoon, because I'd like to get most of this
 2 bill in pretty good shape by the end of the day
 3 tomorrow. So get ready for a longer day tomorrow.
 4 We'll be back here at 1:30. Thank you.
 5 (THEREUPON, the recording ended.)
 6 .
 7 .
 8 .
 9 .
 10 .
 11 .
 12 .
 13 .
 14 .
 15 .
 16 .
 17 .
 18 .
 19 .
 20 .
 21 .
 22 .
 23 .
 24 .
 25 .



Exhibit B

Transcript of July 11, 2017
KSBE Meeting

STATE OF KANSAS

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

The following is a partial transcript
of the proceedings of the Kansas State Board of
Education Meeting held on July 11, 2017,
transcribed from an MP3 file.

1 MR. CHAIRMAN: And now it is time for
2 the Commissioner's Report, what we have waited
3 the entire month to hear, sir. So it's all
4 yours.

5 COMMISSIONER WATSON: Everyone came this
6 morning. Good. Got here to get a good seat.

7 MR. CHAIRMAN: Jim, did you have a
8 question or just signing in?

9 JIM: Just signing in.

10 MR. CHAIRMAN: Sorry I interrupted you.

11 COMMISSIONER WATSON: That's all right.
12 Thank you. Thank you, Mr. Chairman. Good
13 morning, everyone. It is mid July and summer
14 has arrived in Kansas, if you didn't notice.
15 It's that early morning when you walk out, or
16 late at night, either one, and it just kind of
17 takes your breath away. Welcome to the sauna.

18 So there are three things that I want
19 to share with you this morning. Some of what we
20 are doing in the agency, a little bit about the
21 redesign, and then some things I think that have
22 been reported that I want to make sure that
23 everyone understands. So first of all, you may
24 or may not remember this, but a little bit over
25 a year ago I asked CCSSO, that's the

1 organization of the Chief State Officers, to
2 come in and do a capacity review of our agencies
3 to tell us where we were strong, where we were
4 weak and give us recommendations about where to
5 go for the future. They gave a nice report,
6 they were here several days.

7 This is one of the summary charts of
8 that. It said these areas in green they thought
9 we were doing really well, and this is over a
10 year ago. Those areas in kind of light green
11 were really good. Areas in red were where we
12 had the greatest need. And if you think about
13 where the red is, primarily it's plan and
14 deliver. Plan and deliver, right? We had this
15 vision and this mission we had to plan and
16 deliver.

17 So we then worked with the
18 Comprehensive Center and kind of put that, you
19 know what that is, we are served through the
20 U.S. Department of Ed in kind of regional
21 centers, one of those you probably recognize,
22 it's called RAIL, or when I was still in the
23 field it was MCRAIL, but RAILS are branches of,
24 they are areas throughout the country that serve
25 states in order to do research about best

1 practices and how to help states scale up. We
2 also are served, maybe lesser known to people in
3 the field, by what's called the Comprehensive
4 Center, and those again are regionalized, and we
5 are part of the Southern Comprehensive Center,
6 including Oklahoma, Louisiana. And Ken's on
7 that.

8 VOICE: Central.

9 COMMISSIONER WATSON: Yes, Central
10 Comprehensive Center. We'll be meeting in Santa
11 Fe in a month or so. So we asked them, as part
12 of their grant, would they please come in and
13 work with us on doing just that, deliver, plan
14 and deliver your vision in operational terms
15 within our agency. And so I am not going to go
16 over this in detail, but we have spent the
17 entire year in something called Strategic
18 Performance Management. And if you talk to any
19 of our people internally they will simply say,
20 we are going through an SMP process, and you
21 will go another acronym, don't have no idea what
22 it means. Strategic performance management is
23 the system we have been learning about and are
24 going to be engaged in.

25 And I know this is, but it's taking

1 your vision and mission, we attached some values
2 of who we are as an agency, the goals, the
3 strategies, the milestones and all of that are
4 our operational deadlines and management to make
5 that happen. And this is just some flow of when
6 we sent the direction, this is the planning and
7 more where we are now.

8 We are at the assigned personnel to the
9 structure phase and coordinate and make
10 assignments. And we are in that last two phases
11 and then we just continue to reevaluate. So
12 guess what's happening this week? We are
13 aligning our agency to your vision. And that
14 always is when we get to that stage, you know, I
15 have been here now two years, we needed to go
16 out and learned what Kansas wanted us to do,
17 make sure we got that done right, how you wanted
18 to do it and talk about it, and now it's time to
19 really align to do that work. It's a new era,
20 it is not a no child left behind era, it's a new
21 era for us. And so you will be seeing over the
22 next several weeks people who will have
23 different titles, moved to better suit what they
24 do really, really well. We have lots of really
25 competent people in the agency and you will also

1 see over the next several months some new
2 people, too.

3 I wanted to let you know this is where
4 we are at. A lot of internal work that you will
5 really never see on a daily basis, it's work
6 that we will make sure we are doing what's best
7 for your vision and continue to have updates as
8 we go through it with you.

9 Well, there were seven guys in funny
10 looking space suits, right? Those mercury,
11 those kind of look like the Lost In Space suits.
12 If some of you remember Lost In Space days. I
13 was trying to remember lost, were they on mars?
14 Where were they at? What planet were they
15 stranded on? We'll have to go back, it wasn't
16 the moon, I don't think, but the robot and they
17 were lost, they were Lost In Space.

18 Well, these seven astronauts certainly
19 weren't. They were very brave gentleman and we
20 are, as of July 11th, just short of one month
21 out from the August 1 deadline of getting seven
22 school districts to volunteer for your vision to
23 spend a year and redesign with some of our
24 agency in their community, making it their's and
25 then launching for them a new elementary school

1 and a new secondary school with existing staff,
2 existing principals, existing school board, no
3 new money and the existing building that they
4 are in in the fall of '18.

5 I will tell you that as of this
6 morning, at least when I came downstairs, we had
7 four completed applications, and Brad and I have
8 been on the phone a lot because a lot of votes
9 were taken last night at Board Meetings, and I
10 think we'll see several more; but we always
11 encourage, and this is what we do every time.
12 We talk to staff and superintendent, school
13 board members, we would encourage everyone who
14 has an interest is to go do this.

15 What you have to be, those seven are a
16 little bit crazy, a little bit okay with the
17 unknown and a deep desire that we can do this
18 with your community and with the teachers and
19 really make this happen. So I want to thank all
20 the organizations that have participated so far,
21 and we'll be announcing the seven at this board
22 meeting next month. So it will be an exciting
23 time.

24 This never gets old, I say it I think
25 every time we put it up, and Jim so eloquently

1 read that poem this morning that talked about
2 children. The very reason all of us are here,
3 and the very reason that we serve. And Steve
4 and I were having a brief conversation before,
5 why we go in to this profession, if you are in
6 it like I am, you get the opportunity, in fact,
7 last night, you know, old people on Facebook
8 hanging out, one of my former students, which I
9 still, I still call students, Kathy, you
10 probably do, too; and this one happened to be
11 52, so I don't know that she enjoyed that, but
12 she was deciding to go through a new workout
13 regimen in Wichita. And she had posted, last
14 time I worked this hard I was, Randy Watson had
15 done, killed us in volleyball practice in
16 Andover 30 years ago. So you never, never get
17 disconnected from the kids that you have in the
18 classroom or in coaching.

19 And so if anything more, lead the world
20 I say is nice, it's about the success of each
21 student, and when you get up in the morning you
22 ought to know that what you are putting forth,
23 is that we look at each kid and each family and
24 try to navigate this really complex journey to
25 help them in whatever they choose and how they

1 choose to do it and how they choose to go.

2 But recently in the media, and I am not
3 here to bash the media, I think they do a great
4 job, I am here to talk about what the media has
5 been reporting, not the media itself, but the
6 media reported some things related to your
7 vision and mission as maybe far reaching, really
8 out there. And I want to remind people, and
9 it's the chart that you have in front of you,
10 and you have many copies of this now. The
11 accreditation model was about four to five years
12 in the making when I came here. You know that.
13 It was long, we made some modifications and
14 tweaks before we launched, but you know it was
15 being worked on long in advance.

16 The top part of this was successful
17 high school graduate, your definition,
18 established with the Kansas superintendents
19 maybe four years ago now with a tweak after we
20 went through the listening tours about civic
21 engagement and those results are where that
22 vision took us. The middle part, or the bottom
23 part, are where school districts and schools are
24 going to spend their time, that evidence based
25 practices. And maybe not talked about very

1 much, maybe to my fault, are the foundational
2 structures.

3 There are two things that happen with
4 everything that we do about your vision. And
5 when I am out talking to schools I rarely talk
6 about it, because I want to talk about where
7 they live, which is in the classroom and how it
8 make it happen, but there are two things I want
9 to be clear today to anyone listening what those
10 two things are. One, everything we do has the
11 backbone of ESSA in it. There is not anything
12 that we are doing that isn't supportive by the
13 plan that we will submit to the federal
14 government.

15 But we are not just not reacting to
16 what the federal government did, we have our own
17 plan, but the ESSA is embedded in everything we
18 do, it's foundational. And the second, we don't
19 talk much about it because it's foundational
20 about everything we do, are the Rose Capacities.
21 The Rose Capacities are often called the Rose
22 Standards, where, as you know, it is discussed
23 for the first time in Kansas in a lawsuit, but
24 they are foundational. We don't really identify
25 the Rose Structures, they are foundational, as

1 are some other things. But I would like for you
2 to just take a second, and over the next several
3 months we'll talk about ESSA, but today I would
4 like you to think about the Rose Capacities and
5 the Rose Standards. They are not very many.

6 Here's one, sufficient oral and written
7 communication skills to engage students in a
8 complex and rapidly changing civilization. Oral
9 and written communication skills. Do you see
10 that anywhere on here in your accreditation
11 model? Do we ever talk about academics and
12 cognitive skills that are necessary to go
13 forward? Do we ever talk about kids that maybe
14 ought to get speech credit because they are in
15 FFA, and they are giving speeches all the time,
16 and that is a communication credit? It's deeply
17 embedded, oral and written communication skills
18 in everything we do.

19 So I don't think it's extra, I think
20 it's critical. Mission critical. How about
21 this, how about these two Rose Capacities, which
22 I think compliment each other, knowledge of
23 economic social and political systems so
24 students can make informed choices, and
25 sufficient understanding of government processes

1 so they understand how that affects their
2 community, their state and nation. Do you
3 remember what you did after the visiting and
4 listening tours after what Kansans said? You
5 said, let's make sure civic engagement is so
6 prominent, we'll put it as part of the
7 definition. Foundational from the Rose
8 Capacities and Rose Standards, it was mission
9 critical, from, for Kansans to say we want
10 people that know how to give back and understand
11 the system and will serve on a state school
12 board or a local board or a volunteer commission
13 or will help at the local Red Cross. But they
14 will understand how laws are made and they will
15 understand how to go about the process.
16 Critical. Not rough, but critical, core.

17 Or how about this Rose Capacity, the
18 self knowledge of his or her, let's talk about
19 the first one. Mental wellness. Do you
20 remember something called social or emotional?
21 Can you find that on one of your result
22 outcomes? You said, hey, Kansans say we need to
23 pay attention to mental and medical wellness.
24 And take a look at nutritional wellness, very
25 much embedded right there in our accreditation

1 model.

2 So often times when people argue about
3 a math score or a reading score, are they taking
4 into account the Rose Capacities that clearly
5 state we ought also be concerned with someone's
6 mental and physical wellness? Because I will
7 tell you, we have, even though it's a small,
8 small percent, any student that takes his or her
9 life is one too many. And you know in Kansas
10 this spring we lost three students to suicide.
11 And everyone takes that very personal if you are
12 in this business.

13 How about sufficient grounding in the
14 arts? So that someone can appreciate their own
15 culture and their own heritage. You heard our
16 legislature last month, I believe it's last
17 month, or the month before, talking about
18 cultural heritage and how important that was to
19 understand the arts. So are the arts an add on?
20 Not according to the Rose Capacities. Not
21 according to how we are looking at the whole
22 child. It's not an add on. It's essential.

23 And finally, the last two Rose
24 Standards, sufficient training for preparation
25 for advanced training in either academic or

1 vocational fields. So that each child can
2 choose where they want to go and can do so
3 without remediation. Remember that little term
4 you put? That they can go to KU and be in a,
5 you know, in a graduate program and have the
6 skill set to be successful. That they can go to
7 welding school and be successful. That they
8 can, that they, whatever they choose that they
9 will, that we will provide training and
10 preparation so that they are ready to be
11 successful.

12 And the last one is, sufficient levels
13 of both of those academic and vocational to
14 enable every public school student to compete
15 favorably with their counterparts in academics
16 or the job market. Welcome to lead the world.
17 It's not fluff, it's not too ambitious, it is
18 core to what the Rose Capacities, Kansans and
19 your vision said. And I just, as I read this
20 week I thought some people are saying, well,
21 that's nice, it's just a lot. It is a lot. And
22 it's being demanded of us and you responded,
23 probably, I like you, spend our time talking in
24 teacher language and principal language about
25 what it means, and how to do it, and we

1 oftentimes don't talk about the ESSA or Rose
2 Capacities or Standards enough, and other people
3 like to.

4 So tomorrow Brad's going to walk you
5 through how our kids are doing in that
6 preparation, called that post secondary success
7 measures, he will walk you through and show you
8 your own school districts that you represent.
9 Those are the Rose Standards and Rose
10 Capacities.

11 So I just want to take a few minutes
12 today, to again emphasize for everyone to
13 understand that those, that foundation that's on
14 this sheet, that's about every part of what we
15 design, is critical for students to be
16 successful in what they choose to go in to.

17 Mr. Chairman, I would stand for any
18 questions that you have.

19 MR. CHAIRMAN: I want to go back to the
20 redesign. I am assuming that we are going to
21 have more than seven applications. Can you kind
22 of walk us through the process of choosing the
23 things you are looking for.

24 COMMISSIONER WATSON: We are looking
25 for, let's talk about the core requirements.

1 It's August 1 is the deadline, and in the
2 application the school district's minimal have
3 to meet these three minimum criteria. They have
4 to have a public vote by their local board
5 that's affirmative. So at minimum 4-3, say we
6 want to do this. So there is a discussion with
7 the school board.

8 They have to have an 80 percent vote of
9 the faculty in the building that they are
10 proposing for the redesign, not the entire
11 district if you are a large district like
12 Wichita, but the specific buildings. Some
13 cases, many of you know that will be the entire
14 district, but 80 percent vote. We don't, we
15 just say have it, school board can validate
16 that, we don't validate that. And then a letter
17 of support by a conversation with their local
18 teacher association, generally that is KMEN. We
19 need those three things to occur.

20 And then the application is very
21 simple. It's described why you want to do this
22 and what preparation in your community you have
23 engaged in doing that. We have a small group of
24 people led by our two redesign people, Jay and
25 Tammy, a couple of outside people that will

1 review those on August 2nd and that next week
2 we'll announce them. So we would love to have
3 15 or 20. At this point we have four.

4 So I was listening to a New York Times
5 reporter this morning who said, I want to make
6 sure that what I do is report what we know and
7 not what we don't know. We have a lot of
8 interest, Mr. Chairman, we have four completed
9 applications. So I always say, interest is not
10 commitment, and we are looking for some people
11 that are committed and are wanting to do it.
12 Does that help?

13 MR. CHAIRMAN: Sure. The next one is
14 not a question, but a statement to the members
15 of the board. Randy brought up some perhaps
16 misinterpretations of our vision, and we have a
17 workshop scheduled for 11:00 o'clock tomorrow
18 and we are going to expand on that at that time.
19 That will be the start of that conversation to
20 see if we want to respond in any way to that,
21 and that's our decision, you know; but, well, if
22 that discussion is not very long then the next
23 thing that we'll discuss is basically how we
24 each respond to complaints, and how we can maybe
25 talk about how we can support each other and

1 better ways to do that. Thank you very much. I
2 see no other questions.

3 COMMISSIONER WATSON: Thank you.

4 MR. CHAIRMAN: I now declare the
5 citizens open forum of the Kansas State Board of
6 Education meeting over at 10:26 a.m. The State
7 Board provides this opportunity for citizens to
8 share the use of topics of interest or issues
9 currently being considered by the State Board.
10 The State Board asks that speakers identify
11 themselves by name and the name of the group
12 they represent, if applicable. The State Board
13 also asks that each speaker focus their remarks
14 on issues or topics. Personal attacks will not
15 be tolerated. Each speaker is limited to three
16 minutes. Any Board questions will be for
17 clarification only.

18 Our first speaker is Mark Tomlin
19 followed by Kelly Peace.

20 Mr. Tomlin, welcome to the State Board
21 of Education.

22
23
24
25

'	acronym [1] - 4:21 add [2] - 13:19, 13:22 advance [1] - 9:15 advanced [1] - 13:25 affects [1] - 12:1 aforementioned [1] - 19:11 agencies [1] - 3:2 agency [6] - 2:20, 4:15, 5:2, 5:13, 5:25, 6:24 ago [4] - 2:25, 3:10, 8:16, 9:19	Brad's [1] - 15:4 branches [1] - 3:23 brave [1] - 6:19 breath [1] - 2:17 brief [1] - 8:4 brought [1] - 17:15 building [2] - 7:3, 16:9 buildings [1] - 16:12 business [1] - 13:12	commitment [1] - 17:10 committed [1] - 17:11 communication [4] - 11:7, 11:9, 11:16, 11:17 community [4] - 6:24, 7:18, 12:2, 16:22 compete [1] - 14:14 competent [1] - 5:25 complaints [1] - 17:24 completed [2] - 7:7, 17:8 complex [2] - 8:24, 11:8 compliment [1] - 11:22 Comprehensive [4] - 3:18, 4:3, 4:5, 4:10 concerned [1] - 13:5 considered [1] - 18:9 continue [2] - 5:11, 6:7 conversation [3] - 8:4, 16:17, 17:19 coordinate [1] - 5:9 copies [1] - 9:10 core [3] - 12:16, 14:18, 15:25 COSTS [1] - 19:25 counterparts [1] - 14:15 country [1] - 3:24 COUNTY [1] - 19:4 couple [1] - 16:25 Court [2] - 19:17, 19:18 crazy [1] - 7:16 credit [2] - 11:14, 11:16 criteria [1] - 16:3 critical [6] - 11:20, 12:9, 12:16, 15:15 Cross [1] - 12:13 cultural [1] - 13:18 culture [1] - 13:15	
'18 [1] - 7:4				
0				
0864 [1] - 19:18				
1	align [1] - 5:19 aligning [1] - 5:13 ambitious [1] - 14:17 Andover [1] - 8:16 announce [1] - 17:2 announcing [1] - 7:21 applicable [1] - 18:12 application [2] - 16:2, 16:20 applications [3] - 7:7, 15:21, 17:9 appreciate [1] - 13:14 areas [4] - 3:8, 3:10, 3:11, 3:24 argue [1] - 13:2 arrived [1] - 2:14 arts [3] - 13:14, 13:19 assigned [1] - 5:8 assignments [1] - 5:10 association [1] - 16:18 assuming [1] - 15:20 astronauts [1] - 6:18 attached [1] - 5:1 attacks [1] - 18:14 attention [1] - 12:23 August [3] - 6:21, 16:1, 17:1	C		
1 [2] - 6:21, 16:1 10:26 [1] - 18:6 11 [2] - 1:9, 19:15 11:00 [1] - 17:17 11th [1] - 6:20 15 [1] - 17:3		Capacities [10] - 10:20, 10:21, 11:4, 11:21, 12:8, 13:4, 13:20, 14:18, 15:2, 15:10 Capacity [1] - 12:17 capacity [1] - 3:2 cases [1] - 16:13 CCSSO [1] - 2:25 Center [4] - 3:18, 4:4, 4:5, 4:10 centers [1] - 3:21 central [1] - 4:8 Central [1] - 4:9 certainly [1] - 6:18 CERTIFICATE [1] - 19:1 Certified [2] - 19:6, 19:17 certify [1] - 19:8 CHAIRMAN [6] - 2:1, 2:7, 2:10, 15:19, 17:13, 18:4 Chairman [3] - 2:12, 15:17, 17:8 changing [1] - 11:8 chart [1] - 9:9 charts [1] - 3:7 Chief [1] - 3:1 child [3] - 5:20, 13:22, 14:1 children [1] - 8:2 choices [1] - 11:24 choose [6] - 8:25, 9:1, 14:2, 14:8, 15:16 choosing [1] - 15:22 citizens [2] - 18:5, 18:7 civic [2] - 9:20, 12:5 civilization [1] - 11:8 clarification [1] - 18:17 classroom [2] - 8:18, 10:7 clear [1] - 10:9 clearly [1] - 13:4 coaching [1] - 8:18 cognitive [1] - 11:12 commission [1] - 12:12 COMMISSIONER [5] - 2:5, 2:11, 4:9, 15:24, 18:3 Commissioner's [1] - 2:2	Capacities [10] - 10:20, 10:21, 11:4, 11:21, 12:8, 13:4, 13:20, 14:18, 15:2, 15:10 Capacity [1] - 12:17 capacity [1] - 3:2 cases [1] - 16:13 CCSSO [1] - 2:25 Center [4] - 3:18, 4:4, 4:5, 4:10 centers [1] - 3:21 central [1] - 4:8 Central [1] - 4:9 certainly [1] - 6:18 CERTIFICATE [1] - 19:1 Certified [2] - 19:6, 19:17 certify [1] - 19:8 CHAIRMAN [6] - 2:1, 2:7, 2:10, 15:19, 17:13, 18:4 Chairman [3] - 2:12, 15:17, 17:8 changing [1] - 11:8 chart [1] - 9:9 charts [1] - 3:7 Chief [1] - 3:1 child [3] - 5:20, 13:22, 14:1 children [1] - 8:2 choices [1] - 11:24 choose [6] - 8:25, 9:1, 14:2, 14:8, 15:16 choosing [1] - 15:22 citizens [2] - 18:5, 18:7 civic [2] - 9:20, 12:5 civilization [1] - 11:8 clarification [1] - 18:17 classroom [2] - 8:18, 10:7 clear [1] - 10:9 clearly [1] - 13:4 coaching [1] - 8:18 cognitive [1] - 11:12 commission [1] - 12:12 COMMISSIONER [5] - 2:5, 2:11, 4:9, 15:24, 18:3 Commissioner's [1] - 2:2	complex [2] - 8:24, 11:8 compliment [1] - 11:22 Comprehensive [4] - 3:18, 4:3, 4:5, 4:10 concerned [1] - 13:5 considered [1] - 18:9 continue [2] - 5:11, 6:7 conversation [3] - 8:4, 16:17, 17:19 coordinate [1] - 5:9 copies [1] - 9:10 core [3] - 12:16, 14:18, 15:25 COSTS [1] - 19:25 counterparts [1] - 14:15 country [1] - 3:24 COUNTY [1] - 19:4 couple [1] - 16:25 Court [2] - 19:17, 19:18 crazy [1] - 7:16 credit [2] - 11:14, 11:16 criteria [1] - 16:3 critical [6] - 11:20, 12:9, 12:16, 15:15 Cross [1] - 12:13 cultural [1] - 13:18 culture [1] - 13:15
2				
20 [1] - 17:3 2017 [2] - 1:9, 19:15 2018 [1] - 19:19 2nd [1] - 17:1				
3				
30 [1] - 8:16 30th [1] - 19:19				
4				
4-3 [1] - 16:5				
5				
52 [1] - 8:11				
8				
80 [2] - 16:8, 16:14				
A	backbone [1] - 10:11 based [1] - 9:24 bash [1] - 9:3 basis [1] - 6:5 behind [1] - 5:20 best [2] - 3:25, 6:6 better [2] - 5:23, 18:1 bit [4] - 2:20, 2:24, 7:16 board [9] - 7:2, 7:13, 7:21, 12:12, 16:4, 16:7, 16:15, 17:15 Board [9] - 1:8, 7:9, 18:5, 18:7, 18:9, 18:10, 18:12, 18:16, 18:20 bottom [1] - 9:22 Brad [1] - 7:7	D	daily [1] - 6:5 days [2] - 3:6, 6:12 deadline [2] - 6:21, 16:1 deadlines [1] - 5:4 deciding [1] - 8:12 decision [1] - 17:21 declare [1] - 18:4 deep [1] - 7:17 deeply [1] - 11:16 definition [2] - 9:17, 12:7 deliver [5] - 3:14, 3:16, 4:13, 4:14 demand [1] - 14:22 Department [1] - 3:20 described [1] - 16:21 design [1] - 15:15	
a.m [1] - 18:6 academic [2] - 13:25, 14:13 academics [2] - 11:11, 14:15 according [2] - 13:20, 13:21 account [1] - 13:4 accreditation [3] - 9:11, 11:10, 12:25				

<p>desire [1] - 7:17 detail [1] - 4:16 different [1] - 5:23 direction [1] - 5:6 disconnected [1] - 8:17 discuss [1] - 17:23 discussed [1] - 10:22 discussion [2] - 16:6, 17:22 district [3] - 16:11, 16:14 district's [1] - 16:2 districts [3] - 6:22, 9:23, 15:8 done [2] - 5:17, 8:15 downstairs [1] - 7:6</p>	<p>family [1] - 8:23 far [2] - 7:20, 9:7 fault [1] - 10:1 favorably [1] - 14:15 Fe [1] - 4:11 federal [2] - 10:13, 10:16 few [1] - 15:11 FFA [1] - 11:15 field [2] - 3:23, 4:3 fields [1] - 14:1 file [1] - 1:10 finally [1] - 13:23 first [4] - 2:23, 10:23, 12:19, 18:18 five [1] - 9:11 flow [1] - 5:5 fluff [1] - 14:17 focus [1] - 18:13 followed [1] - 18:19 following [1] - 1:7 foregoing [1] - 19:8 former [1] - 8:8 forth [1] - 8:22 forum [1] - 18:5 forward [1] - 11:13 foundation [1] - 15:13 foundational [6] - 10:1, 10:18, 10:19, 10:24, 10:25, 12:7 four [5] - 7:7, 9:11, 9:19, 17:3, 17:8 front [1] - 9:9 funny [1] - 6:9 future [1] - 3:5</p>	<p>hard [1] - 8:14 hear [1] - 2:3 heard [1] - 13:15 held [1] - 1:9 help [4] - 4:1, 8:25, 12:13, 17:12 hereunto [1] - 19:13 heritage [2] - 13:15, 13:18 high [1] - 9:17</p>	<p>knowledge [2] - 11:22, 12:18 known [1] - 4:2 KU [1] - 14:4</p> <p style="text-align: center;">L</p> <p>language [2] - 14:24 large [1] - 16:11 last [8] - 5:10, 7:9, 8:7, 8:13, 13:16, 13:23, 14:12 late [1] - 2:16 launched [1] - 9:14 launching [1] - 6:25 laws [1] - 12:14 lawsuit [1] - 10:23 lead [2] - 8:19, 14:16 learned [1] - 5:16 learning [1] - 4:23 least [1] - 7:6 led [1] - 16:24 left [1] - 5:20 legislature [1] - 13:16 lesser [1] - 4:2 letter [1] - 16:16 levels [1] - 14:12 life [1] - 13:9 light [1] - 3:10 limited [1] - 18:15 listening [4] - 9:20, 10:9, 12:4, 17:4 live [1] - 10:7 local [4] - 12:12, 12:13, 16:4, 16:17 look [3] - 6:11, 8:23, 12:24 looking [5] - 6:10, 13:21, 15:23, 15:24, 17:10 Lost [3] - 6:11, 6:12, 6:17 lost [3] - 6:13, 6:17, 13:10 Louisiana [1] - 4:6 love [1] - 17:2</p>
E		I	
<p>early [1] - 2:15 economic [1] - 11:23 Ed [1] - 3:20 Education [3] - 1:9, 18:6, 18:21 either [2] - 2:16, 13:25 elementary [1] - 6:25 eloquently [1] - 7:25 embedded [3] - 10:17, 11:17, 12:25 emotional [1] - 12:20 emphasize [1] - 15:12 enable [1] - 14:14 encourage [2] - 7:11, 7:13 engage [1] - 11:7 engaged [2] - 4:24, 16:23 engagement [2] - 9:21, 12:5 enjoyed [1] - 8:11 entire [4] - 2:3, 4:17, 16:10, 16:13 era [3] - 5:19, 5:20, 5:21 ESSA [4] - 10:11, 10:17, 11:3, 15:1 essential [1] - 13:22 established [1] - 9:18 evidence [1] - 9:24 exciting [1] - 7:22 existing [4] - 7:1, 7:2, 7:3 expand [1] - 17:18 Expires [1] - 19:18 extra [1] - 11:19</p>		<p>idea [1] - 4:21 identify [2] - 10:24, 18:10 important [1] - 13:18 IN [1] - 19:12 including [1] - 4:6 information [1] - 19:14 informed [1] - 11:24 interest [4] - 7:14, 17:8, 17:9, 18:8 internal [1] - 6:4 internally [1] - 4:19 interrupted [1] - 2:10 issues [2] - 18:8, 18:14 itself [1] - 9:5</p>	
	G	J	
	<p>generally [1] - 16:18 gentleman [1] - 6:19 goals [1] - 5:2 government [3] - 10:14, 10:16, 11:25 graduate [2] - 9:17, 14:5 grant [1] - 4:12 great [1] - 9:3 greatest [1] - 3:12 green [2] - 3:8, 3:10 grounding [1] - 13:13 group [2] - 16:23, 18:11 guess [1] - 5:12 guys [1] - 6:9</p>	<p>Jay [1] - 16:24 Jim [2] - 2:7, 7:25 JIM [1] - 2:9 job [2] - 9:4, 14:16 journey [1] - 8:24 July [4] - 1:9, 2:13, 6:20, 19:15 June [1] - 19:18</p>	
	H	K	
	<p>hand [1] - 19:13 hanging [1] - 8:8</p>	<p>Kansans [5] - 12:4, 12:9, 12:22, 13:9, 14:18 KANSAS [2] - 1:1, 19:3 Kansas [10] - 1:8, 2:14, 5:16, 9:18, 10:23, 18:5, 19:8, 19:13, 19:14, 19:18 Kathy [1] - 8:9 Kelly [1] - 18:19 Ken's [1] - 4:6 kid [1] - 8:23 kids [3] - 8:17, 11:13, 15:5 killed [1] - 8:15 kind [6] - 2:16, 3:10, 3:18, 3:20, 6:11, 15:21 KMEN [1] - 16:18</p>	
		M	
<p>Facebook [1] - 8:7 fact [1] - 8:6 faculty [1] - 16:9 fall [1] - 7:4</p>			<p>Management [1] - 4:18 management [2] - 4:22, 5:4 Mark [1] - 18:18 market [1] - 14:16 mars [1] - 6:13 math [1] - 13:3 matter [1] - 19:10 MCRAIL [1] - 3:23 means [2] - 4:22, 14:25 measures [1] - 15:7 media [5] - 9:2, 9:3, 9:4, 9:5, 9:6</p>

<p>medical [1] - 12:23 meet [1] - 16:3 Meeting [1] - 1:9 meeting [3] - 4:10, 7:22, 18:6 Meetings [1] - 7:9 members [2] - 7:13, 17:14 mental [3] - 12:19, 12:23, 13:6 mercury [1] - 6:10 mid [1] - 2:13 middle [1] - 9:22 milestones [1] - 5:3 minimal [1] - 16:2 minimum [2] - 16:3, 16:5 minutes [2] - 15:11, 18:16 misinterpretations [1] - 17:16 mission [5] - 3:15, 5:1, 9:7, 11:20, 12:8 model [3] - 9:11, 11:11, 13:1 modifications [1] - 9:13 money [1] - 7:3 month [7] - 2:3, 4:11, 6:20, 7:22, 13:16, 13:17 months [2] - 6:1, 11:3 moon [1] - 6:16 morning [8] - 2:6, 2:13, 2:15, 2:19, 7:6, 8:1, 8:21, 17:5 moved [1] - 5:23 MP3 [2] - 1:10, 19:9 MR [6] - 2:1, 2:7, 2:10, 15:19, 17:13, 18:4</p>	<p style="text-align: center;">O</p> <p>o'clock [1] - 17:17 occur [1] - 16:19 OF [2] - 1:1, 19:3 Officers [1] - 3:1 official [1] - 19:13 often [2] - 10:21, 13:2 oftentimes [1] - 15:1 Oklahoma [1] - 4:6 old [2] - 7:24, 8:7 one [13] - 2:16, 3:7, 3:21, 6:20, 8:8, 8:10, 10:10, 11:6, 12:19, 12:21, 13:9, 14:12, 17:13 open [1] - 18:5 operational [2] - 4:14, 5:4 opportunity [2] - 8:6, 18:7 oral [3] - 11:6, 11:8, 11:17 order [1] - 3:25 organization [1] - 3:1 organizations [1] - 7:20 ought [3] - 8:22, 11:14, 13:5 outcomes [1] - 12:22 outside [1] - 16:25 own [4] - 10:16, 13:14, 13:15, 15:8</p>	<p>planning [1] - 5:6 poem [1] - 8:1 point [1] - 17:3 political [1] - 11:23 post [1] - 15:6 posted [1] - 8:13 practice [1] - 8:15 practices [2] - 4:1, 9:25 preparation [4] - 13:24, 14:10, 15:6, 16:22 primarily [1] - 3:13 principal [1] - 14:24 principals [1] - 7:2 proceedings [1] - 1:8 process [3] - 4:20, 12:15, 15:22 processes [1] - 11:25 profession [1] - 8:5 program [1] - 14:5 prominent [1] - 12:6 proposing [1] - 16:10 provide [1] - 14:9 provides [1] - 18:7 public [2] - 14:14, 16:4 put [4] - 3:18, 7:25, 12:6, 14:4 putting [1] - 8:22</p>	<p>redesign [5] - 2:21, 6:23, 15:20, 16:10, 16:24 reevaluate [1] - 5:11 regimen [1] - 8:13 regional [1] - 3:20 regionalized [1] - 4:4 registered [1] - 19:17 registration [1] - 19:14 related [1] - 9:6 remarks [1] - 18:13 remediation [1] - 14:3 remember [6] - 2:24, 6:12, 6:13, 12:3, 12:20, 14:3 remind [1] - 9:8 report [2] - 3:5, 17:6 Report [1] - 2:2 reported [2] - 2:22, 9:6 reporter [1] - 17:5 Reporter [2] - 19:7, 19:17 reporting [1] - 9:5 represent [2] - 15:8, 18:12 requirements [1] - 15:25 research [1] - 3:25 respond [2] - 17:20, 17:24 responded [1] - 14:22 result [1] - 12:21 results [1] - 9:21 review [2] - 3:2, 17:1 robot [1] - 6:16 Rose [17] - 10:20, 10:21, 10:25, 11:4, 11:5, 11:21, 12:7, 12:8, 12:17, 13:4, 13:20, 13:23, 14:18, 15:1, 15:9 rough [1] - 12:16</p>
N	P	Q	S
<p>name [2] - 18:11 nation [1] - 12:2 navigate [1] - 8:24 necessary [1] - 11:12 need [3] - 3:12, 12:22, 16:19 needed [1] - 5:15 never [4] - 6:5, 7:24, 8:16 New [1] - 17:4 new [7] - 5:19, 5:20, 6:1, 6:25, 7:1, 7:3, 8:12 next [7] - 5:22, 6:1, 7:22, 11:2, 17:1, 17:13, 17:22 nice [3] - 3:5, 8:20, 14:21 night [3] - 2:16, 7:9, 8:7 notice [1] - 2:14 nutritional [1] - 12:24</p>	<p>part [7] - 4:5, 4:11, 9:16, 9:22, 9:23, 12:6, 15:14 partial [2] - 1:7, 19:8 participated [1] - 7:20 pay [1] - 12:23 Peace [1] - 18:19 people [15] - 4:2, 4:19, 5:22, 5:25, 6:2, 8:7, 9:8, 12:10, 13:2, 14:20, 15:2, 16:24, 16:25, 17:10 percent [3] - 13:8, 16:8, 16:14 Performance [1] - 4:18 performance [1] - 4:22 perhaps [1] - 17:15 personal [2] - 13:11, 18:14 personnel [1] - 5:8 phase [1] - 5:9 phases [1] - 5:10 phone [1] - 7:8 physical [1] - 13:6 place [1] - 19:11 plan [6] - 3:13, 3:14, 3:15, 4:13, 10:13, 10:17 planet [1] - 6:14</p>	R	<p>Santa [1] - 4:10 sauna [1] - 2:17 scale [1] - 4:1 scheduled [1] - 17:17 school [14] - 6:22, 6:25, 7:1, 7:2, 7:12, 9:17, 9:23, 12:11, 14:7, 14:14, 15:8, 16:2, 16:7, 16:15 schools [2] - 9:23, 10:5 score [2] - 13:3 seat [1] - 2:6 second [2] - 10:18, 11:2 secondary [2] - 7:1, 15:6 SEDGWICK [1] - 19:4 see [6] - 6:1, 6:5, 7:10, 11:9, 17:20, 18:2 seeing [1] - 5:21 self [1] - 12:18 sent [1] - 5:6</p>
		R	
		<p>Rachelle [1] - 19:6 RAIL [1] - 3:22 RAILs [1] - 3:23 Randy [2] - 8:14, 17:15 rapidly [1] - 11:8 rarely [1] - 10:5 reaching [1] - 9:7 reacting [1] - 10:15 read [2] - 8:1, 14:19 reading [1] - 13:3 ready [1] - 14:10 really [11] - 3:9, 3:11, 5:19, 5:24, 6:5, 7:19, 8:24, 9:7, 10:24 reason [2] - 8:2, 8:3 recently [1] - 9:2 recognize [1] - 3:21 recommendations [1] - 3:4 recording [1] - 19:10 Red [1] - 12:13 red [2] - 3:11, 3:13</p>	

<p>serve [3] - 3:24, 8:3, 12:11 served [2] - 3:19, 4:2 set [2] - 14:6, 19:13 seven [6] - 6:9, 6:18, 6:21, 7:15, 7:21, 15:21 several [5] - 3:6, 5:22, 6:1, 7:10, 11:2 share [2] - 2:19, 18:8 sheet [1] - 15:14 short [1] - 6:20 Shorthand [1] - 19:7 show [1] - 15:7 signing [2] - 2:8, 2:9 simple [1] - 16:21 simply [1] - 4:19 skill [1] - 14:6 skills [4] - 11:7, 11:9, 11:12, 11:17 small [3] - 13:7, 13:8, 16:23 Smith [1] - 19:6 SMP [1] - 4:20 social [2] - 11:23, 12:20 someone [1] - 13:14 sorry [1] - 2:10 Southern [1] - 4:5 space [1] - 6:10 Space [3] - 6:11, 6:12, 6:17 speaker [3] - 18:13, 18:15, 18:18</p>	<p>strong [1] - 3:3 structure [1] - 5:9 structures [1] - 10:2 Structures [1] - 10:25 student [3] - 8:21, 13:8, 14:14 students [6] - 8:8, 8:9, 11:7, 11:24, 13:10, 15:15 submit [1] - 10:13 success [2] - 8:20, 15:6 successful [5] - 9:16, 14:6, 14:7, 14:11, 15:16 sufficient [5] - 11:6, 11:25, 13:13, 13:24, 14:12 suicide [1] - 13:10 suit [1] - 5:23 suits [2] - 6:10, 6:11 summary [1] - 3:7 summer [1] - 2:13 superintendent [1] - 7:12 superintendents [1] - 9:18 support [2] - 16:17, 17:25 supportive [1] - 10:12 Supreme [1] - 19:18 system [2] - 4:23, 12:11 systems [1] - 11:23</p>	<p>tweaks [1] - 9:14 two [8] - 5:10, 5:15, 10:3, 10:8, 10:10, 11:21, 13:23, 16:24</p>	Y
<p>speakers [1] - 18:10 specific [1] - 16:12 speech [1] - 11:14 speeches [1] - 11:15 spend [3] - 6:23, 9:24, 14:23 spent [1] - 4:16 spring [1] - 13:10 ss [1] - 19:3 staff [2] - 7:1, 7:12 stage [1] - 5:14 stand [1] - 15:17 Standards [6] - 10:22, 11:5, 12:8, 13:24, 15:2, 15:9 start [1] - 17:19 state [3] - 12:2, 12:11, 13:5 STATE [2] - 1:1, 19:3 State [9] - 1:8, 3:1, 18:5, 18:6, 18:9, 18:10, 18:12, 18:20, 19:7 statement [1] - 17:14 states [2] - 3:25, 4:1 Steve [1] - 8:3 still [3] - 3:22, 8:9 stranded [1] - 6:15 Strategic [1] - 4:17 strategic [1] - 4:22 strategies [1] - 5:3</p>	T	<p style="text-align: center;">U</p> <p>U.S [1] - 3:20 unknown [1] - 7:17 up [4] - 4:1, 7:25, 8:21, 17:15 updates [1] - 6:7</p>	<p>year [4] - 2:25, 3:10, 4:17, 6:23 years [4] - 5:15, 8:16, 9:11, 9:19</p>
	<p style="text-align: center;">T</p> <p>Tammy [1] - 16:25 teacher [2] - 14:24, 16:18 teachers [1] - 7:18 term [1] - 14:3 terms [1] - 4:14 their's [1] - 6:24 themselves [1] - 18:11 three [5] - 2:18, 13:10, 16:3, 16:19, 18:15 throughout [1] - 3:24 titles [1] - 5:23 today [3] - 10:9, 11:3, 15:12 tolerated [1] - 18:15 Tomlin [1] - 18:18 tomlin [1] - 18:20 tomorrow [2] - 15:4, 17:17 took [1] - 9:22 top [1] - 9:16 topics [2] - 18:8, 18:14 tours [2] - 9:20, 12:4 training [3] - 13:24, 13:25, 14:9 transcribed [2] - 1:10, 19:9 transcript [2] - 1:7, 19:9 try [1] - 8:24 trying [1] - 6:13 tweak [1] - 9:19</p>	V	<p>York [1] - 17:4</p>
		<p style="text-align: center;">V</p> <p>validate [2] - 16:15, 16:16 values [1] - 5:1 vision [11] - 3:15, 4:14, 5:1, 5:13, 6:7, 6:22, 9:7, 9:22, 10:4, 14:19, 17:16 visiting [1] - 12:3 vocational [2] - 14:1, 14:13 VOICE [1] - 4:8 volleyball [1] - 8:15 volunteer [2] - 6:22, 12:12 vote [3] - 16:4, 16:8, 16:14 votes [1] - 7:8</p>	
		W	
		<p>waited [1] - 2:2 walk [4] - 2:15, 15:4, 15:7, 15:22 Watson [1] - 8:14 WATSON [5] - 2:5, 2:11, 4:9, 15:24, 18:3 ways [1] - 18:1 weak [1] - 3:4 week [3] - 5:12, 14:20, 17:1 weeks [1] - 5:22 welcome [3] - 2:17, 14:16, 18:20 welding [1] - 14:7 wellness [4] - 12:19, 12:23, 12:24, 13:6 WHEREOF [1] - 19:12 whole [1] - 13:21 Wichita [3] - 8:13, 16:12, 19:14 WITNESS [1] - 19:12 workout [1] - 8:12 workshop [1] - 17:17 world [2] - 8:19, 14:16 written [3] - 11:6, 11:9, 11:17</p>	

Exhibit C

Transcript of July 12, 2016
KSBE Meeting

STATE OF KANSAS

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

The following is a partial transcript
of the proceedings of the Kansas State Board of
Education Meeting held on July 12, 2016,
transcribed from a youtube link.

1 MR. DENNIS: Okay, Mr. Chairman, are we
2 ready?

3 MR. CHAIRMAN: Moving on.

4 MR. DENNIS: Moving on. As we go
5 through this, the only thing I might say as we
6 go through this, I think this is a very, very
7 difficult decision you have to make; but a very,
8 very important decision. Your goal, I would
9 assume would be is to come up with a
10 recommendation that would meet the Constitution.
11 And I will leave that in your eyes as to what
12 that is, and I will go through that; but the
13 Supreme Court scheduled hearings September 21st.
14 They will probably come down with a decision, I
15 don't know, three to four months later, say four
16 months later, of January sometime maybe, along
17 in there, whenever they decide to. But anyway,
18 it would sure be nice if the recommendations met
19 the Constitution, whatever that is. And
20 somebody suggested, and it may be Randy, well,
21 put in there whatever the Constitution requires,
22 but you can't do that, you have to put in
23 numbers.

24 So anyway we'll walk through it and see
25 where we are. Okay. This is a little history,

1 won't spend much time, this is the Base State
2 Aid Per Pupil. A little history on that. And
3 the highest we ever got was 2008-9 as \$4,400.
4 And they could change the formula and go
5 altogether different, but whatever they do it's
6 got to be tied somehow to kids. And probably
7 there will be a basic amount of so much per
8 student. \$4,400 that year started out at \$4,433
9 and cut it to \$4,400. This is what it's been
10 since then.

11 BOARD MEMBER: Hold on, last year was --
12 (inaudible.)

13 MR. DENNIS: Correct. Good memory. And
14 we followed the three year plan until the spring
15 of '09 when we had a little financial problems
16 and kept \$4,433 and ended up with \$4,400. Okay?
17 Here's what it's been since that date, right now
18 in '14-'15, and it's the same for this year. We
19 froze it at \$3,852 on the block grant. And
20 here's some history. We added another year to
21 it, same thing, just to show the history. Now,
22 here's, Mr. Chairman, we may want to go through
23 this and then come back and make decisions, if
24 that's okay.

25 MR. CHAIRMAN: Yes, please.

1 MR. DENNIS: All right, now, the
2 question arises in '17, so this is a two year
3 budget, '18-'19, fiscal year '18 and fiscal year
4 '19, not next year, next year was taken care of
5 with the legislature. So if you go to \$3,852
6 and you can see the numbers going through, those
7 numbers have all gotten a little background
8 behind it.

9 Like last year remember you did a phase
10 in of 4,420, then went to 41, that's what we had
11 one time, 43 is what it started the year out,
12 \$4,492 was in the law and \$4,650 came out of the
13 Court opinion, the District Court opinion in
14 December of, what, '14. I believe it was. Page
15 101 and 105, right in there is where it is.
16 Anyway, so that's what the cost is. Okay?

17 One more. Now, '18-'19 if you do some
18 kind of index and say, well, we'll go this
19 amount this year and another amount next year,
20 then it shows you there in \$100 increments what
21 it costs in the second year, '18-'19. I
22 couldn't do it like I did the first year because
23 I didn't know what the answer was for the first
24 year. All right.

25 Supplemental General, the Court just

1 approved going back to the old formula funding
2 on the equity basis and they funded 466.9
3 million dollars and that ain't going to go up
4 very much, that's going to stay, if the base is
5 frozen. That isn't going it to go up very much
6 at all. So if you look at the next sheet in
7 '17-'18-'19 we are only talking a few million
8 dollars there, that is not big, 466 to 470 to
9 480. And if you -- this gets a little sticky.
10 If you raise the base big time, this won't go up
11 at all, could even go down. Are you with me?
12 There are some boards if you raise the base
13 significantly the LOB will go down, okay?

14 This is Capital Outlay State Aid, it
15 was funded this year, or for next year 50,723
16 million or 23 million increase, mostly increase
17 and for the future years all it is is to keep up
18 with growth, that would be about a couple
19 million dollars a year. Everything else being
20 normal.

21 Special Ed we are about 80 percent of
22 excess costs. You can see that percentages off
23 to the side, about 80 percent, the law says 92.
24 We think this coming year will drop a little
25 bit, not much, so the question arises on

1 options. The law says 92, where do you want it
2 to be? And we gave you two or three options it
3 could be any one of those percentages. Go 92
4 with the law says, you could split it at 85,
5 maintenance of effort, leave it the same,
6 theoretically it would be maintenance of effort.
7 In '18-'19, depends where you start from, but in
8 '18-'19 to go to 92 percent from where we are
9 now it would be about 79 million, 85 percent
10 would be 40 million. But if you go '17-'18 if
11 you fund that this year 92 percent, then the
12 next year won't be very much increase at all.
13 Not much at all. Okay?

14 All day kindergarten. This is not in
15 the law. The rest of that stuff is law, in the
16 past some kind of law, this is not in the law.
17 A lot of districts five percentage, 90 some
18 percent range provide all day kindergarten, over
19 90, and if you want to implement it once 90
20 million, if you implement it over a five-year
21 period it is about 18 million a year. The other
22 side of that coin is that if you raise the base
23 up significantly that number will go up, too.
24 That number will go up. Okay.

25 Parents as teachers, and you got a

1 little option or two here. Parents as teachers,
2 this year the legislature changed it from
3 tobacco money, CIF money, it used to be general
4 fund, then it went to tobacco money. This year
5 we went to TANF, Temporary Assistance For Needy
6 Families. That's a federal, federally funded
7 now, State law, and we have to meet the
8 requirements of the Feds. See what that means
9 is, if you are high income you have to pay.
10 That's what it boils down to. If you are 200
11 percent poverty or lower why then you are okay.
12 You can go on kind of as normal. But if you are
13 above that then you have to pay.

14 BOARD MEMBER: All or nothing or
15 prorate?

16 MR. DENNIS: If you get above that
17 level, above a certain level, you pay whenever,
18 whatever it is, yeah. Okay. We talked about
19 this and this program has been, is very cost
20 effective for if you want to add thousand
21 children it costs you 460,000, 2,000 is 920,000.
22 It will be interesting, I don't know how long, I
23 just want to mention this, how long they
24 continue to use TANF money, Temporary Assistance
25 For Needy Families, they are in good shape in

1 that area, how long they can continue to do that
2 and how long the money lasts. I don't know, up
3 in the air. That is a legislative decision,
4 ours is more policy nature.

5 Teacher mentor, by the way, a study was
6 done by this one time, and I think maybe at the
7 request of the board on mentors. And the bottom
8 line was that mentors, teachers coming out if
9 you assign a mentor, the research show that it
10 was eight percent fewer losses of teachers. It
11 had a positive affect of eight percent. So
12 anyway, but this is by statute, Craig, let's go
13 to the next one. Not funded. Hasn't been,
14 would take about 3 million dollars to fund the
15 teacher mentor program. If you want to go half
16 of it, million and a half.

17 Professional development, every time I
18 see this, Ken, I think of Dave Kerr, Dave Kerr
19 he used to watch this for sure, because he
20 thought this was a very positive program, if it
21 was done effectively. And in statute the
22 formula in statute takes about eight and a half
23 million to fund it. And there is no money
24 appropriated, and you could go a lower amount if
25 you so choose.

1 Transportation, the board on, at
2 selected times, had wanted to lower the mileage
3 on reimbursement for transporting the children.
4 This came up and got pretty sensitive in some
5 communities this year. Money got a little tight
6 and some boards chose not to transport students
7 under two and a half miles. And where they had
8 been doing it in the past. They had a few of
9 those. And now you can charge under two and a
10 half miles, but if you do that and there are
11 eligible for free lunch, you can't charge them.
12 So bottom line is, do you want to lower the
13 mileage or is that or leave it like it is or
14 lower it. All right.

15 School lunch, the law says 6 cents.
16 And it hasn't been funded at 6 cents since
17 anybody can remember, and it costs about a
18 middle dollars to do that. We need maintenance
19 of effort, we don't have to do anything on that,
20 okay?

21 In the past this board has had
22 different individuals, and they have done a
23 whale of a job, in Ag in the classroom, we get a
24 lot of bang for the buck there, they match that
25 and over match it. They have a lot of summer

1 programs for teachers, and bottom line is we
2 have given -- there is no money for that. You
3 want it to go back to where it used to be.

4 Next. Communities in schools. We gave, we
5 had \$35,000 and then for two years in a row the
6 legislature put in 250 and then dropped it.
7 And then recently, do you want to go back to
8 what it was? Zero? Nothing? Whatever. All
9 right.

10 Environmental Ed, remember some of you
11 board members been around for awhile, they are
12 kind of Ag in the classroom, did a whale of a
13 job. They provided a lot of important material
14 for selected teachers, and working environment
15 conservation, and I think they gave up and some
16 people still has an interest in that.

17 National Board Certification, if you
18 are nationally board certified you get \$1,000
19 for what, ten years? Ten years. And then you
20 can recertify. But we didn't have any money
21 there you can see for a few years and the number
22 in that program is not as high as you would like
23 to have it. So it would take about \$47,500 to
24 fund it and pay the scholarships.

25 PreK pilot. This is new. Notice the

1 TANF? Well, they switched the funding on the
2 PreK pilot program, it's a program that used to
3 be over in the children's cabinet. They gave
4 that to us several years ago as five million
5 dollars and through the cuts through the year
6 and this year it took another pretty hefty cut.
7 It is 4.1 million and that's TANF money. And in
8 that program most of the kids already qualify
9 for that, and that PreK pilot goes, it's not all
10 schools, it's a combination of non profits as
11 well as schools. It would take \$900,000 to get
12 it back to where it started.

13 Technical Ed, by the way that Tech Ed
14 program was instituted a few years ago and it's
15 been outstanding program, I think and I think
16 most everybody I know will tell you that. Where
17 a kid in high school can go over to the
18 community college or technical college and there
19 is no tuition charge while they are in high
20 school. Well, in that pilot program the
21 governor wanted to incentivize a little bit, and
22 provided some money for some transportation.
23 And the program is growing to the rate of amount
24 of transportation has been the same, so the
25 bottom line is, that if we want to fund it at

1 the same level we started out with in '12-'13 it
2 would take a million 450,000, which would be
3 about a million dollar increase, a little less
4 than that, all right?

5 Discretionary grants, these were some
6 after school grants, it was speculation or
7 stipulations on all of these. Where some money
8 goes to schools, some goes to private and its
9 primary programs have been in existence for
10 several years and all we do is pay a portion of
11 it. You will notice up in '10-'11, the dollar
12 amount was cut in half in '11-'12. The money
13 got tight. So the option, if you want to go
14 back to what it was originally in '10-'11. All
15 right.

16 That's it. Let's go back to the
17 beginning. Okay. Mr. Chairman, it seems like
18 it would be appropriate now, and you can tell us
19 yes or no, to start at the beginning and we try
20 to make a decision as we go through it so we can
21 put the budget together.

22 MR. CHAIRMAN: When you say go back to
23 the beginning you are talking about going back
24 starting at Base State Aid and go over the
25 items?

1 MR. DENNIS: One by upon.

2 MR. CHAIRMAN: One by one.

3 MR. DENNIS: Yes, sir.

4 MR. CHAIRMAN: Jim Porter.

5 BOARD MEMBER: (Inaudible.)

6 BOARD MEMBER: Last year my first year
7 to go through this --

8 MR. CHAIRMAN: Is your mic on.

9 BOARD MEMBER: The blue light is on. Do
10 you want me to talk louder?

11 MR. CHAIRMAN: No, but speak into it.
12 There you go.

13 BOARD MEMBER: Last year was my first
14 year to do this and so I asked the question, I
15 think I asked the question, about does anybody
16 pay attention to this? And one of my colleagues
17 on the table said this is an exercise in
18 futility, if we expect it to be implemented.
19 And so I didn't, quite frankly, didn't take it
20 real seriously. Well, this year I am taking it
21 real seriously. Because I fear that if we just
22 say it doesn't matter, or if we say, okay, we
23 know there is no money, so we aren't going to
24 get anything, then that would be used by those
25 who believe we are over funded anyway, and say,

1 even the State Board doesn't believe that there
2 is a financial crises. I believe that we can be
3 used.

4 And so I am interested in taking
5 leadership, and saying we need to know what it
6 will cost to educate kids. And I don't know the
7 answer to that, by the way. And whatever it is
8 we need to ask for it. That's just my --
9 that's not a motion, that's my opinion.

10 MR. DENNIS: Mr. Chairman, the District
11 Court opinion, that is a three judge panel,
12 mentioned three numbers, or two numbers \$4,654
13 to be precise, I round that off, and the other
14 one was 49 something. And --

15 MR. CHAIRMAN: Are you talking about
16 base state?

17 MR. DENNIS: Yes. \$4,654 was one of the
18 numbers they mentioned, the other one was \$4,980
19 in the opinion.

20 BOARD MEMBER: How will this be
21 presented if we don't even know what the formula
22 is going to be?

23 MR. DENNIS: It will present it on the
24 number of dollars, it would be kind of patterned
25 after the old one, and they may change it,

1 change terminology; no doubt they will, but the
2 real peanut will be the dollars. The Court
3 will, in my opinion, I don't know what they will
4 say, but normally they don't tell you a formula,
5 they will tell you that you meet the
6 Constitution or you don't. And they did say in
7 the one opinion, I believe, that the old formula
8 would meet the test, but they didn't say you
9 couldn't do another one. So it would be
10 dollars.

11 BOARD MEMBER: The old formula didn't
12 meet equity but not the adequacy.

13 MR. DENNIS: That's correct. The equity
14 piece they said the old formula they thought met
15 the test and that's what the legislature did.

16 BOARD MEMBER: And the adequacy is a
17 total unknown.

18 MR. DENNIS: That's correct.

19 BOARD MEMBER: But the District Court
20 came up with 46 or 49.

21 MR. DENNIS: \$4,650 in one case and
22 \$4,980 in another, but it depends on what you
23 do, if you just go straight, I think the \$4,650
24 is what would be, what you would go to
25 comparable.

1 MR. CHAIRMAN: Sally Cauble wants a
2 clarification.

3 BOARD MEMBER: I don't want to get lost
4 on this, so on the \$4,654 and the \$4,980 that
5 came from a District Court when?

6 MR. DENNIS: December of '14.

7 BOARD MEMBER: December of '14, and can
8 you tell me in December of '14 what the, gosh,
9 what's that word? Growth of income inflation
10 would be for today.

11 MR. DENNIS: It depends where you go
12 back and where you start when you are okay and
13 then the consumer price comes forward. The
14 Court did use the consumer price index in some
15 of this.

16 BOARD MEMBER: So from December of '14
17 to now, what would be that index added to that?

18 MR. DENNIS: The -- there is a big
19 variation during that period of time. Like this
20 year I think is like only one percent. But if
21 you go back in some of the earlier years, it's
22 considerably higher. What would you say, John,
23 four or five, about four or five would be the
24 highest. Oh, December 14 to now? Oh, December
25 to '14 to now, that wouldn't be over two and a

1 half to three percent, two and a half percent
2 probably.

3 MR. CHAIRMAN: Okay, Kathy Busch.

4 BOARD MEMBER: Well, I will start the
5 ball rolling and make a proposal for this. So
6 for the '17-'18 school year I am going to
7 propose \$4,650. And then for '18-'19 I am going
8 to propose an additional 500.

9 MR. CHAIRMAN: Would you move -- is that
10 a motion?

11 BOARD MEMBER: That's a motion.

12 MR. CHAIRMAN: That is a motion. So
13 Kathy Busch has moved that Base State Aid for
14 the first year \$4,650, and second year increased
15 by 500 to \$5,150?

16 BOARD MEMBER: That's correct.

17 MR. CHAIRMAN: Do we have a second?
18 Seconded by Janet Waugh. Okay. Discussion?
19 Deena, you are down here on this, are we ahead
20 of you or behind you or different topic?

21 BOARD MEMBER: I am different.

22 MR. CHAIRMAN: Different. Discussion.
23 Dale, what does that do in terms of additional
24 costs from where we are today?

25 MR. DENNIS: Additional costs in '17-'18

1 would be about 550. And the year following
2 would be 347 million more. Okay, 550 plus 347
3 second more, additional the second year.

4 MR. CHAIRMAN: Okay. So, in essence,
5 what we are doing this, by saying this, if we
6 approve Kathy's motion, the motion on the floor,
7 basically saying we need a tax increase to fund
8 that?

9 MR. DENNIS: I think there is no doubt
10 about it, there would have to be a change in the
11 text structure to fund it.

12 MR. CHAIRMAN: Just to be clear, it's a
13 reality we all live with.

14 MR. DENNIS: Yes.

15 MR. CHAIRMAN: Okay. Discussion. Steve
16 Roberts.

17 BOARD MEMBER: Yeah, I would like to get
18 in to one of the issues that Jim Porter raised.
19 I don't want to treat this like an exercise in
20 futility, because it's an important issue, but
21 since folks across the street are responsible
22 for the budget and we are responsible for
23 stewardship of the schools, I fail to see the
24 value of this exercise. Could you --

25 MR. CHAIRMAN: The one compelling reason

1 we are doing this is because we are obliged by
2 the legislature to do it by law. We have to
3 give them a recommendation. Now, we are not, we
4 are not, we obviously don't have taxation
5 responsibility, or authority; but we are
6 recommending to them. Hence, Jim's other
7 statement in years past it has been an hour or
8 so of futility, because, you know, they just do
9 what they want. But the circumstances, as
10 described to us by Mr. Porter and Mr. Dennis, is
11 that the state is on a new level of reality
12 because of the new, because of the case coming
13 before the Supreme Court.

14 BOARD MEMBER: Might it be prudent that
15 we reach, in a slightly different direction, and
16 be a little more aspirational here like the big
17 pot of money should follow the student and small
18 pot be local, get in to that? It seems to me
19 like this has been done before and I don't know
20 how that is --

21 MR. CHAIRMAN: The law asks us to give a
22 recommended number for these categories.

23 BOARD MEMBER: Thank you, Mr. Chair.

24 MR. CHAIRMAN: That would be a
25 different. Other discussion? I asked Deena if

1 she wanted to speak and she is on a different
2 topic. Maybe not.

3 BOARD MEMBER: When making this
4 recommendation this actually goes to the
5 governor, am I correct?

6 MR. DENNIS: It goes to the budget
7 director who works for the governor.

8 BOARD MEMBER: Right. It doesn't go to
9 the legislature unless we specifically take it
10 to them?

11 MR. DENNIS: No. It goes automatically
12 to the legislature also, when we submit a copy
13 it goes to the legislature.

14 BOARD MEMBER: But the budget itself is
15 submitted to the governor and it is submitted to
16 the legislature?

17 MR. DENNIS: We submit a budget to the
18 budget director, who represents the governor,
19 and he will review that and the governor then
20 will make recommendations to the legislature;
21 but the legislative staff gets a copy of the
22 budget also. They get a copy the same time the
23 budget director does, both get a copy, but then
24 the governor makes recommendation to the
25 legislature, that's true. In the State of the

1 State.

2 BOARD MEMBER: I guess having served in
3 the legislature when we went through this
4 previously, we eased things in. We didn't do
5 the whole enchilada at once. And the Court at
6 that time said that they agreed with that. What
7 that was the \$4,433. And as I understand the
8 lawsuit itself, is based on the fact that the
9 legislature never went back to that \$4,433 and
10 filled it in in that regard, and instead kept
11 cutting instead of adding. Am I correct in that
12 understanding?

13 MR. DENNIS: Yes. I think that's
14 correct. They agreed to a three year plan,
15 \$4,433 was the third year of the plan.

16 BOARD MEMBER: Right.

17 MR. DENNIS: But since then, it's gone
18 down and we came back up a little bit. But it
19 dropped down to -- Craig, go back to 37 --

20 BOARD MEMBER: \$3,780 and then started
21 coming back up?

22 MR. DENNIS: Right. That's correct.
23 That's correct.

24 BOARD MEMBER: I guess my thought is
25 that I think realistically you have to think

1 about kids. This is about kids, but at the same
2 time kids' parents are the ones who will, and
3 families, will be paying that income tax. And
4 will that take away from their ability to
5 operate as family, as we would hope they would,
6 with the income that they have? Because I would
7 suspect how much has been actually cut in taxes
8 since that percent, that amount that we would
9 have, we would be taking in?

10 MR. DENNIS: I thought you might,
11 somebody might ask that. I just checked that
12 out just recently. And according to the
13 legislature's tax expert, the tax structure has
14 remained the same as it was prior to '12.

15 BOARD MEMBER: Right.

16 MR. DENNIS: Last year we collected 920
17 million additional. That's calculated numbers.

18 BOARD MEMBER: So we could cover, cover
19 this amount, if they would refer back to the old
20 tax structure; however, it takes a year to
21 really collect that.

22 MR. DENNIS: Yeah, when you do the
23 income tax it takes you awhile because you have
24 withholding and several issues involved, and a
25 collection process; but within a year, plus

1 year, year plus you eventually would get the
2 money.

3 BOARD MEMBER: So you really need to
4 look at like an 18 month component because you
5 really don't collect the taxes until at least
6 April.

7 MR. DENNIS: That would be probably
8 right about 18 months before you get the income
9 tax in.

10 BOARD MEMBER: Except for the late
11 filers, that would be reasonable.

12 BOARD MEMBER: So just from a realistic
13 point of view, we probably wouldn't match that
14 900 million until the second, the second year.
15 Would we match the 550 million?

16 MR. DENNIS: What he said was that's
17 what it would have been had it been in effect
18 that whole year, so, oh, yeah, you would get the
19 550. I am not an expert but I know that much.

20 BOARD MEMBER: By April. Okay.

21 MR. CHAIRMAN: Janet Waugh.

22 BOARD MEMBER: Thank you, Mr. Chair.
23 That previous issued every year, the one before,
24 okay, 8-9 where we were at \$4,400, what were
25 they increasing at that time?

1 MR. DENNIS: That's a good point. The
2 old court case was a little different. It
3 centered a lot on adequacy and equality for at
4 risk and Special Ed. At risk and Special Ed was
5 the big grabbers. The base was going up about
6 \$5,800 a year, take a dollar or two, \$5,800 a
7 year; but the big increase was Special Ed and at
8 risk. Those two issues the court's been pretty
9 clear about.

10 BOARD MEMBER: (Inaudible.)

11 MR. DENNIS: Yes. Yes. They increased
12 it over a period of time, Mr. Porter, it went up
13 to like the waiting now on that risk '14-'15 was
14 .456, I believe and Special Ed was funded about
15 82 percent at that time.

16 BOARD MEMBER: (Inaudible.)

17 MR. DENNIS: I believe that would be
18 correct. It's frozen.

19 BOARD MEMBER: So I guess the point I am
20 trying to make, I guess had we increased it by
21 50 a year it would be another \$400, right? So
22 4,800, approximately? 58 would be more than
23 400, wouldn't it, eight years, 900?

24 MR. DENNIS: Nine years you are looking
25 at '17-'18, so nine years, and you have roughly

1 \$60, \$58, \$59, so 60 bucks \$540. So less than
2 that.

3 BOARD MEMBER: So it would be 49. So 46
4 is what we are recommending; is that correct?

5 MR. DENNIS: 4,650.

6 BOARD MEMBER: So it was 4,650 so
7 really it is under what they maintained from
8 what we were doing at that point. I guess
9 that's the point I am trying to make.

10 MR. CHAIRMAN: Well, 2018 the motion
11 indicates \$500 increase in the second year of
12 2018, which would take it to \$5,150.

13 BOARD MEMBER: That would still be
14 approximately what they were getting.

15 MR. CHAIRMAN: Approximately catch them
16 up.

17 BOARD MEMBER: I guess --

18 MR. CHAIRMAN: Two years.

19 BOARD MEMBER: -- I know this is a
20 sizable amount of money, but I also believe it
21 can be done if they reinstate that one tax that
22 they cut. But I also believe, more importantly,
23 that anything that this board of anyone in this
24 state needs to support is funding our schools.
25 And as much as they have been cut as much as

1 this happened, I think it's just, we need to
2 make a strong statement. And I believe, I am
3 not a lawyer, but apparently the lower court has
4 said this is constitutional, so if they are
5 lawyers they know a lot more than me, but anyway
6 I would agree this is the way to go. Thank you.

7 MR. CHAIRMAN: Ken Willard.

8 BOARD MEMBER: Dale, since the base is
9 only a piece of a large piece of what the
10 funding is for the schools, and the overall
11 total now is 13 something per thousand per
12 student; is that correct?

13 MR. DENNIS: Yes, sir.

14 BOARD MEMBER: If we are going to
15 increase the base by 900 million dollars over
16 the next two years, what is the practical
17 implication of that on a per student basis?
18 What is the real budget number cost, the costs ,
19 the cost number? Because the waiting are going
20 to say really soon.

21 MR. DENNIS: It is in the vicinity of
22 \$2,000 per student. All right? There's about
23 460,000 kids, so that would be close \$15,000 a
24 student.

25 BOARD MEMBER: \$15,000 per student.

1 MR. DENNIS: And if you count everything
2 that would be true.

3 BOARD MEMBER: What does that mean?
4 What are we 4 billion now? So where does that
5 take us?

6 MR. DENNIS: That would take you up
7 close to five.

8 BOARD MEMBER: Five billion dollars.

9 MR. DENNIS: That would be close.

10 BOARD MEMBER: What percentage of that
11 is the state budget?

12 MR. DENNIS: Right now the state's
13 general fund revenue is about 6., what two, two
14 or three billion? 6.2 or 3 billion dollars. So
15 that means if you did that it would be, what, 80
16 percent of the total. If you raise the taxes up
17 to fund it, then that would take it up to about,
18 about 7.2 or 3 billion. And then make it about,
19 what, 70 million, 70 percent, about 70 percent.

20 BOARD MEMBER: 70 percent of the state
21 budget. Okay. Well, I ask those questions just
22 to process through the thing. I think it's an
23 error to just assume, or overly optimistic to
24 assume, that if the business taxes were
25 reinstated, that we would get it all. It's

1 certainly not, because everybody else is wanting
2 it, too. So we are only going to get a portion
3 of that. So I am -- I am just thinking that
4 this proposal is probably way more than we can
5 expect.

6 MR. CHAIRMAN: Jim Porter.

7 BOARD MEMBER: I am asking you to
8 speculate.

9 MR. DENNIS: What?

10 BOARD MEMBER: I am asking you to
11 speculate. If we adopt this motion, and if it
12 were approved, that would have an affect, what
13 affect that would have on LOB, which would have
14 an affect of the per student cost?

15 MR. DENNIS: If we did that I would say
16 the LOB would probably drop 10 or 20 percent.
17 It will go down. Boards of Education, if this
18 happened, Boards of Education right now is very
19 sensitive to the property taxes. More so than
20 any other tax, as a general rule. So I think it
21 would probably drop 20 percent.

22 BOARD MEMBER: So if we go to \$900,000
23 in two years, the possibility that some of that
24 would be used as opposed to additional income it
25 would be tax relief.

1 MR. DENNIS: Yes.

2 BOARD MEMBER: Individual property tax.

3 MR. DENNIS: Property tax, that would be
4 true.

5 MR. CHAIRMAN: Further discussion.
6 Deena Horst.

7 BOARD MEMBER: If we would go this
8 entire route, some of our vision is also
9 includes all day kindergarten, et cetera. So
10 this is based, I assume, on first grade, well,
11 half K day, half day kindergarten through 12th
12 grade?

13 MR. DENNIS: Correct.

14 BOARD MEMBER: So if we would ask for
15 all day, how would that affect?

16 MR. DENNIS: All day, costs you about 90
17 million and you can do one of two things. You
18 can add the 90 to this or you could subtract the
19 90 from this and count it separately. In other
20 words, if you dropped it off to, by coincidence,
21 go back to \$4,492 and add the all day
22 kindergarten in it comes back in pretty close,
23 the 15, 18, 20 million of 550. But all day
24 kindergarten is not there.

25 BOARD MEMBER: Okay.

1 MR. DENNIS: It's separate.

2 BOARD MEMBER: And there is also PreK.
3 Also is, is that another component?

4 MR. DENNIS: That's a 4 year-old at risk
5 program that's a separate issue. And the reason
6 is, now, if we ever got any money the State
7 Board can set that limit, if we had the money
8 you can set that limit. The reason you haven't
9 seen that limit set for a long time is because
10 there hasn't been any money. But they, we take
11 care of about 7,000 kids there, and the number's
12 probably larger than that, but it wouldn't be a
13 whole lot larger.

14 BOARD MEMBER: Okay.

15 MR. CHAIRMAN: Open for discussion?
16 Kathy Busch.

17 BOARD MEMBER: The \$4,650 number I feel
18 pretty strongly about. The second number, I am
19 certainly amenable to request for an amendment
20 change, as far as my motion is concerned. I do
21 think there are other things in the budget that
22 need some money and maybe this additional money
23 could just be included in all of those other
24 things. Like Dale mentioned the all day K.
25 There is also mentor teachers and professional

1 development that hasn't been funded in quite
2 some time, which are very valuable pieces, if
3 you look at the data that the group showed this
4 morning and all of our teachers that are within
5 their first nine years, they probably need some
6 mentoring more than what we have been providing
7 in professional development. So I certainly
8 would be, if we want to change that second
9 number.

10 MR. DENNIS: One theory, Mr. Chairman,
11 to think about would be if you go the \$4,650 and
12 you believe that's correct, you could then just
13 do a consumer price index the second year, which
14 would be about \$100. Closer to it. It would be
15 about what, ten percent?

16 MR. CHAIRMAN: Randy.

17 BOARD MEMBER: Kathy, another way you
18 could look at that is, there is some kind of
19 larger dollar amount mentoring professionals are
20 important, but you take it out of the block and
21 flexibility of taking that out versus going back
22 and stipulating where it needs to be spent.

23 BOARD MEMBER: Special Ed is important
24 that comes out.

25 BOARD MEMBER: When you reduce the

1 Special Ed, the proration of Special Ed, those
2 students have a legal federal legal right to
3 that service. It comes out of the general.

4 BOARD MEMBER: It comes out of the
5 general fund anyway. I think there are a number
6 of things that could fit in to that, there are a
7 lot of things that could fit in to that.

8 MR. DENNIS: I might just clarify, the
9 only thing left in block grant is KPERS,
10 everything else has been taken out.

11 MR. CHAIRMAN: Deena.

12 BOARD MEMBER: Speaking of KPERS, the
13 block grant does not include KPERS. That amount
14 that's on here?

15 MR. DENNIS: It does, but it's treated
16 completely separate. For example, this year we
17 didn't make quarter payments, April 15th
18 payment. So the bottom line is, that all goes
19 away April, to June 30th of next year, block
20 grant is gone.

21 BOARD MEMBER: Unless they carry it
22 forward?

23 MR. DENNIS: Do something different.

24 BOARD MEMBER: Is it possible for us to
25 include in the amount that we are talking about,

1 the things that we feel are important? Like all
2 day kindergarten?

3 MR. DENNIS: If you want to say, for
4 discussion, say \$4,650 is where you want to be
5 then whatever those dollars of those other
6 things you want to fund, you can go back and
7 reduce it down. Because they are separate
8 formulated.

9 BOARD MEMBER: (Inaudible.)

10 MR. DENNIS: If you we go through and
11 you want to say \$4,650 and if you approve all
12 day kindergarten subtract that out, approve
13 something and you can subtract it out.

14 BOARD MEMBER: Okay. All right.

15 BOARD MEMBER: But the formula still
16 holds their place in the law.

17 BOARD MEMBER: And our recommendations
18 here are not based on -- we are not basing it on
19 a formula, or anything, we are making this as
20 our determination of the dollar amount that
21 should be the end result of any formula.

22 MR. DENNIS: It's mostly patterned after
23 the law that was in effect.

24 BOARD MEMBER: Sure.

25 MR. DENNIS: Because we see went back to

1 the old laws and the Capital Outlay, and here
2 there will be some changes made I think more so
3 than that. But the concept is going to be
4 there. You will take care of at risk and
5 bilingual and base amount per pupil and
6 transportation, that will all be taken care of.
7 But if you want to say, like I said, 50 is the
8 number and you want to go back and approve some
9 smaller numbers and reduce it, and put us back
10 in to what the base is.

11 BOARD MEMBER: But the motion before us
12 is Base State Aid we would be recommending here
13 and we would have to make that as a motion later
14 on?

15 MR. DENNIS: Yes.

16 MR. CHAIRMAN: And what we have here is
17 pretty aspirational, you know, we have had a lot
18 of discussions about tax increases and formulas
19 what percentage of budget is, which is all
20 really big questions, but in terms of where the
21 State Board is in terms of taking a leadership
22 role, do they agree that there should be an
23 accrual is what we are saying in this motion and
24 putting a number on it. Is that what you are
25 saying? Further discussion or we'll call for

1 the vote.

2 Before us we have a motion and has been
3 seconded, and just to be clear that we are
4 recommending the '18 year, not next year but the
5 following year, that the Base State Aid for
6 schools be increased to \$4,650 per student and
7 that in 2018 it would be increased by \$500 to
8 \$5,150. Is that the motion? Okay. All those
9 in favor please signify by raising your right
10 hand. Those opposed? 7-3 with Steve Roberts,
11 John Bacon and Ken Willard in opposition. Okay.

12 The next item is the -- well, the LOB.
13 You know, so it's capital outlay. Now Special
14 Ed; is that correct?

15 MR. DENNIS: Well, the LOB, unless you
16 tell us differently, we assumed you would fund
17 the law, that's what we just got out of court
18 on.

19 MR. CHAIRMAN: Do we need to vote on?

20 MR. DENNIS: I don't, small amount, if
21 you agree that's a small amount.

22 MR. CHAIRMAN: I will go just a little
23 further. Do we need to affirm the status that
24 just came out of the legislature? And the Court
25 has approved, do we need to put our approval

1 stamp on that as well to move forward on this
2 and not leave any doubt?

3 MR. DENNIS: I don't think it makes any
4 difference. As long as you guys, kind of in
5 agreement to fund the law. We still don't want
6 to go back to Supreme Court again.

7 BOARD MEMBER: (Inaudible.)

8 MR. DENNIS: Not necessarily.

9 MR. CHAIRMAN: Mr. Dennis is
10 recommending we move forward. The next one is
11 Special Ed.

12 MR. DENNIS: The next one I think is
13 capital outlay, and I assume you want to fund
14 the law. We just got out of court on that one.
15 That's a small.

16 MR. CHAIRMAN: Fund the issue, do we
17 need to vote on that?

18 MR. DENNIS: Not necessarily. Unless
19 somebody objects.

20 MR. CHAIRMAN: We concur with the
21 legislature.

22 MR. DENNIS: The next one, the answer is
23 yes.

24 MR. CHAIRMAN: Okay, but the question
25 is --

1 MR. DENNIS: That's correct.

2 MR. CHAIRMAN: So if we go to 92 that
3 would be to fulfill the law, we have never done
4 it. We have done it at 90 over the years,
5 haven't we?

6 MR. DENNIS: Well, we have recommended
7 92, what the law says, but it hasn't been funded
8 at recent history at 92. You have to go back
9 seven or eight years, about 2010-'11 is the last
10 time. So.

11 MR. CHAIRMAN: So recommendation on
12 special education. Oh, Kathy Busch, I am sorry,
13 looking at the wrong end of the table.

14 BOARD MEMBER: I would recommend we take
15 it out of the money we already allocated. You
16 said we could do that, Dale?

17 MR. DENNIS: Yes. We could go back and
18 whatever that is subtract it down. Sure.

19 MR. CHAIRMAN: Second by Deena Horst,
20 that we go to 85 percent, and that 85 percent,
21 number, whatever it might be, would then be
22 subtracted on the '17 and '18 school years from
23 the recommended motion of Base State Aid; is
24 that correct, Kathy and Deena? Okay.
25 Discussion? Ken Willard.

1 BOARD MEMBER: Dale, am I correct that
2 the federal government has never funded their
3 agreed portion as well?

4 MR. DENNIS: You are correct they are
5 about halfway there.

6 BOARD MEMBER: All right. Well, my
7 position on this is to do the maintenance of
8 effort until the federal government picks up
9 their's.

10 BOARD MEMBER: Can we just continue
11 maintenance of effort until the federal
12 government picks up it's committed
13 responsibility. It never has done so and that
14 just comes out of state, out of our funds in
15 order to do whatever we are doing.

16 MR. CHAIRMAN: Randy.

17 BOARD MEMBER: On this one I want to
18 just remind everyone how Special Ed law works
19 with regular ed kids. So whether it's the
20 federal government, or the state government, it
21 doesn't provide the money it costs to take. You
22 are still under the law to provide that special
23 education need. So when the federal government
24 and the state government does either or a
25 combination, doesn't provide the excess funds,

1 you make up those excess funds out of your local
2 budget. They have a federal right to that
3 education. So I just want you, I want everyone
4 to understand it. It comes out of the
5 education for all children to go on those kids
6 because of the excess, not having the excess
7 costs.

8 MR. CHAIRMAN: Sally Cauble.

9 BOARD MEMBER: When you said
10 maintenance of effort for Special Ed, did you
11 mean that it would be part of what we already
12 decided or is it maintenance of effort plus?

13 BOARD MEMBER: Maintenance of effort
14 right there on the chart, that would be same as
15 things that occur here. Things that occur here.

16 MR. CHAIRMAN: Steve Roberts.

17 BOARD MEMBER: My question is how many
18 kids are served? Do we have roughly ten percent
19 of our kids? I am struck how the 85 is almost
20 identical to the number of kids served per
21 \$1,000 a kid.

22 MR. DENNIS: The kids, if you can't gift
23 it, which our law does in State law, it would be
24 about 15 percent, pretty close. You are pretty
25 close. There's about a couple percent gifted.

1 The others you run 12 or 13.

2 BOARD MEMBER: Thank you.

3 MR. CHAIRMAN: We have a motion on the
4 floor to fund special education at 85 percent.
5 Hearing no other discussion I would ask for a
6 vote.

7 BOARD MEMBER: (Inaudible.)

8 MR. CHAIRMAN: Thank you for clarifying
9 that. It would be subtracted from the Base
10 State Aid, that we originally had approved.
11 Okay? All those in favor please signify by
12 raising your right hand. Oppose same sign. As
13 to 6-4 with Ken Willard, John Bacon, Sally
14 Cauble and Steve Roberts voting no. Okay.

15 The next item that we have to deal with
16 is all day K. We have some choices before us in
17 terms of implementation as well as numbers.

18 MR. DENNIS: All at once 90 million,
19 over a five-year period is about 18 million per
20 year.

21 MR. CHAIRMAN: One thing, we want
22 students ready for kindergarten and that implies
23 they are also ready for first grade. And
24 actually we have more control over kindergarten
25 than pre school, so our recommendation is also

1 many districts are already providing it one way
2 or another, either funded by the district funds
3 or by some level of participation by the
4 parents. It doesn't always necessarily always
5 include all students. Deena Horst. I am sorry.
6 Yes, Deena.

7 BOARD MEMBER: I would move that we
8 implement all at once for 90 -- is it \$90,000?

9 MR. DENNIS: 90 million.

10 BOARD MEMBER: Million, couldn't find
11 the other comma. Anyway, 90 million for, and
12 take it out of our original amount.

13 MR. CHAIRMAN: Keeping track of that,
14 Dale, there's two parts of that, three parts
15 actually, to fund, Deena, you recommended or
16 made a motion to fund at the 90, to meet
17 implementation which would be 90 million, and to
18 reduce the Base State Aid recommendation to
19 include that in that number, which would then
20 subtract that over the next year.

21 MR. DENNIS: Just so you know, we
22 raised the base so this amount will go up a
23 little bit, still subtract off the base.

24 MR. CHAIRMAN: How much money does that
25 leave in Base State Aid? When we get done with

1 this we'll be losing money.

2 MR. DENNIS: We will subtract about 120
3 million.

4 BOARD MEMBER: Well, you are still --

5 MR. CHAIRMAN: I am just telling you
6 here, the intent of the Base State Aid is to
7 give them some authority to move forward without
8 restriction, and this takes away that authority,
9 it is nibbling.

10 MR. DENNIS: 550 and we are down to 420,
11 give or take a little.

12 MR. CHAIRMAN: Kathy Busch. Excuse me,
13 I am sorry, Ken Willard had his name on there
14 first.

15 BOARD MEMBER: I am just a little bit
16 confused by the numbers. We are down to what on
17 the base now?

18 MR. DENNIS: We take a 120 million
19 dollars off of that, Ken, so roughly, so that
20 would drop it down to probably, 44, let's see,
21 we have, it is in the 4470, 80 range.

22 BOARD MEMBER: 4492 is 4440.

23 MR. DENNIS: Take off another 120. So a
24 little over, we are about down to --

25 BOARD MEMBER: 460.

1 MR. DENNIS: Yeah.

2 MR. CHAIRMAN: I guess before I move on
3 to Kathy Busch, I am looking for a second on
4 that.

5 BOARD MEMBER: I will make one for
6 Kathy.

7 BOARD MEMBER: I would second if it was
8 implemented over a two year period, since the
9 funding, we added more funding in the second
10 year.

11 BOARD MEMBER: I can accept that.

12 MR. CHAIRMAN: So it would be at 90 --

13 BOARD MEMBER: 45,000.

14 MR. CHAIRMAN: 90 million.

15 MR. DENNIS: It would be 45 million over
16 two years and the other one was what 90 million.
17 All right. 45 each year.

18 MR. CHAIRMAN: I also --

19 BOARD MEMBER: (Inaudible.)

20 MR. CHAIRMAN: I would remind the board,
21 just a little thought here, as I said when I
22 previewed that, most districts are doing it in
23 one way or another. And you it might help them
24 out in terms of, in giving them money, but they
25 have processes to do this already.

1 So I am back to, we have a motion and
2 then we had a second, but it amended the motion
3 to include a two year implementation. And it
4 was accepted by Deena on the floor. Okay.
5 Further discussion?

6 BOARD MEMBER: (Inaudible.)

7 MR. DENNIS: We are voting on
8 kindergarten and a motion was made to implement
9 it, a mini motion to change that over a two year
10 period?

11 BOARD MEMBER: (Inaudible.)

12 MR. DENNIS: Oh, the money?

13 BOARD MEMBER: (Inaudible.)

14 MR. DENNIS: We were at 150 and we
15 subtracted, we have to subtract 31 plus from
16 that, plus what was the other? 45. So 76. You
17 are down to about 474 million, give or take a
18 little; is that right? 474. Yeah. 45, that's
19 about right. 4570 probably.

20 BOARD MEMBER: I don't want that Base
21 State Aid to get too low.

22 MR. DENNIS: It's heading south.

23 BOARD MEMBER: What?

24 MR. DENNIS: It's heading south.

25 BOARD MEMBER: The Base State Aid we

1 want to keep as high as we can.

2 MR. CHAIRMAN: I agree with you. Yes.
3 Jim Porter.

4 BOARD MEMBER: Since schools are doing
5 this any way, don't they have more flexibility
6 if we leave it in the base of kindergarten, if
7 they are doing it anyway?

8 MR. CHAIRMAN: They would make the
9 decision then if they wanted to keep what they
10 were doing or to fund it at a different rate and
11 it would be a local decision.

12 MR. DENNIS: The one difference, Jim,
13 that would make -- the one difference it would
14 make is those that are charging, isn't no longer
15 charged. That would stop the charging.

16 BOARD MEMBER: How prevalent is that?

17 MR. DENNIS: Not very. Small
18 percentage. Small percentage.

19 MR. CHAIRMAN: A slight charge.

20 BOARD MEMBER: If I -- if I talked to
21 the majority of them charge something.

22 MR. DENNIS: There is always fees like
23 this for everybody, as far as tuition the number
24 would be pretty small, most do not.

25 BOARD MEMBER: (Inaudible.)

1 MR. CHAIRMAN: Well, I am going to try
2 to say back the motion, so we know what the
3 motion is, and Peggy is ducking, okay. What we
4 have is full implementation of all day K over
5 two years, and the number to be subtracted from
6 what's left of the Base State Aid; is that
7 correct on my motion to second? Okay.

8 All those in favor signify by raising
9 the right hand. Excuse me.

10 BOARD MEMBER: (Inaudible.)

11 BOARD MEMBER: What is the practical
12 affect of this on a school that's already
13 funding them?

14 MR. CHAIRMAN: Two things that I heard
15 spoken was, if we do this they can no longer
16 charge tuition, okay? And if we do this, it
17 basically says you are going to do this and fund
18 it and take it out of your Base State Aid.

19 MR. DENNIS: And the other piece for
20 those who are not charging and doing it now that
21 gives them resources to do something else with
22 it.

23 BOARD MEMBER: So what they are
24 currently spending on kindergarten could be
25 spent on something else?

1 MR. CHAIRMAN: Okay. Yes, Deena, you
2 originated the motion, now we'll call --

3 BOARD MEMBER: Well, I just want to
4 clarify that I thought I heard you say that they
5 would have to have all day kindergarten.

6 MR. CHAIRMAN: That's what we said in
7 the motion. That was your motion.

8 BOARD MEMBER: Only that it be funded.

9 MR. CHAIRMAN: Well, if you are going
10 to fund it, that's what I said in the beginning.

11 BOARD MEMBER: But if they choose not
12 to.

13 MR. CHAIRMAN: I am not sure that was
14 what I, that's why I said it for clarification.
15 You are the originator of the motion.

16 BOARD MEMBER: That we can, I guess we
17 could say that they have to have all day
18 kindergarten.

19 MR. CHAIRMAN: The motion was all day
20 kindergarten and implemented over the next two
21 years.

22 MR. DENNIS: This might help, the law
23 already says they have to provide all day
24 kindergarten. Students don't have to attend,
25 but you have to provide it.

1 MR. CHAIRMAN: We are saying we'll fund
2 it. I want to make sure that the motion that
3 we are going to vote on is the motion that you
4 had intended to be on the floor. You are the
5 originator.

6 BOARD MEMBER: Yes. The way you have
7 stated it basically is yes.

8 MR. CHAIRMAN: Okay. Ken Willard.

9 BOARD MEMBER: I didn't know when they
10 were still up there, but I would just like to
11 state my reservation about this. Because it's
12 always been my belief that the best thing to do
13 for schools is put money in the base, and let
14 them use it rather than telling them how to
15 spend the money. And that's what we are doing
16 here is tell them they have to spend this money
17 here on all day kindergarten. That's my
18 reservation on the motion.

19 MR. CHAIRMAN: All right. All those in
20 favor of the motion please signify by raising
21 your right hand. I have two. Those opposed,
22 same sign. 2 to 8 and the two that are in favor
23 were Deena Horst and Kathy Busch. I am going
24 that way on this one. Okay. We are still back
25 with kindergarten.

1 BOARD MEMBER: I would make a motion on
2 kindergarten.

3 MR. CHAIRMAN: Thank you. Janet Waugh.

4 BOARD MEMBER: Okay, I will make a
5 motion on kindergarten, I do feel it is
6 important and I recognize some of the districts
7 have a real challenge with it. I will make a
8 motion that we fund it, '18 for five years.

9 MR. CHAIRMAN: Okay. You are talking
10 about on the sheet here, well, fund it five
11 years.

12 BOARD MEMBER: Yes (Inaudible.)

13 MR. CHAIRMAN: And then --

14 BOARD MEMBER: (Inaudible.)

15 MR. CHAIRMAN: No.

16 BOARD MEMBER: My problem is I have a
17 lot of schools that are all day kindergarten,
18 but they charge for that second day. And you
19 are adding money to the base, but they also need
20 to put it towards other teachers, R1 and 2A
21 schools we are not helping them by giving them
22 money and telling them how to use it. All we
23 have to '18 (inaudible).

24 BOARD MEMBER: I don't think that's very
25 realistic either.

1 BOARD MEMBER: Okay.

2 BOARD MEMBER: (Inaudible.)

3 MR. CHAIRMAN: Just as a point of fact,
4 we increased the Base State Aid, considerable in
5 our original motion. I will just say, to my
6 point of view, if they want all day kindergarten
7 it is in there. If they don't want all day
8 kindergarten, it's not there. Okay? It's their
9 choice, as Ken said, to use their money as they
10 see. If they want to continue to do it, and,
11 Sally, you referenced and the school tuition for
12 an extra day, and that that's their business.
13 Or they could decide themselves they want to put
14 it in all day K.

15 BOARD MEMBER: Why is this motion okay
16 for that, but the last motion wasn't?

17 BOARD MEMBER: I don't have a motion.

18 MR. CHAIRMAN: I don't have a motion.
19 Do you want to make a motion?

20 BOARD MEMBER: (Inaudible.)

21 MR. CHAIRMAN: Dale, throwing a life
22 line, okay? Help us here. What we would like
23 to do is continue with the status, or I am not
24 saying all want to, but what I am talking about
25 is continuing with the status quo not taking out

1 a Base State Aid, but if schools wanted to as
2 Base State Aid to implement all day
3 kindergarten --

4 BOARD MEMBER: In that case we do
5 nothing.

6 MR. CHAIRMAN: In that case do nothing
7 and move on to the next motion?

8 BOARD MEMBER: Before we move on I need
9 one clarification.

10 MR. CHAIRMAN: Okay, Mr. Porter.

11 BOARD MEMBER: Dale, schools are
12 required to have all day kindergarten?

13 MR. DENNIS: They have to provide it,
14 kids don't have to attend, but they don't have
15 to provide it.

16 BOARD MEMBER: So places that have half
17 day kindergarten, how do they do it?

18 MR. DENNIS: What?

19 BOARD MEMBER: Places that have half
20 day kindergarten, how do they do it?

21 MR. DENNIS: It's cost at risk dollars
22 mostly funded.

23 BOARD MEMBER: For the half?

24 MR. DENNIS: Yeah, we have schools only
25 have half day kindergarten, that's funded. But

1 it is in the program it's funded. If you go
2 beyond that then you have a choice of fees, you
3 can pay out of that. Whatever you choose to do.
4 But fees --

5 BOARD MEMBER: I am a small school, and
6 I have 15 kindergartners, can I have a morning
7 program only?

8 MR. DENNIS: Sure. Yes, sir. You can.

9 BOARD MEMBER: Okay.

10 MR. DENNIS: Not very many of them do
11 it, you can have small like, a lot of districts
12 would choose to have all day, because it is
13 cheaper than transporting them there and back.

14 BOARD MEMBER: About 30 years ago I did
15 that.

16 MR. DENNIS: Rest my case.

17 MR. CHAIRMAN: Janet Waugh.

18 BOARD MEMBER: Thank you, Mr. Chair.
19 Isn't it true they are not mandated to attend
20 kindergarten, correct?

21 MR. DENNIS: They are not mandated to
22 attend kindergarten. Yes. You have to attend
23 when you are in 7th grade. The school, this
24 amendment made by the distinguished senator, you
25 have to provide it. If a kid wants to attend.

1 Everybody gets half day, half day.

2 BOARD MEMBER: Half day, if you offer
3 all day (Inaudible.)

4 BOARD MEMBER: So if it were determined
5 we need to mandate all day kindergarten, is that
6 done by us or legislature?

7 MR. DENNIS: If I was going in to that
8 route because of what that is I would leave that
9 up to legislature.

10 BOARD MEMBER: Thank you.

11 MR. DENNIS: You see, they have to fund
12 it.

13 BOARD MEMBER: Thank you.

14 MR. CHAIRMAN: So at this point not
15 having a motion we'll just move on to the next
16 item, which is parents as teachers. Anybody
17 want to? And, Dale, this is not eligible to
18 come out of Base State Aid?

19 MR. DENNIS: Yes.

20 MR. CHAIRMAN: It is eligible?

21 MR. DENNIS: If the student wanted to
22 subsidize out of the general fund --

23 MR. CHAIRMAN: I am talking about right
24 now today, we couldn't do it ourselves?

25 MR. DENNIS: No. No.

1 MR. CHAIRMAN: As a home district they
2 could utilize Base State Aid to, in fact, help
3 pay for parents and teachers.

4 MR. DENNIS: The law requires, as a
5 matter of fact, the law requires them to max 65
6 cents for every dollar we get.

7 MR. CHAIRMAN: And we have districts
8 that are presently decreasing services, or
9 eliminating services, because they couldn't
10 match.

11 MR. DENNIS: The match as an issue is
12 one, and that's a proviso and provision in the
13 law, proviso; and the other piece of this is
14 this is funded now by TANF, Temporary Assistance
15 For Needy Families.

16 MR. CHAIRMAN: Jim Porter.

17 BOARD MEMBER: If we were to increase
18 our contribution, would that still only affect
19 kids that were eligible for TANF, or would that
20 allow other students or other children -- and I
21 have a very selfish reason to ask that question
22 and I will tell you what it is. My daughter got
23 a call this week, our grandson who is going to
24 be born next month, cannot participate because
25 they make too much money. Well, my daughter, my

1 4 year-old granddaughter really benefited. Now,
2 they are in a position where they could pay.
3 But if it's 200 percent there are a lot of
4 people at 203 percent or 204 percent or 300
5 percent they can't pay. So my question is, if
6 we contribute more, will that allow students
7 that are not now eligible to participate in the
8 program?

9 MR. DENNIS: I believe if the board had
10 the resources to pay that on behalf of their
11 patrons I believe that would be the answer is,
12 yes, they could do that. They could do that.

13 BOARD MEMBER: So out of the base state
14 increase that we provided if they chose to use
15 that money, that would be their decision?

16 MR. DENNIS: It's their decision. The
17 other piece, and I will mention this, I don't
18 know how long this will go on, Randy, you may
19 know and comment on this. We are funding this
20 with TANF this year and I was told TANF is good
21 for awhile, but not forever.

22 MR. CHAIRMAN: I will say the benefits
23 of parents as teachers program is huge and in a
24 variety of ways. Obviously it helps the student
25 but it also is targeting the parents. And if

1 this program was, in fact, to disappear I think
2 one of our goals and our vision is seriously
3 jeopardized. Jim Porter.

4 BOARD MEMBER: Thank you. I just want
5 to follow up on what Jim said. This helps us,
6 this helps us significantly achieve our goal for
7 kindergarten readiness. And not to provide this
8 service, I don't know the answer, I don't know
9 how to balance all of this. But this parents as
10 teacher is a critical element in our ability to
11 reach our goal. And I don't know -- I don't
12 know what the answer is. But that's a serious,
13 the fact that all students are not eligible is a
14 serious concern to me.

15 MR. DENNIS: You could also approve
16 whatever you decide to approve, and request it
17 from state funds, not federal funds. You could
18 do that, too, if you like. That way you would
19 have a lot more control. And the state funds
20 are until this year, coming year.

21 MR. CHAIRMAN: Okay. Carolyn Campbell.

22 BOARD MEMBER: Thank you. So we could,
23 I am really supportive of the parents as
24 teachers, so right now for this past year it was
25 7,200, if we -- I would like to move that we

1 approve, increase it by the additional cost to
2 46,000. It would not come from the Base State
3 Aid, is that correct? Did you say that?

4 MR. DENNIS: If you don't put it in
5 motion it won't. You add 46,000 to it.

6 BOARD MEMBER: That would increase it by
7 1,000 students?

8 BOARD MEMBER: Yes. That's my motion.

9 BOARD MEMBER: That would be for the two
10 years; is that right?

11 MR. DENNIS: Yes. If you go in it it
12 would automatically be the second year.

13 MR. CHAIRMAN: We would increase the
14 number of participants of parents as teachers
15 program by 1,000 two years, or 1,000 each year?

16 MR. DENNIS: I assume you are talking
17 1,000 each year is what you said.

18 BOARD MEMBER: Yes. 1,000 each year.

19 MR. CHAIRMAN: That's the motion on the
20 floor. Do I have a second? A second by Jim
21 Porter. Steve Roberts.

22 BOARD MEMBER: Thank you, Mr. Chair.
23 Can we target these to the areas that are in
24 notation today, how hard it is to retain
25 teachers, and so forth, in southwest Kansas, and

1 KCK and low SSES areas, in Wichita. Is there
2 any way we can target that? The folks that hire
3 me to tutor in Johnson County, by and large,
4 they are more than happy with this program but
5 they are happy to pay for it because they can.

6 MR. DENNIS: I believe if the -- if it
7 was state money, I think the board could ask
8 some guidelines and restrictions and what you
9 approve. Because it's got to come to you for
10 approval. Schools comply but it comes to you
11 for approval. You could provide guidelines and
12 which ones priority.

13 MR. CHAIRMAN: In the past, we have had
14 that in the consent agenda, that has been there
15 before.

16 MR. DENNIS: That's right.

17 MR. CHAIRMAN: So your answer, Steve, is
18 yes, we can, and we don't need to support a
19 motion. Other conversation? I will call a
20 question? And just to make sure everybody is on
21 the same page, Carolyn's motion was to fund it
22 at an increase of 1,000 students each year for
23 the next two years, which would be \$460,000 and
24 state money that we would be funding, federal,
25 so we would have control over it, is that

1 correct?

2 All those in favor of the motion please
3 signify by raising your right hand. Those
4 opposed, same sign. Two in opposition, Ken
5 Willard and John Bacon.

6 Mentor teacher program. We have here
7 fund the law hundred percent that would be a 3
8 million dollar increase.

9 MR. DENNIS: What that law says, Mr.
10 Chairman, the \$1,000 for the mentor teacher,
11 three years.

12 MR. CHAIRMAN: Up to three years. Or to
13 fund the law at 50 percent, right now it's not
14 being funded at all, is at one and a half
15 million.

16 MR. DENNIS: One of the primary reason
17 for this was to try to retain teachers.

18 MR. CHAIRMAN: Deena Horst.

19 BOARD MEMBER: And the intent of the way
20 this is written is for a -- the money to go to a
21 district?

22 MR. DENNIS: It goes to district mentor.

23 BOARD MEMBER: Okay. But the mentor is,
24 could be local, locally.

25 MR. DENNIS: Usually it's a teacher in

1 that building, the senior teachers if they
2 believe --

3 BOARD MEMBER: I just want to make sure
4 it's not a state generated program.

5 MR. DENNIS: The mentor teacher has to
6 have a certain amount of training, and they
7 mentor this teacher and try to help them be
8 successful.

9 BOARD MEMBER: And it's locally
10 administered?

11 MR. DENNIS: Yes. We distribute the
12 money and collect the information.

13 BOARD MEMBER: The intent of the way
14 this is written is for a -- the money to go to a
15 district?

16 MR. DENNIS: It goes to district to
17 mentor.

18 BOARD MEMBER: But the mentor could be
19 local, locally?

20 MR. DENNIS: Usually a teacher in that
21 building, a senior teacher that they believe --

22 BOARD MEMBER: I just want to make sure
23 it's not a state generated program.

24 MR. DENNIS: The mentor teacher has to
25 have a certain amount of training and then they

1 mentor this teacher, and try to help them be
2 successful.

3 BOARD MEMBER: And it's locally
4 administered?

5 MR. DENNIS: Yes. We distribute the
6 money and collect the information and it's
7 administered locally.

8 BOARD MEMBER: Okay. Thank you.

9 MR. CHAIRMAN: From our presentation
10 this morning it sounds like a program we could
11 certainly use. There are districts probably
12 doing this voluntarily, for their teachers
13 retention, but overall in this state I think
14 this program as pretty much vanished. Mr.
15 Porter.

16 BOARD MEMBER: There are also districts
17 where teachers are volunteering to do this. And
18 doing it for nothing. Or probably putting money
19 with it.

20 MR. CHAIRMAN: Okay. All those in favor
21 as presented to fund the mentor teacher program
22 at hundred percent over the next few years,
23 which would be an additional 3 million dollars,
24 we don't have a motion. How did I miss that?
25 Okay. Move by Carolyn Campbell. Seconded by

1 Jim Porter, I knew that was happening.

2 All those in favor of the motion please
3 signify by raising your right hand. Those
4 oppose same sign. 7-3. Steve Roberts, John
5 Bacon and Ken Willard in opposition.

6 The next one is professional
7 development. If we were to fund the law hundred
8 percent it would be \$8,500,000, 75 through 75
9 and at 50 for 25 50. Right now it's not being
10 funded at all. Carolyn Campbell, I am sorry.

11 BOARD MEMBER: Thank you, sir. Did I
12 give you that crazy look? Okay. This is
13 something that I really believe in, and it has,
14 the legislature has not funded it for how many
15 years? But what if we started out at 25
16 percent? I see Mr. Dennis went down to 50
17 percent, but to try to get some professional
18 development money.

19 MR. DENNIS: We could do it.

20 MR. CHAIRMAN: We could certainly do it.

21 BOARD MEMBER: Do you want me to make a
22 motion.

23 BOARD MEMBER: (Inaudible.)

24 MR. CHAIRMAN: First year 21 or second
25 year or do you want to keep it? Just asking.

1 BOARD MEMBER: I just asked for the
2 first year, maybe, you know, they will do it,
3 maybe, anyway, I was just thinking for the first
4 year.

5 MR. CHAIRMAN: It's a two year budget.

6 BOARD MEMBER: Two years.

7 MR. CHAIRMAN: 25 percent for two years
8 is the motion on the floor.

9 BOARD MEMBER: I will second that
10 motion.

11 MR. CHAIRMAN: Second by Sally.

12 BOARD MEMBER: We have so much change
13 that we are asking on this new vision that I --
14 we just need some money. Now, that's all.

15 MR. CHAIRMAN: Okay. Open for
16 discussion. Jim Porter.

17 BOARD MEMBER: How is this distributed?
18 I know it hasn't for awhile, but how would be it
19 distributed?

20 MR. DENNIS: It would be distributed
21 with a cap on half of one percent of the general
22 fund and actual expenditures, whichever is
23 lower. But we are not going to get, as a
24 general rule you won't get full amount. I mean,
25 it's half of one percent take eight and a half

1 million so most districts are actual
2 expenditures. A lot of districts are putting
3 their own money in it.

4 BOARD MEMBER: Is 25 percent going to
5 make a difference? I mean, it's nice to get a
6 little increase, but when you spread it over a
7 district, it's per pupil basis most likely or is
8 that how it would be distributed.

9 MR. DENNIS: We could do the formula for
10 each district and send them the amount over the
11 year and tied to their expenditures and we audit
12 it and be sure it was spent for professional
13 development.

14 MR. CHAIRMAN: So it is an incentive
15 for districts to do it, but they could decide to
16 take State Aid?

17 MR. DENNIS: They could take more out of
18 their general fund.

19 MR. CHAIRMAN: Okay. Any other
20 discussion. Deena Horst.

21 BOARD MEMBER: So currently districts
22 are funding it out of their general fund?

23 MR. DENNIS: Whatever they are doing
24 they are doing it out of general fund or Title
25 II.

1 BOARD MEMBER: So they would probably
2 continue to do that if --

3 MR. DENNIS: Most probably would.

4 BOARD MEMBER: I am saying if they would
5 receive an increase in, in the base funding
6 that --

7 MR. DENNIS: The answer to that would be
8 yes.

9 BOARD MEMBER: That we approved earlier?

10 MR. DENNIS: That would be yes. Most
11 districts would tell you that staff development
12 is the secret to their success.

13 BOARD MEMBER: Okay. Thank you.

14 MR. CHAIRMAN: I would say from an
15 aspirational standpoint, we are doing about
16 these in terms of how to manage the budget, you
17 know; but if we really believe in staff
18 development, and in quality staff development, I
19 just don't think 2.1 million dollars across an
20 286 school district is going to be that much
21 money, but they have a choice to make it out of
22 state base, but there are a lot of things to be
23 caught up on if they did that.

24 MR. DENNIS: Some very small districts
25 not very many dollars could do it, it's not that

1 much; but the larger ones they will go after
2 anything right now.

3 MR. CHAIRMAN: We have a motion on the
4 floor to set it at 25 percent for professional
5 development for the two years which would be
6 about 2.1 million dollars. All those in favor
7 please signify by rising your right hand. One,
8 two, three, four, five. We have five. Opposed?
9 We have five fives so we -- we didn't pass. Did
10 you get the names? Steve. Okay. So we still
11 have to deal with this, if we ignore it we can
12 move on. We don't have to make a decision, but
13 if want to go to a hire rate, we can do that.
14 Janet Waugh.

15 BOARD MEMBER: I would make a motion we
16 fund 50 percent.

17 MR. CHAIRMAN: Motion would be 50
18 percent which would be 4.25 million dollars next
19 year for the next two years. Do we have a
20 second? Second by Jim Porter. Okay. All
21 right. Any discussion? Hearing none we'll call
22 to question. All those in favor of funding at
23 50 percent please signify by raising your right
24 hand. One, two, three, four, six. Okay. Those
25 opposed? One, two, three, four. Those opposed

1 Steve Roberts, Deena Bacon (SIC), and Ken
2 Willard. Motion passes 6-4. Okay.

3 Transportation. Do we want to change
4 transportation?

5 MR. DENNIS: The law is two and a half
6 miles or more, residents in the district. The
7 board has brought it up different times,
8 sometimes they haven't. Do you want to leave it
9 like it is or change it?

10 MR. CHAIRMAN: Or leave it the same.
11 2.5 is what it is presently?

12 MR. DENNIS: That's correct.

13 MR. CHAIRMAN: If we decreased the
14 mileage limit from 2.5 to 2.0 additional costs
15 and 2.9 or 2.5 million. What is it if it stays
16 the same?

17 MR. DENNIS: Stays the same whatever the
18 formula calls for, so in essence zero.

19 MR. CHAIRMAN: If we don't make a motion
20 do we just move on?

21 MR. DENNIS: That's right.

22 MR. CHAIRMAN: Okay. Otherwise do you
23 want to increase and in so doing increase the
24 participation. On the other hand, there are
25 districts who have chosen, for various reasons,

1 Goddard being one, to bus all students. And
2 they assume that cost already within their State
3 Aid, general fund. There are schools that use
4 hazardous bussing and other rules and options.
5 Yes, Janet.

6 BOARD MEMBER: I would simply like to
7 say that Turner, that's my home district, we
8 always bussed all students because not one
9 elementary school would ride the bus in Turner.

10 MR. CHAIRMAN: So they are doing that
11 and that is built in to their budget.

12 BOARD MEMBER: Built in to their budget
13 and while I would love to lower it, I think
14 that's a great thing to do, but I think
15 increasing the base state budget, in my opinion.
16 Districts like Turner, and other districts, they
17 can do what they are doing and challenge that it
18 needs to be changed, but I don't think at this
19 time it is a thing to do.

20 MR. CHAIRMAN: Discussion? Do I have a
21 motion? Hearing none we'll move on. School
22 lunch.

23 MR. DENNIS: School lunch, Mr. Chairman,
24 the law says 6 for lunch, maintenance of effort
25 there is enough being appropriated now,

1 2,510,000 now, I think it is, or \$29 and we
2 funded about 4.4. That's it. There is no
3 federal requirement in order -- most of this
4 program is funded through federal government, to
5 be honest.

6 MR. CHAIRMAN: Is there any need for
7 action on our part?

8 MR. DENNIS: Not unless you want to
9 raise it that 1.6 cents.

10 MR. CHAIRMAN: How would that benefit
11 the school districts?

12 MR. DENNIS: This would help the price
13 of lunches for kids.

14 MR. CHAIRMAN: It would go down 6 cents?

15 MR. DENNIS: No.

16 MR. CHAIRMAN: Excuse me, 1.6 cents. Do
17 I hear a motion? Hearing none, we'll move
18 forward to Ag in classroom.

19 In your presentation, Dale, you said
20 that we, school districts have moved on and
21 don't look for this money today. They are doing
22 stuff, they are doing it. But, Janet, weren't
23 you on the --

24 MR. DENNIS: This goes to organization
25 not the schools. It's the organization to

1 provide services to schools. This is not
2 statutorily. It is just the board thought they
3 ought to be done and fees to be funded.

4 MR. CHAIRMAN: And they used that
5 money, the organization did, to leverage grants
6 and other money?

7 MR. DENNIS: They had to have it matched
8 by at least dollar for dollar, but they
9 overmatched, they would hit up all the farm
10 organizations.

11 MR. CHAIRMAN: So they are not looking
12 for --

13 MR. DENNIS: They gave up.

14 MR. CHAIRMAN: They gave up.

15 MR. DENNIS: That's truthful.

16 BOARD MEMBER: I think the least thing
17 we can do is ask for it, I really do. These
18 organizations are unbelievable. I served on KC
19 in Ag in the classroom and KC had half and they
20 continuously, continually worked for to get
21 donations and stuff, and it was very difficult.
22 And they kind of got half the staff working
23 full-time, but they desperately needed it. And
24 what they do for our schools is phenomenal. Ag
25 in the classroom and KC is kind of working

1 together now. So I would like to make a motion
2 that we ask for 35 for ag, 35 for communities
3 and 35 for KC. Because I do think they are all
4 good organizations. It's 35,000, I am not
5 talking about 35 million.

6 MR. CHAIRMAN: So 35 million on
7 agricultural in the classroom.

8 BOARD MEMBER: I don't care, I will go
9 for all three at one time.

10 BOARD MEMBER: (Inaudible.)

11 MR. CHAIRMAN: Excuse me. I am not sure
12 what the motion is right now.

13 BOARD MEMBER: Do you want me just to do
14 ag?

15 MR. CHAIRMAN: No. No. I want you to
16 make a motion that you want to make.

17 BOARD MEMBER: (Inaudible.)

18 MR. CHAIRMAN: I think John understood.

19 BOARD MEMBER: What did you second? For
20 ag in the classrooms for communities in schools
21 and 35 each. Each. Not the communities of 250,
22 because, quite frankly, they had a pretty good
23 friend in the legislature those years and John
24 and I did not have good friends in the
25 legislature those years.

1 MR. CHAIRMAN: So what we'll have a
2 motion here in a second and recommend 35,000 an
3 additional cost to, to the three programs
4 community in schools, Kansas Association &
5 Conservation and Environmental Education and
6 obviously agricultural classrooms. And we have
7 a motion from Janet and a second by John.
8 Discussion? All those --

9 BOARD MEMBER: (Inaudible.)

10 MR. CHAIRMAN: Just trying to move it
11 along.

12 BOARD MEMBER: Okay. My question is on
13 community in schools, is the legislature giving
14 them money to them?

15 MR. DENNIS: Not through us, there is a
16 trust fund. They get a little money from, not
17 through us. It dried up a few years ago. No
18 money is coming in not community in schools,
19 they have a little in the trust fund that's it
20 but that's earmarked.

21 BOARD MEMBER: I really again believe in
22 community in schools and that's the reason I was
23 questioning it because I was wanting to see if
24 we couldn't give them more than 35,000. That
25 was my initial thought.

1 MR. CHAIRMAN: We have a motion on the
2 floor to fund of three programs that we just
3 discussed at \$35,000 each. Okay. All those in
4 favor please signify by raising your right hand.
5 Those oppose same sign. Motion passes 10-0.
6 What do you know? Okay.

7 National Board Certified. I think I
8 said this every year since I have been here, the
9 National Board Certify is one of the programs if
10 you have it in your school and you have a
11 teacher that has been successful and became a
12 National Board Certified teacher or even
13 teachers that have gone through partial parts of
14 the program, you have a different voice in your
15 school. It has a tremendous impact on
16 education, on the teachers and the conversations
17 that teachers have. And I think it's one of
18 the -- a program that makes a serious difference
19 in our schools. I would like to make a motion
20 that, quite frankly, we fund, that if we fund
21 the law it would be \$375,000?

22 MR. DENNIS: Yes, sir.

23 MR. CHAIRMAN: For the next three years?

24 MR. DENNIS: Yes, sir.

25 MR. CHAIRMAN: That's what the original

1 purpose was. Now there is, the funding how it's
2 used is to, one, help teachers in terms of going
3 to --

4 MR. DENNIS: Scholarship, and the other
5 is \$1,000 that goes to the board, in which the
6 board has to reimburse the teachers the \$1,000.

7 MR. CHAIRMAN: Yes. So it is going to
8 teachers to improve teaching in the classroom.

9 MR. DENNIS: Correct.

10 MR. CHAIRMAN: Deena. Well, do I have a
11 second to the motion that I made?

12 BOARD MEMBER: Yes.

13 MR. CHAIRMAN: Seconded by Carolyn
14 Campbell.

15 BOARD MEMBER: I just have a question
16 about if you are funding it at '16-'17 level
17 why, what's the additional cost for projection
18 of additional participants?

19 MR. DENNIS: If you go the 475, and do
20 the additional teachers participating in the
21 program, you have money to pay scholarships, and
22 you may have money to pay the scholarships for
23 ten years.

24 BOARD MEMBER: So you are actually
25 projecting that there would be additional

1 teachers per student --

2 MR. DENNIS: That's correct.

3 BOARD MEMBER: -- projecting additional
4 participation?

5 MR. DENNIS: Correct.

6 BOARD MEMBER: Okay.

7 MR. CHAIRMAN: Randy.

8 BOARD MEMBER: There are many things
9 that the people around this table know the
10 impact of the quality of teachers. I will tell
11 you there are two that are I think without
12 dispute, will do that. And that's a vast
13 placement of training when you spend five days
14 and immerse yourself over years and years and
15 National Board Certification. As Jim said, you
16 will impact the quality of kids, impact the
17 quality of students, and we are woefully low in
18 this state for the number of teachers that are
19 nationally board certified relative to the
20 states around us. And I don't know, whether
21 it's the money or not, I am saying this should
22 be a priority to really raise teacher voice and
23 teachers across the state. It's really a
24 terrific program of keeping teachers in the
25 classroom, raising the professionalism and

1 impacting kids in a direct path.

2 MR. CHAIRMAN: We have a motion on the
3 floor. Further discussion. Kimberly, I am
4 sorry. Sorry, Kim.

5 BOARD MEMBER: My question was, do we
6 have reason to believe, or do we know, that
7 there are teachers in the pipeline that are not
8 able to participate because of lack of funding
9 now?

10 MR. DENNIS: Well, where we have
11 shorted them is the \$1,000 for ten years, we
12 haven't been paying it. That's a big deal. And
13 the other part is we have been able to place
14 some scholarships, because if you don't complete
15 it you have to give the money back to them. So
16 you have to kind of squeeze by there on
17 scholarships; but the \$1,000 on scholarships we
18 find of fell down, and the board has to eat it.

19 MR. CHAIRMAN: Okay. Further
20 discussion? Okay. Call for a vote. All those
21 who are in favor of fully funding the law, which
22 would be \$375,000 in '17-'18 and \$375,000 in
23 '18-'19 please signify by raising your right
24 hand. One, two, three, four, five, six,
25 seven -- okay. And those opposed? We have 8-2.

1 Motion passes. Steve Roberts and John Bacon in
2 opposition. The next one is the PreK pilot.

3 MR. DENNIS: This goes half to private
4 and half to public. This year it took a hit
5 when they switched it to TANF, and they cut back
6 on CIF money. Tobacco money. They cut that and
7 TANF made it up. It's been running, it was five
8 million, but you see the decline, by this year
9 it is going to be 4 million, or last year 4
10 million 799 and it's down to 4.1.

11 MR. CHAIRMAN: So the options we have
12 before us are to fund the 2009 or which would
13 be, is that 200,000?

14 MR. DENNIS: No.

15 MR. CHAIRMAN: No.

16 MR. DENNIS: No. No. It would be
17 900,000. 900,000. 4.1 if you go back to five
18 million, 900,000, if there is anything in
19 between, Mr. Chairman, you might choose it if
20 you want to. You are not locked in to it.

21 BOARD MEMBER: Is there a printout?

22 MR. DENNIS: You are looking at the old
23 printout. This changed the other day.

24 BOARD MEMBER: (Inaudible.)

25 MR. DENNIS: No, not previously. This

1 was tobacco money, it came to children's cabinet
2 a few years ago, they gave it to us. We
3 operated it for several years, and then when
4 this year they took -- they was hurting for cash
5 and they took the tobacco money for other things
6 and replaced it with TANF money at 4.1 million.

7 BOARD MEMBER: (Inaudible.)

8 MR. DENNIS: You could switch it over to
9 CIF or general funding, it could go back to the
10 tobacco fund. That's where it came from.

11 BOARD MEMBER: (Inaudible.)

12 MR. CHAIRMAN: I am thinking of our
13 vision. And the PreK pilot program. I don't
14 know a whole lot about it. Somebody tell me
15 about it.

16 MR. DENNIS: It's low income, poverty
17 children. And it goes to nonprofit
18 organizations or school districts to serve PreK.
19 These are PreK pilot kids. Most of them, 2, 3,
20 4 year-olds, most of them are 2 and 3 years old.

21 MR. CHAIRMAN: And they are low income,
22 okay. And they are in Kansas City and Wichita
23 and Dodge City and public and private efforts
24 can be utilized.

25 MR. DENNIS: Yes. It's operated by

1 different not-for-profit organization. Schools
2 got some, schools got some, the other, the issue
3 here though is this is helping prepare for
4 kindergarten, is what they are trying to do, but
5 they switched it over to TANF, and I don't think
6 they will have any problem. These are all low
7 income.

8 MR. CHAIRMAN: Janet Waugh.

9 BOARD MEMBER: Thank you, Mr. Chair.
10 Does KCC get part of this, is that correct?

11 MR. DENNIS: I don't know who all gets
12 it, but they would sure be entitled, if they
13 applied. What we have done is, in essence, is
14 operated this program, that was given to us in
15 the children's cabinet, and there has been very
16 little change in the program. If you take away
17 from them and give it to somebody else you kill
18 the program here, it's a continuation we got
19 from them.

20 BOARD MEMBER: I know we have wonderful
21 PreK programs.

22 MR. DENNIS: It's part of it --

23 BOARD MEMBER: Quite frankly, they are
24 having to turn kids away. So I say this is part
25 of our vision that we help, so I would make a

1 motion that we fund it at 2,000.

2 MR. CHAIRMAN: Fund the PreK pilot
3 program at the 2009-'10 or '11 level for the
4 next two years.

5 BOARD MEMBER: Correct.

6 MR. DENNIS: Mr. Chairman, can I ask a
7 question?

8 MR. CHAIRMAN: Please.

9 MR. DENNIS: Do you want this to be
10 tobacco funds or leave it under TANF?

11 BOARD MEMBER: I think that would be the
12 decision of the legislature.

13 MR. DENNIS: That's true, but you could
14 ask either way. You can say you want tobacco
15 money or you can say you want federal money.

16 BOARD MEMBER: Whatever you like, do you
17 want tobacco? I quit smoking many years ago.

18 MR. DENNIS: I got it.

19 MR. CHAIRMAN: The motion by Janet is
20 to fund the PreK pilot at five million dollars
21 next year over the next two years and money
22 comes out of the tobacco fund. Is that correct,
23 Janet?

24 BOARD MEMBER: Yes.

25 MR. CHAIRMAN: Seconded by Steve

1 Roberts. Ken Willard.

2 BOARD MEMBER: Mr. Chairman, I will vote
3 for this, but I will just say that, I have had
4 experience with it because I had a daughter who
5 was working in it in the Wichita area, and this
6 was a few years ago. But she, and several other
7 people, complained bitterly to me about how
8 poorly it was managed and how ineffective it
9 was. And I was just trying to run interference
10 and get somebody to listen to their complaints.
11 And it was just, you know, I may not vote for
12 it. I am just not so sure -- I am not so sure
13 it accomplishes what we want. Because it is, we
14 don't have any control over it, and it's
15 mismanaged it by whoever manages the thing, it's
16 money down the tubes.

17 So if I were a legislature deciding to
18 spend the money, I would have serious
19 reservations on spending the money.

20 MR. CHAIRMAN: So the accountability of
21 money going to various entities, public and
22 private, that there would be accountability?

23 BOARD MEMBER: Yes.

24 MR. CHAIRMAN: Higher levels of
25 accountability.

1 MR. DENNIS: We would have some control
2 over accountability.

3 MR. CHAIR: Under the present situation
4 if we fund it. Where we didn't before, we
5 didn't have this program at that time?

6 MR. DENNIS: Depends what year it was.
7 Since we have received it we would have some
8 accountability control, after we received the
9 children's cabinet, I don't know what that was,
10 I don't know the exact date, but we have had it
11 for a few years.

12 MR. CHAIRMAN: I think it's since I have
13 been on the board.

14 MR. DENNIS: But we would have some
15 control over accountability.

16 MR. CHAIRMAN: Thank you. Janet Waugh.

17 BOARD MEMBER: Thank you, Mr. Chair. I
18 just want to say I hate that about your
19 experience, because I have had the exact
20 opposite experience with KCK, you were with me
21 when we visited KCK, Early Childhood, I have
22 been in Turner Early Childhood, and I have had
23 nothing but very positive. I was very pleased
24 with what was happening. So I am sorry about
25 that.

1 BOARD MEMBER: I am not discrediting the
2 whole thing, I was saying that's our experience
3 and probably had to do with who was managing it,
4 but it was a real mess.

5 MR. CHAIRMAN: Jim Porter.

6 BOARD MEMBER: I was just going to ask
7 if we are funding it, why don't we have control?

8 MR. DENNIS: We have control over
9 accountability. Yes, that's the recommendation
10 at that point. Yes, sir.

11 MR. CHAIRMAN: Any further discussion?
12 Hearing none, we'll call the question, call for
13 the vote. All those in favor of the motion to
14 fund, I just want to make sure -- Peggy, can
15 you --

16 BOARD MEMBER: Fund the 2009-'10 level
17 at five million for additional costs of 900,000
18 for the next two years and utilize tobacco
19 money.

20 MR. CHAIRMAN: Thank you very much. All
21 those in favor please signify by raising your
22 right hand. No, same sign. Two. Okay. John
23 Bacon and Ken Willard. Thank you.

24 The next item is Technical Education/
25 Transportation.

1 MR. DENNIS: Mr. Chairman, this is not a
2 statute. This was a part of the Governor's tech
3 Ed program and we talked about that, but where a
4 kid in high school can go attend community
5 college and get dual credit at no cost, and it's
6 worked quite well. But the dollar amount of
7 transporting those students has remained the
8 same, and because of its success we are down to
9 about 45 percent proration from what we would
10 have had in the original year.

11 MR. CHAIRMAN: Ken Willard.

12 BOARD MEMBER: Since this is often high
13 school kids who don't have access to a car or
14 not old enough to drive, and since this was
15 probably the most successful thing that has, the
16 bill that's come out of the legislature in the
17 last several years I would like to move that we
18 support it at the original amount.

19 MR. CHAIRMAN: Do we have a second?
20 Deena Horst seconds. Okay. So that original
21 amount would be 650,000 and -- go back.

22 MR. DENNIS: I think what Mr. Willard is
23 talking about is the original level, which is a
24 million 450. That gets it back to where it was
25 when we started. Original level, am I correct?

1 BOARD MEMBER: (Inaudible.)

2 MR. CHAIRMAN: Yes, these are the
3 latest figures on the screen. The worksheets
4 that we received are slightly different.

5 BOARD MEMBER: They are a lot different.

6 MR. CHAIR: Okay. They are a lot
7 different.

8 BOARD MEMBER: Is there funding or not?

9 MR. DENNIS: Yes, 650,000.

10 BOARD MEMBER: So the additional cost is
11 not -- (Inaudible.)

12 MR. DENNIS: The additional cost is the
13 amount, about 800,000, it should be 800,000
14 addition.

15 MR. CHAIR: Good point. Ken, your
16 motion was to fund --

17 BOARD MEMBER: The 800,000 original
18 level, the original level.

19 MR. CHAIRMAN: At the original level.

20 MR. DENNIS: Which would be \$800,000.

21 MR. CHAIR: 800,000.

22 MR. DENNIS: Above what it is now.

23 MR. CHAIR: What it is now. And Deena's
24 okay. I want to make sure we are clear on the
25 motion. Okay? Discussion? Hearing none, we'll

1 vote. All those in favor of the motion please
2 signify by raising your right hand. Those
3 opposed, same sign. 9-1 with John Bacon in
4 opposition. Okay.

5 Discretionary Grants. Can you describe
6 this or explain this.

7 MR. DENNIS: This is two after school
8 programs, one middle school, and one elementary.
9 And it's very small program. Some of it goes to
10 private and some of it goes to public schools.
11 The amount was cut in half at '11-'12 and
12 remained at that amount. Notice, Tim, I have
13 375 and 250, now it's half that amount and
14 remained that amount. And each year the board
15 will approve X number of dollars, but it is
16 reduced in half of what it was originally. But
17 it's after school programs for elementary and
18 middle. It's a very small program. It just
19 kind of scratches the surface of the needs in
20 that area.

21 MR. CHAIR: If we take no action the
22 result is?

23 MR. DENNIS: Stays where it is.

24 MR. CHAIR: Stays where it is. If we
25 take action we increase it. Janet Waugh.

1 BOARD MEMBER: I guess I am not that
2 familiar with this. Do schools apply for this,
3 Dale? Or how or what?

4 MR. DENNIS: It's kind of like a couple
5 of other, these are programs that the
6 legislature wanted, and then they got cut in
7 half and they are small. And it's geared to,
8 some of it has to go to private and some public
9 institutions, and but it's a very small program
10 and it's after school program. And it just kind
11 of touches, imagine spending for middle school
12 it is 125,000 statewide, it's pretty thin.
13 Pretty thin. Very few schools are involved
14 because there is no money involved. But it's
15 been there quite some time.

16 MR. CHAIR: Hearing no motion, we'll
17 move on. Okay. Is anyone keeping tab on the
18 credit card?

19 MR. DENNIS: Mr. Chairman, could key run
20 through quite quick, I will do it in a hurry.
21 You have it all memorized. All right. On the
22 base we went to \$4,650. On --

23 MR. CHAIR: \$5,150 in the second year.

24 MR. DENNIS: Right. 4,650 and what the
25 second year?

1 MR. CHAIR: 500 increase.

2 MR. DENNIS: Yes. I think that's right.
3 That's correct. And the LOB it's really to fund
4 the law, a couple million. Capital outlay, fund
5 the law. Special Ed, I believe we agreed on 85
6 percent.

7 MR. CHAIR: Correct.

8 MR. DENNIS: And subtract one million or
9 so from the \$650 on the base, that will pull
10 that down to about 520. Which will amount to 20
11 bucks on the student. And on all day
12 kindergarten we ended up with no changes. Tax
13 base increase on parents as teachers we added
14 1,000 students and funded that program from the
15 state CIF tobacco money, where it has been in
16 the past. Mentoring program my note says we
17 went, we fund the law. On professional
18 development, we ended up, I believe, 50 percent
19 of the law. And on transportation we have made
20 no change in the law. On school lunch, we made
21 no change there. On ag in a classroom
22 environmental ed and community in school,
23 \$35,000 each. And on National Board
24 Certification, we funded that 375,000, which is
25 a \$47,500 increase. On the PreK pilot, we

1 funded it back in to the original law, which
2 costs 900,000, and that's all tobacco money.
3 And PreK pilot we added -- yeah, PreK.
4 Transportation, we added about \$800,000 to fund
5 that, to fund it back at the original, what the
6 law provided or original provision provided.
7 And discretionary grants we did no change.

8 MR. CHAIR: Long conversations but good
9 conversations. Thank you to the board for
10 staying on this. And thank you.

11 MR. DENNIS: Thank you. If you get
12 excited for it and you want to read a 325 to 330
13 page document, we'll be glad to provide it; but
14 you will be the only one who will read it.
15 Besides us.

16 MR. CHAIR: I would anticipate that
17 we'll get a sheet from you outlining what we
18 have recommended today?

19 MR. DENNIS: Yeah.

20 BOARD MEMBER: (Inaudible.)

21 MR. CHAIR: Thank you.

22 MR. DENNIS: Thank you for all of your
23 time and patience. This took a lot of patience.

24 MR. CHAIR: Thank you.

25

\$	'17 [2] - 4:2, 37:22 '17-'18 [5] - 6:10, 17:6, 17:25, 24:25, 76:22 '17-'18-'19 [1] - 5:7 '18 [5] - 4:3, 35:4, 37:22, 49:8, 49:23 '18-'19 [7] - 4:3, 4:17, 4:21, 6:7, 6:8, 17:7, 76:23 '19 [1] - 4:4	35:7, 90:19 203 [1] - 55:4 204 [1] - 55:4 21 [1] - 62:24 21st [1] - 2:13 23 [1] - 5:16 25 [5] - 62:9, 62:15, 63:7, 64:4, 66:4 250 [3] - 10:6, 71:21, 86:13 286 [1] - 65:20 2A [1] - 49:20	456 [1] - 24:14 4570 [1] - 44:19 46 [2] - 15:20, 25:3 46,000 [2] - 57:2, 57:5 460 [1] - 42:25 460,000 [2] - 7:21, 26:23 466 [1] - 5:8 466.9 [1] - 5:2 470 [1] - 5:8 474 [2] - 44:17, 44:18 475 [1] - 34:19 480 [1] - 5:9 49 [3] - 14:14, 15:20, 25:3
	0	3	5
\$	0864 [1] - 90:18	3 [7] - 8:14, 27:14, 27:18, 59:7, 61:23, 78:19, 78:20 30 [1] - 52:14 300 [1] - 55:4 30th [2] - 32:19, 90:19 31 [1] - 44:15 325 [1] - 89:12 330 [1] - 89:12 347 [2] - 18:2 35 [6] - 71:2, 71:3, 71:5, 71:6, 71:21 35,000 [3] - 71:4, 72:2, 72:24 37 [1] - 21:19 375 [1] - 86:13 375,000 [1] - 88:24	50 [10] - 24:21, 34:7, 59:13, 62:9, 62:16, 66:16, 66:17, 66:23, 88:18 50,723 [1] - 5:15 500 [3] - 17:8, 17:15, 88:1 520 [1] - 88:10 550 [6] - 18:1, 18:2, 23:15, 23:19, 29:23, 42:10 58 [1] - 24:22
	1	4	6
\$	1,000 [7] - 57:7, 57:15, 57:17, 57:18, 58:22, 88:14 1.6 [2] - 69:9, 69:16 10 [1] - 28:16 10-0 [1] - 73:5 101 [1] - 4:15 105 [1] - 4:15 12 [3] - 1:9, 40:1, 90:15 120 [3] - 42:2, 42:18, 42:23 125,000 [1] - 87:12 12th [1] - 29:11 13 [2] - 26:11, 40:1 14 [1] - 16:24 15 [3] - 29:23, 39:24, 52:6 150 [1] - 44:14 15th [1] - 32:17 18 [5] - 6:21, 23:4, 23:8, 29:23, 40:19	4 [6] - 27:4, 30:4, 55:1, 77:9, 78:20 4,420 [1] - 4:10 4,650 [3] - 25:5, 25:6, 87:24 4,800 [1] - 24:22 4.1 [4] - 11:7, 77:10, 77:17, 78:6 4.25 [1] - 66:18 4.4 [1] - 69:2 40 [1] - 6:10 400 [1] - 24:23 41 [1] - 4:10 420 [1] - 42:10 43 [1] - 4:11 44 [1] - 42:20 4440 [1] - 42:22 4470 [1] - 42:21 4492 [1] - 42:22 45 [5] - 43:15, 43:17, 44:16, 44:18, 84:9 45,000 [1] - 43:13 450 [1] - 84:24 450,000 [1] - 12:2	6 [5] - 9:15, 9:16, 27:13, 68:24, 69:14 6-4 [2] - 40:13, 67:2 6.2 [1] - 27:14 60 [1] - 25:1 65 [1] - 54:5 650,000 [2] - 84:21, 85:9
	2	7	7
\$	2 [3] - 48:22, 78:19, 78:20 2,000 [2] - 7:21, 80:1 2,510,000 [1] - 69:1 2.0 [1] - 67:14 2.1 [2] - 65:19, 66:6 2.5 [3] - 67:11, 67:14, 67:15 2.9 [1] - 67:15 20 [4] - 28:16, 28:21, 29:23, 88:10 200 [2] - 7:10, 55:3 200,000 [1] - 77:13 2008-9 [1] - 3:3 2009 [1] - 77:12 2009-'10 [2] - 80:3, 83:16 2010-'11 [1] - 37:9 2016 [1] - 1:9 2017 [1] - 90:15 2018 [4] - 25:10, 25:12,	4 [6] - 27:4, 30:4, 55:1, 77:9, 78:20 4,420 [1] - 4:10 4,650 [3] - 25:5, 25:6, 87:24 4,800 [1] - 24:22 4.1 [4] - 11:7, 77:10, 77:17, 78:6 4.25 [1] - 66:18 4.4 [1] - 69:2 40 [1] - 6:10 400 [1] - 24:23 41 [1] - 4:10 420 [1] - 42:10 43 [1] - 4:11 44 [1] - 42:20 4440 [1] - 42:22 4470 [1] - 42:21 4492 [1] - 42:22 45 [5] - 43:15, 43:17, 44:16, 44:18, 84:9 45,000 [1] - 43:13 450 [1] - 84:24 450,000 [1] - 12:2	7,000 [1] - 30:11 7,200 [1] - 56:25 7-3 [2] - 35:10, 62:4 7.2 [1] - 27:18 70 [4] - 27:19, 27:20 75 [2] - 62:8 76 [1] - 44:16 79 [1] - 6:9 799 [1] - 77:10 7th [1] - 52:23
	3	8	8
\$	09 [1] - 3:15 10-'11 [2] - 12:11, 12:14 11 [1] - 80:3 11-'12 [2] - 12:12, 86:11 12 [1] - 22:14 12-'13 [1] - 12:1 14 [6] - 4:14, 16:6, 16:7, 16:8, 16:16, 16:25 14-'15 [2] - 3:18, 24:13 16-'17 [1] - 74:16	8 [1] - 48:22 8-2 [1] - 76:25 8-9 [1] - 23:24 80 [4] - 5:21, 5:23, 27:15,	8 [1] - 48:22 8-2 [1] - 76:25 8-9 [1] - 23:24 80 [4] - 5:21, 5:23, 27:15,
	4	9	9

<p>42:21 800,000 [4] - 85:13, 85:17, 85:21 82 [1] - 24:15 85 [7] - 6:4, 6:9, 37:20, 39:19, 40:4, 88:5</p>	<p>adopt [1] - 28:11 affect [7] - 8:11, 28:12, 28:13, 28:14, 29:15, 46:12, 54:18 affirm [1] - 35:23 mentioned [1] - 90:11 ag [5] - 70:24, 71:2, 71:14, 71:20, 88:21 Ag [4] - 9:23, 10:12, 69:18, 70:19 agenda [1] - 58:14 ago [7] - 11:4, 11:14, 52:14, 72:17, 78:2, 80:17, 81:6 agree [4] - 26:6, 34:22, 35:21, 45:2 agreed [4] - 21:6, 21:14, 38:3, 88:5 agreement [1] - 36:5 agricultural [2] - 71:7, 72:6 ahead [1] - 17:19 Aid [23] - 3:2, 5:14, 12:24, 17:13, 34:12, 35:5, 37:23, 40:10, 41:18, 41:25, 42:6, 44:21, 44:25, 46:6, 46:18, 50:4, 51:1, 51:2, 53:18, 54:2, 57:3, 64:16, 68:3 ain't [1] - 5:3 air [1] - 8:3 allocated [1] - 37:15 allow [2] - 54:20, 55:6 almost [1] - 39:19 altogether [1] - 3:5 amenable [1] - 30:19 amended [1] - 44:2 amendment [2] - 30:19, 52:24 amount [31] - 3:7, 4:19, 8:24, 11:23, 12:12, 22:8, 22:19, 25:20, 31:19, 32:13, 32:25, 33:20, 34:5, 35:20, 35:21, 41:12, 41:22, 60:6, 60:25, 63:24, 64:10, 84:6, 84:18, 84:21, 85:13, 86:11, 86:12, 86:13, 86:14, 88:10 answer [8] - 4:23, 14:7, 36:22, 55:11, 56:8, 56:12, 58:17, 65:7 anticipate [1] - 89:16 anyway [10] - 2:17, 2:24, 4:16, 8:12, 13:25, 26:5, 32:5, 41:11, 45:7, 63:3 applied [1] - 79:13 apply [1] - 87:2 appropriate [1] - 12:18 appropriated [2] - 8:24, 68:25 approval [3] - 35:25, 58:10, 58:11</p>	<p>approve [9] - 18:6, 33:11, 33:12, 34:8, 56:15, 56:16, 57:1, 58:9, 86:15 approved [5] - 5:1, 28:12, 35:25, 40:10, 65:9 April [4] - 23:6, 23:20, 32:17, 32:19 area [3] - 8:1, 81:5, 86:20 areas [2] - 57:23, 58:1 arises [2] - 4:2, 5:25 aspirational [3] - 19:16, 34:17, 65:15 assign [1] - 8:9 Assistance [3] - 7:5, 7:24, 54:14 Association [1] - 72:4 assume [7] - 2:9, 27:23, 27:24, 29:10, 36:13, 57:16, 68:2 assumed [1] - 35:16 attend [7] - 47:24, 51:14, 52:19, 52:22, 52:25, 84:4 attention [1] - 13:16 audit [1] - 64:11 authority [3] - 19:5, 42:7, 42:8 automatically [2] - 20:11, 57:12 awhile [4] - 10:11, 22:23, 55:21, 63:18</p>	<p>became [1] - 73:11 beginning [4] - 12:17, 12:19, 12:23, 47:10 behalf [1] - 55:10 behind [2] - 4:8, 17:20 belief [1] - 48:12 benefit [1] - 69:10 benefited [1] - 55:1 benefits [1] - 55:22 best [1] - 48:12 best [1] - 77:19 beyond [1] - 52:2 big [8] - 5:8, 5:10, 16:18, 19:16, 24:5, 24:7, 34:20, 76:12 bilingual [1] - 34:5 bill [1] - 84:16 billion [5] - 27:4, 27:8, 27:14, 27:18 bit [5] - 5:25, 11:21, 21:18, 41:23, 42:15 bitterly [1] - 81:7 block [5] - 3:19, 31:20, 32:9, 32:13, 32:19 blue [1] - 13:9 board [18] - 8:7, 9:1, 9:21, 10:11, 10:18, 25:23, 43:20, 55:9, 58:7, 67:7, 70:2, 74:5, 74:6, 75:19, 76:18, 82:13, 86:14, 89:9 BOARD [215] - 3:11, 7:14, 13:5, 13:6, 13:9, 13:13, 14:20, 15:11, 15:16, 15:19, 16:3, 16:7, 16:16, 17:4, 17:11, 17:16, 17:21, 18:17, 19:14, 19:23, 20:3, 20:8, 20:14, 21:2, 21:16, 21:20, 21:24, 22:15, 22:18, 23:3, 23:10, 23:12, 23:20, 23:22, 24:10, 24:16, 24:19, 25:3, 25:6, 25:13, 25:17, 25:19, 26:8, 26:14, 26:25, 27:3, 27:8, 27:10, 27:20, 28:7, 28:10, 28:22, 29:2, 29:7, 29:14, 29:25, 30:2, 30:14, 30:17, 31:17, 31:23, 31:25, 32:4, 32:12, 32:21, 32:24, 33:9, 33:14, 33:15, 33:17, 33:24, 34:11, 36:7, 37:14, 38:1, 38:6, 38:10, 38:17, 39:9, 39:13, 39:17, 40:2, 40:7, 41:7, 41:10, 42:4, 42:15, 42:22, 42:25, 43:5, 43:7, 43:11, 43:13, 43:19, 44:6, 44:11, 44:13, 44:20, 44:23, 44:25, 45:4, 45:16, 45:20, 45:25, 46:10, 46:11, 46:23, 47:3, 47:8, 47:11,</p>
9			
<p>9-1 [1] - 86:3 90 [16] - 6:17, 6:19, 29:16, 29:18, 29:19, 37:4, 40:18, 41:8, 41:9, 41:11, 41:16, 41:17, 43:12, 43:14, 43:16 900 [3] - 23:14, 24:23, 26:15 900,000 [5] - 77:17, 77:18, 83:17, 89:2 92 [8] - 5:23, 6:1, 6:3, 6:8, 6:11, 37:2, 37:7, 37:8 920 [1] - 22:16 920,000 [1] - 7:21</p>			
A			
<p>ability [2] - 22:4, 56:10 able [2] - 76:8, 76:13 accept [1] - 43:11 accepted [1] - 44:4 access [1] - 84:13 accomplishes [1] - 81:13 according [1] - 22:12 accountability [7] - 81:20, 81:22, 81:25, 82:2, 82:8, 82:15, 83:9 accrual [1] - 34:23 achieve [1] - 56:6 action [3] - 69:7, 86:21, 86:25 actual [2] - 63:22, 64:1 add [4] - 7:20, 29:18, 29:21, 57:5 added [6] - 3:20, 16:17, 43:9, 88:13, 89:3, 89:4 adding [2] - 21:11, 49:19 addition [1] - 85:14 additional [19] - 17:8, 17:23, 17:25, 18:3, 22:17, 28:24, 30:22, 57:1, 61:23, 67:14, 72:3, 74:17, 74:18, 74:20, 74:25, 75:3, 83:17, 85:10, 85:12 adequacy [3] - 15:12, 15:16, 24:3 administered [3] - 60:10, 61:4, 61:7</p>		B	
		<p>background [1] - 4:7 Bacon [8] - 35:11, 40:13, 59:5, 62:5, 67:1, 77:1, 83:23, 86:3 balance [1] - 56:9 ball [1] - 17:5 bang [1] - 9:24 base [23] - 5:4, 5:10, 5:12, 6:22, 14:16, 24:5, 26:8, 26:15, 34:5, 34:10, 41:22, 41:23, 42:17, 45:6, 48:13, 49:19, 55:13, 65:5, 65:22, 68:15, 87:22, 88:9, 88:13 Base [20] - 3:1, 12:24, 17:13, 34:12, 35:5, 37:23, 40:9, 41:18, 41:25, 42:6, 44:20, 44:25, 46:6, 46:18, 50:4, 51:1, 51:2, 53:18, 54:2, 57:2 based [3] - 21:8, 29:10, 33:18 basic [1] - 3:7 basing [1] - 33:18 basis [3] - 5:2, 26:17, 64:7</p>	

<p>47:16, 48:6, 48:9, 49:1, 49:4, 49:12, 49:14, 49:16, 49:24, 50:1, 50:2, 50:15, 50:17, 50:20, 51:4, 51:8, 51:11, 51:16, 51:19, 51:23, 52:5, 52:9, 52:14, 52:18, 53:2, 53:4, 53:10, 53:13, 54:17, 55:13, 56:4, 56:22, 57:6, 57:8, 57:9, 57:18, 57:22, 59:19, 59:23, 60:3, 60:9, 60:13, 60:18, 60:22, 61:3, 61:8, 61:16, 62:11, 62:21, 62:23, 63:1, 63:6, 63:9, 63:12, 63:17, 64:4, 64:21, 65:1, 65:4, 65:9, 65:13, 66:15, 68:6, 68:12, 70:16, 71:8, 71:10, 71:13, 71:17, 71:19, 72:9, 72:12, 72:21, 74:12, 74:15, 74:24, 75:3, 75:6, 75:8, 76:5, 77:21, 77:24, 78:7, 78:11, 79:9, 79:20, 79:23, 80:5, 80:11, 80:16, 80:24, 81:2, 81:23, 82:17, 83:1, 83:6, 83:16, 84:12, 85:1, 85:5, 85:8, 85:10, 85:17, 87:1, 89:20</p> <p>Board [10] - 1:8, 10:17, 14:1, 30:7, 34:21, 73:7, 73:9, 73:12, 75:15, 88:23</p> <p>boards [3] - 5:12, 9:6, 28:17</p> <p>Boards [1] - 28:18</p> <p>boils [1] - 7:10</p> <p>born [1] - 54:24</p> <p>bottom [5] - 8:7, 9:12, 10:1, 11:25, 32:18</p> <p>brought [1] - 67:7</p> <p>buck [1] - 9:24</p> <p>bucks [2] - 25:1, 88:11</p> <p>budget [20] - 4:3, 12:21, 18:22, 20:6, 20:14, 20:17, 20:18, 20:22, 20:23, 26:18, 27:11, 27:21, 30:21, 34:19, 39:2, 63:5, 65:16, 68:11, 68:12, 68:15</p> <p>building [2] - 60:1, 60:21</p> <p>built [2] - 68:11, 68:12</p> <p>bus [2] - 68:1, 68:9</p> <p>Busch [7] - 17:3, 17:13, 30:16, 37:12, 42:12, 43:3, 48:23</p> <p>business [2] - 27:24, 50:12</p> <p>bussed [1] - 68:8</p> <p>bussing [1] - 68:4</p>	<p style="text-align: center;">C</p> <p>cabinet [4] - 11:3, 78:1, 79:15, 82:9</p> <p>calculated [1] - 22:17</p> <p>Campbell [4] - 56:21, 61:25, 62:10, 74:14</p> <p>cannot [1] - 54:24</p> <p>cap [1] - 63:21</p> <p>Capital [2] - 5:14, 34:1</p> <p>capital [3] - 35:13, 36:13, 88:4</p> <p>car [1] - 84:13</p> <p>card [1] - 87:18</p> <p>care [5] - 4:4, 30:11, 34:4, 34:6, 71:8</p> <p>Carolyn [4] - 56:21, 61:25, 62:10, 74:13</p> <p>Carolyn's [1] - 58:21</p> <p>carry [1] - 32:21</p> <p>case [6] - 15:21, 19:12, 24:2, 51:4, 51:6, 52:16</p> <p>cash [1] - 78:4</p> <p>catch [1] - 25:15</p> <p>categories [1] - 19:22</p> <p>Cable [3] - 16:1, 39:8, 40:14</p> <p>caught [1] - 65:23</p> <p>centered [1] - 24:3</p> <p>cents [6] - 9:15, 9:16, 54:6, 69:9, 69:14, 69:16</p> <p>certain [3] - 7:17, 60:6, 60:25</p> <p>certainly [5] - 28:1, 30:19, 31:7, 61:11, 62:20</p> <p>CERTIFICATE [1] - 90:1</p> <p>Certification [3] - 10:17, 75:15, 88:24</p> <p>Certified [4] - 73:7, 73:12, 90:6, 90:17</p> <p>certified [2] - 10:18, 75:19</p> <p>certify [1] - 90:8</p> <p>Certify [1] - 73:9</p> <p>cetera [1] - 29:9</p> <p>CHAIR [15] - 82:3, 85:6, 85:15, 85:21, 85:23, 86:21, 86:24, 87:16, 87:23, 88:1, 88:7, 89:8, 89:16, 89:21, 89:24</p> <p>chair [5] - 23:22, 52:18, 57:22, 79:9, 82:17</p> <p>Chair [1] - 19:23</p> <p>Chairman [12] - 2:1, 3:22, 12:17, 14:10, 31:10, 59:10, 68:23, 77:19, 80:6, 81:2, 84:1, 87:19</p> <p>CHAIRMAN [153] - 2:3,</p>	<p>3:25, 12:22, 13:2, 13:4, 13:8, 13:11, 14:15, 16:1, 17:3, 17:9, 17:12, 17:17, 17:22, 18:4, 18:12, 18:15, 18:25, 19:21, 19:24, 23:21, 25:10, 25:15, 25:18, 26:7, 28:6, 29:5, 30:15, 31:16, 32:11, 34:16, 35:19, 35:22, 36:9, 36:16, 36:20, 36:24, 37:2, 37:11, 37:19, 38:16, 39:8, 39:16, 40:3, 40:8, 40:21, 41:13, 41:24, 42:5, 42:12, 43:2, 43:12, 43:14, 43:18, 43:20, 45:2, 45:8, 45:19, 46:1, 46:14, 47:1, 47:6, 47:9, 47:13, 47:19, 48:1, 48:8, 48:19, 49:3, 49:9, 49:13, 49:15, 50:3, 50:18, 50:21, 51:6, 51:10, 52:17, 53:14, 53:20, 53:23, 54:1, 54:7, 54:16, 55:22, 56:21, 57:13, 57:19, 58:13, 58:17, 59:12, 59:18, 61:9, 61:20, 62:20, 62:24, 63:5, 63:7, 63:11, 63:15, 64:14, 64:19, 65:14, 66:3, 66:17, 67:10, 67:13, 67:19, 67:22, 68:10, 68:20, 69:6, 69:10, 69:14, 69:16, 70:4, 70:11, 70:14, 71:6, 71:11, 71:15, 71:18, 72:1, 72:10, 73:1, 73:23, 73:25, 74:7, 74:10, 74:13, 75:7, 76:2, 76:19, 77:11, 77:15, 78:12, 78:21, 79:8, 80:2, 80:8, 80:19, 80:25, 81:20, 81:24, 82:12, 82:16, 83:5, 83:11, 83:20, 84:11, 84:19, 85:2, 85:19</p> <p>challenge [2] - 49:7, 68:17</p> <p>change [14] - 3:4, 14:25, 15:1, 18:10, 30:20, 31:8, 44:9, 63:12, 67:3, 67:9, 79:16, 88:20, 88:21, 89:7</p> <p>changed [3] - 7:2, 68:18, 77:23</p> <p>changes [2] - 34:2, 88:12</p> <p>charge [7] - 9:9, 9:11, 11:19, 45:19, 45:21, 46:16, 49:18</p> <p>charged [1] - 45:15</p> <p>charging [3] - 45:14, 45:15, 46:20</p> <p>chart [1] - 39:14</p> <p>cheaper [1] - 52:13</p> <p>checked [1] - 22:11</p> <p>Childhood [2] - 82:21, 82:22</p> <p>children [5] - 7:21, 9:3,</p>	<p>39:5, 54:20, 78:17</p> <p>children's [4] - 11:3, 78:1, 79:15, 82:9</p> <p>choice [3] - 50:9, 52:2, 65:21</p> <p>choices [1] - 40:16</p> <p>choose [5] - 8:25, 47:11, 52:3, 52:12, 77:19</p> <p>chose [2] - 9:6, 55:14</p> <p>chosen [1] - 67:25</p> <p>CIF [4] - 7:3, 77:6, 78:9, 88:15</p> <p>circumstances [1] - 19:9</p> <p>City [2] - 78:22, 78:23</p> <p>clarification [3] - 16:2, 47:14, 51:9</p> <p>clarify [2] - 32:8, 47:4</p> <p>clarifying [1] - 40:8</p> <p>classroom [9] - 9:23, 10:12, 69:18, 70:19, 70:25, 71:7, 74:8, 75:25, 88:21</p> <p>classrooms [2] - 71:20, 72:6</p> <p>clear [4] - 18:12, 24:9, 35:3, 85:24</p> <p>close [6] - 26:23, 27:7, 27:9, 29:22, 39:24, 39:25</p> <p>closer [1] - 31:14</p> <p>coin [1] - 6:22</p> <p>coincidence [1] - 29:20</p> <p>colleagues [1] - 13:16</p> <p>collect [4] - 22:21, 23:5, 60:12, 61:6</p> <p>collected [1] - 22:16</p> <p>collection [1] - 22:25</p> <p>college [3] - 11:18, 84:5</p> <p>combination [2] - 11:10, 38:25</p> <p>coming [6] - 5:24, 8:8, 19:12, 21:21, 56:20, 72:18</p> <p>comma [1] - 41:11</p> <p>comment [1] - 55:19</p> <p>committed [1] - 38:12</p> <p>communities [5] - 9:5, 10:4, 71:2, 71:20, 71:21</p> <p>community [7] - 11:18, 72:4, 72:13, 72:18, 72:22, 84:4, 88:22</p> <p>comparable [1] - 15:25</p> <p>compelling [1] - 18:25</p> <p>complained [1] - 81:7</p> <p>complaints [1] - 81:10</p> <p>complete [1] - 76:14</p> <p>completely [1] - 32:16</p> <p>comply [1] - 58:10</p> <p>component [2] - 23:4, 30:3</p> <p>concept [1] - 34:3</p>
---	--	---	---

<p>concern [1] - 56:14 concerned [1] - 30:20 concur [1] - 36:20 confused [1] - 42:16 consent [1] - 58:14 Conservation [1] - 72:5 conservation [1] - 10:15 considerable [1] - 50:4 considerably [1] - 16:22 Constitution [4] - 2:10, 2:19, 2:21, 15:6 constitutional [1] - 26:4 consumer [3] - 16:13, 16:14, 31:13 continually [1] - 70:20 continuation [1] - 79:18 continue [6] - 7:24, 8:1, 38:10, 50:10, 50:23, 65:2 continuing [1] - 50:25 continuously [1] - 70:20 contribute [1] - 55:6 contribution [1] - 54:18 control [9] - 40:24, 56:19, 58:25, 81:14, 82:1, 82:8, 82:15, 83:7, 83:8 conversation [1] - 58:19 conversations [3] - 73:16, 89:8, 89:9 copy [4] - 20:12, 20:21, 20:22, 20:23 correct [33] - 3:13, 15:13, 15:18, 17:16, 20:5, 21:11, 21:14, 21:22, 21:23, 24:18, 25:4, 26:12, 29:13, 31:12, 35:14, 37:1, 37:24, 38:1, 38:4, 46:7, 52:20, 57:3, 59:1, 67:12, 74:9, 75:2, 75:5, 79:10, 80:5, 80:22, 84:25, 88:3, 88:7 cost [14] - 4:16, 7:19, 14:6, 26:18, 26:19, 28:14, 51:21, 57:1, 68:2, 72:3, 74:17, 84:5, 85:10, 85:12 COSTS [1] - 90:25 costs [13] - 4:21, 5:22, 7:21, 9:17, 17:24, 17:25, 26:18, 29:16, 38:21, 39:7, 67:14, 83:17, 89:2 count [2] - 27:1, 29:19 COUNTY [1] - 90:4 County [1] - 58:3 couple [4] - 5:18, 39:25, 87:4, 88:4 Court [15] - 2:13, 4:13, 4:25, 14:11, 15:2, 15:19, 16:5, 16:14, 19:13, 21:5, 35:24, 36:6, 90:17, 90:18 court [4] - 24:2, 26:3,</p>	<p>35:17, 36:14 court's [1] - 24:8 cover [2] - 22:18 Craig [2] - 8:12, 21:19 crazy [1] - 62:12 credit [2] - 84:5, 87:18 crises [1] - 14:2 critical [1] - 56:10 cut [10] - 3:9, 11:6, 12:12, 22:7, 25:22, 25:25, 77:5, 77:6, 86:11, 87:6 cuts [1] - 11:5 cutting [1] - 21:11</p>	<p>24:11, 24:17, 24:24, 25:5, 26:13, 26:21, 27:1, 27:6, 27:9, 27:12, 28:9, 28:15, 29:1, 29:3, 29:13, 29:16, 30:1, 30:4, 31:10, 32:8, 32:15, 32:23, 33:3, 33:10, 33:22, 33:25, 34:15, 35:15, 35:20, 36:3, 36:8, 36:12, 36:18, 36:22, 37:1, 37:6, 37:17, 38:4, 39:22, 40:18, 41:9, 41:21, 42:2, 42:10, 42:18, 42:23, 43:1, 43:15, 44:7, 44:12, 44:14, 44:22, 44:24, 45:12, 45:17, 45:22, 46:19, 47:22, 51:13, 51:18, 51:21, 51:24, 52:8, 52:10, 52:16, 52:21, 53:7, 53:11, 53:19, 53:21, 53:25, 54:4, 54:11, 55:9, 55:16, 56:15, 57:4, 57:11, 57:16, 58:6, 58:16, 59:9, 59:16, 59:22, 59:25, 60:5, 60:11, 60:16, 60:20, 60:24, 61:5, 62:19, 63:20, 64:9, 64:17, 64:23, 65:3, 65:7, 65:10, 65:24, 67:5, 67:12, 67:17, 67:21, 68:23, 69:8, 69:12, 69:15, 69:24, 70:7, 70:13, 70:15, 72:15, 73:22, 73:24, 74:4, 74:9, 74:19, 75:2, 75:5, 76:10, 77:3, 77:14, 77:16, 77:22, 77:25, 78:8, 78:16, 78:25, 79:11, 79:22, 80:6, 80:9, 80:13, 80:18, 82:1, 82:6, 82:14, 83:8, 84:1, 84:22, 85:9, 85:12, 85:20, 85:22, 86:7, 86:23, 87:4, 87:19, 87:24, 88:2, 88:8, 89:11, 89:19, 89:22 describe [1] - 86:5 described [1] - 19:10 desperately [1] - 70:23 determination [1] - 33:20 determined [1] - 53:4 development [11] - 8:17, 31:1, 31:7, 62:7, 62:18, 64:13, 65:11, 65:18, 66:5, 88:18 difference [5] - 36:4, 45:12, 45:13, 64:5, 73:18 different [17] - 3:5, 9:22, 17:20, 17:21, 17:22, 19:15, 19:25, 20:1, 24:2, 32:23, 45:10, 67:7, 73:14, 79:1, 85:4, 85:5, 85:7 differently [1] - 35:16 difficult [2] - 2:7, 70:21 direct [1] - 76:1</p>	<p>direction [1] - 19:15 director [3] - 20:7, 20:18, 20:23 disappear [1] - 56:1 discrediting [1] - 83:1 discretionary [2] - 12:5, 89:7 Discretionary [1] - 86:5 discussed [1] - 73:3 discussion [20] - 17:18, 17:22, 18:15, 19:25, 29:5, 30:15, 33:4, 34:25, 37:25, 40:5, 44:5, 63:16, 64:20, 66:21, 68:20, 72:8, 76:3, 76:20, 83:11, 85:25 discussions [1] - 34:18 dispute [1] - 75:12 distinguished [1] - 52:24 distribute [2] - 60:11, 61:5 distributed [4] - 63:17, 63:19, 63:20, 64:8 District [4] - 4:13, 14:10, 15:19, 16:5 district [11] - 41:2, 54:1, 59:21, 59:22, 60:15, 60:16, 64:7, 64:10, 65:20, 67:6, 68:7 Districts [1] - 68:16 districts [19] - 6:17, 41:1, 43:22, 49:6, 52:11, 54:7, 61:11, 61:16, 64:1, 64:2, 64:15, 64:21, 65:11, 65:24, 67:25, 68:16, 69:11, 69:20, 78:18 document [1] - 89:13 Dodge [1] - 78:23 dollar [10] - 12:3, 12:11, 24:6, 31:19, 33:20, 54:6, 59:8, 70:8, 84:6 dollars [22] - 5:3, 5:8, 5:19, 8:14, 9:18, 11:5, 14:24, 15:2, 15:10, 26:15, 27:8, 27:14, 33:5, 42:19, 51:21, 61:23, 65:19, 65:25, 66:6, 66:18, 80:20, 86:15 donations [1] - 70:21 done [12] - 8:6, 8:21, 9:22, 19:19, 25:21, 37:3, 37:4, 38:13, 41:25, 53:6, 70:3, 79:13 doubt [3] - 15:1, 18:9, 36:2 down [22] - 2:14, 5:11, 5:13, 7:10, 17:19, 21:18, 21:19, 28:17, 33:7, 37:18, 42:10, 42:16, 42:20, 42:24, 44:17, 62:16, 69:14, 76:18, 77:10, 81:16, 84:8, 88:10 dried [1] - 72:17</p>
D			
	<p>Dale [11] - 17:23, 26:8, 30:24, 37:16, 38:1, 41:14, 50:21, 51:11, 53:17, 69:19, 87:3 data [1] - 31:3 date [2] - 3:17, 82:10 daughter [3] - 54:22, 54:25, 81:4 Dave [2] - 8:18 days [1] - 75:13 deal [3] - 40:15, 66:11, 76:12 December [7] - 4:14, 16:6, 16:7, 16:8, 16:16, 16:24 decide [4] - 2:17, 50:13, 56:16, 64:15 decided [1] - 39:12 deciding [1] - 81:17 decision [11] - 2:7, 2:8, 2:14, 8:3, 12:20, 45:9, 45:11, 55:15, 55:16, 66:12, 80:12 decisions [1] - 3:23 decline [1] - 77:8 decreased [1] - 67:13 decreasing [1] - 54:8 Deena [17] - 17:19, 19:25, 29:6, 32:11, 37:19, 37:24, 41:5, 41:6, 41:15, 44:4, 47:1, 48:23, 59:18, 64:20, 67:1, 74:10, 84:20 Deena's [1] - 85:23 Dennis [3] - 19:10, 36:9, 62:16 DENNIS [186] - 2:1, 2:4, 3:13, 4:1, 7:16, 13:1, 13:3, 14:10, 14:17, 14:23, 15:13, 15:18, 15:21, 16:6, 16:11, 16:18, 17:25, 18:9, 18:14, 20:6, 20:11, 20:17, 21:13, 21:17, 21:22, 22:10, 22:16, 22:22, 23:7, 23:16, 24:1,</p>		

<p>drive [1] - 84:14 drop [4] - 5:24, 28:16, 28:21, 42:20 dropped [3] - 10:6, 21:19, 29:20 dual [1] - 84:5 ducking [1] - 46:3 during [1] - 16:19</p>	<p>error [1] - 27:23 essence [3] - 18:4, 67:18, 79:13 et [1] - 29:9 eventually [1] - 23:1 exact [2] - 82:10, 82:19 example [1] - 32:16 except [1] - 23:10 excess [5] - 5:22, 38:25, 39:1, 39:6 excited [1] - 89:12 excuse [4] - 42:12, 46:9, 69:16, 71:11 exercise [3] - 13:17, 18:19, 18:24 existence [1] - 12:9 expect [2] - 13:18, 28:5 expenditures [3] - 63:22, 64:2, 64:11 experience [4] - 81:4, 82:19, 82:20, 83:2 expert [2] - 22:13, 23:19 Expires [1] - 90:18 explain [1] - 86:6 extra [1] - 50:12 eyes [1] - 2:11</p>	<p>fewer [1] - 8:10 figures [1] - 85:3 filers [1] - 23:11 filled [1] - 21:10 financial [2] - 3:15, 14:2 first [12] - 4:22, 4:23, 13:6, 13:13, 17:14, 29:10, 31:5, 40:23, 42:14, 62:24, 63:2, 63:3 fiscal [2] - 4:3 fit [2] - 32:6, 32:7 five [19] - 6:17, 6:20, 11:4, 16:23, 27:7, 27:8, 40:19, 49:8, 49:10, 66:8, 66:9, 75:13, 76:24, 77:7, 77:17, 80:20, 83:17 five-year [2] - 6:20, 40:19 fives [1] - 66:9 flexibility [2] - 31:21, 45:5 floor [9] - 18:6, 40:4, 44:4, 48:4, 57:20, 63:8, 66:4, 73:2, 76:3 folks [2] - 18:21, 58:2 follow [2] - 19:17, 56:5 followed [1] - 3:14 following [3] - 1:7, 18:1, 35:5 foregoing [1] - 90:8 forever [1] - 55:21 formula [13] - 3:4, 5:1, 8:22, 14:21, 15:4, 15:7, 15:11, 15:14, 33:15, 33:19, 33:21, 64:9, 67:18 formulas [1] - 34:18 formulated [1] - 33:8 forth [1] - 57:25 forward [6] - 16:13, 32:22, 36:1, 36:10, 42:7, 69:18 four [8] - 2:15, 16:23, 66:8, 66:24, 66:25, 76:24 frankly [4] - 13:19, 71:22, 73:20, 79:23 free [1] - 9:11 friend [1] - 71:23 friends [1] - 71:24 froze [1] - 3:19 frozen [2] - 5:5, 24:18 fulfill [1] - 37:3 full [3] - 46:4, 63:24, 70:23 full-time [1] - 70:23 fully [1] - 76:21 fund [58] - 6:11, 7:4, 8:14, 8:23, 10:24, 11:25, 18:7, 18:11, 27:13, 27:17, 32:5, 33:6, 35:16, 36:5, 36:13, 36:16, 40:4, 41:15, 41:16, 45:10, 46:17, 47:10, 48:1,</p>	<p>49:8, 49:10, 53:11, 53:22, 58:21, 59:7, 59:13, 61:21, 62:7, 63:22, 64:18, 64:22, 64:24, 66:16, 68:3, 72:16, 72:19, 73:2, 73:20, 77:12, 78:10, 80:1, 80:2, 80:20, 80:22, 82:4, 83:14, 83:16, 85:16, 88:3, 88:4, 88:17, 89:4, 89:5 funded [25] - 5:2, 5:15, 7:6, 8:13, 9:16, 13:25, 24:14, 31:1, 37:7, 38:2, 41:2, 47:8, 51:22, 51:25, 52:1, 54:14, 59:14, 62:10, 62:14, 69:2, 69:4, 70:3, 88:14, 88:24, 89:1 funding [19] - 5:1, 11:1, 25:24, 26:10, 43:9, 46:13, 55:19, 58:24, 64:22, 65:5, 66:22, 74:1, 74:16, 76:8, 76:21, 78:9, 83:7, 85:8 funds [8] - 38:14, 38:25, 39:1, 41:2, 56:17, 56:19, 80:10 futility [3] - 13:18, 18:20, 19:8 future [1] - 5:17</p>
E			
<p>Early [2] - 82:21, 82:22 earmarked [1] - 72:20 eased [1] - 21:4 eat [1] - 76:18 ed [2] - 38:19, 88:22 Ed [17] - 5:21, 10:10, 11:13, 24:4, 24:7, 24:14, 31:23, 32:1, 35:14, 36:11, 38:18, 39:10, 84:3, 88:5 educate [1] - 14:6 Education [5] - 1:9, 28:17, 28:18, 72:5, 83:24 education [6] - 37:12, 38:23, 39:3, 39:5, 40:4, 73:16 effect [2] - 23:17, 33:23 effective [1] - 7:20 effectively [1] - 8:21 effort [9] - 6:5, 6:6, 9:19, 38:8, 38:11, 39:10, 39:12, 39:13, 68:24 efforts [1] - 78:23 eight [6] - 8:10, 8:11, 8:22, 24:23, 37:9, 63:25 either [4] - 38:24, 41:2, 49:25, 80:14 element [1] - 56:10 elementary [3] - 68:9, 86:8, 86:17 eligible [6] - 9:11, 53:17, 53:20, 54:19, 55:7, 56:13 eliminating [1] - 54:9 enchilada [1] - 21:5 end [2] - 33:21, 37:13 ended [3] - 3:16, 88:12, 88:18 entire [1] - 29:8 entities [1] - 81:21 entitled [1] - 79:12 environment [1] - 10:14 Environmental [1] - 72:5 environmental [2] - 10:10, 88:22 equality [1] - 24:3 equality [3] - 5:2, 15:12, 15:13</p>	<p>error [1] - 27:23 essence [3] - 18:4, 67:18, 79:13 et [1] - 29:9 eventually [1] - 23:1 exact [2] - 82:10, 82:19 example [1] - 32:16 except [1] - 23:10 excess [5] - 5:22, 38:25, 39:1, 39:6 excited [1] - 89:12 excuse [4] - 42:12, 46:9, 69:16, 71:11 exercise [3] - 13:17, 18:19, 18:24 existence [1] - 12:9 expect [2] - 13:18, 28:5 expenditures [3] - 63:22, 64:2, 64:11 experience [4] - 81:4, 82:19, 82:20, 83:2 expert [2] - 22:13, 23:19 Expires [1] - 90:18 explain [1] - 86:6 extra [1] - 50:12 eyes [1] - 2:11</p>	<p>fewer [1] - 8:10 figures [1] - 85:3 filers [1] - 23:11 filled [1] - 21:10 financial [2] - 3:15, 14:2 first [12] - 4:22, 4:23, 13:6, 13:13, 17:14, 29:10, 31:5, 40:23, 42:14, 62:24, 63:2, 63:3 fiscal [2] - 4:3 fit [2] - 32:6, 32:7 five [19] - 6:17, 6:20, 11:4, 16:23, 27:7, 27:8, 40:19, 49:8, 49:10, 66:8, 66:9, 75:13, 76:24, 77:7, 77:17, 80:20, 83:17 five-year [2] - 6:20, 40:19 fives [1] - 66:9 flexibility [2] - 31:21, 45:5 floor [9] - 18:6, 40:4, 44:4, 48:4, 57:20, 63:8, 66:4, 73:2, 76:3 folks [2] - 18:21, 58:2 follow [2] - 19:17, 56:5 followed [1] - 3:14 following [3] - 1:7, 18:1, 35:5 foregoing [1] - 90:8 forever [1] - 55:21 formula [13] - 3:4, 5:1, 8:22, 14:21, 15:4, 15:7, 15:11, 15:14, 33:15, 33:19, 33:21, 64:9, 67:18 formulas [1] - 34:18 formulated [1] - 33:8 forth [1] - 57:25 forward [6] - 16:13, 32:22, 36:1, 36:10, 42:7, 69:18 four [8] - 2:15, 16:23, 66:8, 66:24, 66:25, 76:24 frankly [4] - 13:19, 71:22, 73:20, 79:23 free [1] - 9:11 friend [1] - 71:23 friends [1] - 71:24 froze [1] - 3:19 frozen [2] - 5:5, 24:18 fulfill [1] - 37:3 full [3] - 46:4, 63:24, 70:23 full-time [1] - 70:23 fully [1] - 76:21 fund [58] - 6:11, 7:4, 8:14, 8:23, 10:24, 11:25, 18:7, 18:11, 27:13, 27:17, 32:5, 33:6, 35:16, 36:5, 36:13, 36:16, 40:4, 41:15, 41:16, 45:10, 46:17, 47:10, 48:1,</p>	<p>49:8, 49:10, 53:11, 53:22, 58:21, 59:7, 59:13, 61:21, 62:7, 63:22, 64:18, 64:22, 64:24, 66:16, 68:3, 72:16, 72:19, 73:2, 73:20, 77:12, 78:10, 80:1, 80:2, 80:20, 80:22, 82:4, 83:14, 83:16, 85:16, 88:3, 88:4, 88:17, 89:4, 89:5 funded [25] - 5:2, 5:15, 7:6, 8:13, 9:16, 13:25, 24:14, 31:1, 37:7, 38:2, 41:2, 47:8, 51:22, 51:25, 52:1, 54:14, 59:14, 62:10, 62:14, 69:2, 69:4, 70:3, 88:14, 88:24, 89:1 funding [19] - 5:1, 11:1, 25:24, 26:10, 43:9, 46:13, 55:19, 58:24, 64:22, 65:5, 66:22, 74:1, 74:16, 76:8, 76:21, 78:9, 83:7, 85:8 funds [8] - 38:14, 38:25, 39:1, 41:2, 56:17, 56:19, 80:10 futility [3] - 13:18, 18:20, 19:8 future [1] - 5:17</p>
F			
<p>fact [6] - 21:8, 50:3, 54:2, 54:5, 56:1, 56:13 fail [1] - 18:23 familiar [1] - 87:2 Families [3] - 7:6, 7:25, 54:15 families [1] - 22:3 family [1] - 22:5 far [2] - 30:20, 45:23 farm [1] - 70:9 favor [15] - 35:9, 40:11, 46:8, 48:20, 48:22, 59:2, 61:20, 62:2, 66:6, 66:22, 73:4, 76:21, 83:13, 83:21, 86:1 fear [1] - 13:21 federal [13] - 7:6, 32:2, 38:2, 38:8, 38:11, 38:20, 38:23, 39:2, 56:17, 58:24, 69:3, 69:4, 80:15 federally [1] - 7:6 Feds [1] - 7:8 fees [4] - 45:22, 52:2, 52:4, 70:3 fell [1] - 76:18 few [10] - 5:7, 9:8, 10:21, 11:14, 61:22, 72:17, 78:2, 81:6, 82:11, 87:13</p>	<p>fact [6] - 21:8, 50:3, 54:2, 54:5, 56:1, 56:13 fail [1] - 18:23 familiar [1] - 87:2 Families [3] - 7:6, 7:25, 54:15 families [1] - 22:3 family [1] - 22:5 far [2] - 30:20, 45:23 farm [1] - 70:9 favor [15] - 35:9, 40:11, 46:8, 48:20, 48:22, 59:2, 61:20, 62:2, 66:6, 66:22, 73:4, 76:21, 83:13, 83:21, 86:1 fear [1] - 13:21 federal [13] - 7:6, 32:2, 38:2, 38:8, 38:11, 38:20, 38:23, 39:2, 56:17, 58:24, 69:3, 69:4, 80:15 federally [1] - 7:6 Feds [1] - 7:8 fees [4] - 45:22, 52:2, 52:4, 70:3 fell [1] - 76:18 few [10] - 5:7, 9:8, 10:21, 11:14, 61:22, 72:17, 78:2, 81:6, 82:11, 87:13</p>	<p>fewer [1] - 8:10 figures [1] - 85:3 filers [1] - 23:11 filled [1] - 21:10 financial [2] - 3:15, 14:2 first [12] - 4:22, 4:23, 13:6, 13:13, 17:14, 29:10, 31:5, 40:23, 42:14, 62:24, 63:2, 63:3 fiscal [2] - 4:3 fit [2] - 32:6, 32:7 five [19] - 6:17, 6:20, 11:4, 16:23, 27:7, 27:8, 40:19, 49:8, 49:10, 66:8, 66:9, 75:13, 76:24, 77:7, 77:17, 80:20, 83:17 five-year [2] - 6:20, 40:19 fives [1] - 66:9 flexibility [2] - 31:21, 45:5 floor [9] - 18:6, 40:4, 44:4, 48:4, 57:20, 63:8, 66:4, 73:2, 76:3 folks [2] - 18:21, 58:2 follow [2] - 19:17, 56:5 followed [1] - 3:14 following [3] - 1:7, 18:1, 35:5 foregoing [1] - 90:8 forever [1] - 55:21 formula [13] - 3:4, 5:1, 8:22, 14:21, 15:4, 15:7, 15:11, 15:14, 33:15, 33:19, 33:21, 64:9, 67:18 formulas [1] - 34:18 formulated [1] - 33:8 forth [1] - 57:25 forward [6] - 16:13, 32:22, 36:1, 36:10, 42:7, 69:18 four [8] - 2:15, 16:23, 66:8, 66:24, 66:25, 76:24 frankly [4] - 13:19, 71:22, 73:20, 79:23 free [1] - 9:11 friend [1] - 71:23 friends [1] - 71:24 froze [1] - 3:19 frozen [2] - 5:5, 24:18 fulfill [1] - 37:3 full [3] - 46:4, 63:24, 70:23 full-time [1] - 70:23 fully [1] - 76:21 fund [58] - 6:11, 7:4, 8:14, 8:23, 10:24, 11:25, 18:7, 18:11, 27:13, 27:17, 32:5, 33:6, 35:16, 36:5, 36:13, 36:16, 40:4, 41:15, 41:16, 45:10, 46:17, 47:10, 48:1,</p>	<p>geared [1] - 87:7 general [13] - 7:3, 27:13, 28:20, 32:3, 32:5, 53:22, 63:21, 63:24, 64:18, 64:22, 64:24, 68:3, 78:9 General [1] - 4:25 generated [2] - 60:4, 60:23 gift [1] - 39:22 gifted [1] - 39:25 given [2] - 10:2, 79:14 glad [1] - 89:13 goal [3] - 2:8, 56:6, 56:11 goals [1] - 56:2 Goddard [1] - 68:1 gosh [1] - 16:8 government [8] - 38:2, 38:8, 38:12, 38:20, 38:23, 38:24, 69:4 governor [7] - 11:21, 20:5, 20:7, 20:15, 20:18, 20:19, 20:24 Governor's [1] - 84:2 grabbers [1] - 24:5 grade [4] - 29:10, 29:12, 40:23, 52:23 granddaughter [1] - 55:1 grandson [1] - 54:23</p>
G			

<p>grant [4] - 3:19, 32:9, 32:13, 32:20 grants [4] - 12:5, 12:6, 70:5, 89:7 Grants [1] - 86:5 great [1] - 68:14 group [1] - 31:3 growing [1] - 11:23 growth [2] - 5:18, 16:9 guess [9] - 21:2, 21:24, 24:19, 24:20, 25:8, 25:17, 43:2, 47:16, 87:1 guidelines [2] - 58:8, 58:11 guys [1] - 36:4</p>	<p>hold [1] - 3:11 holds [1] - 33:16 home [2] - 54:1, 68:7 honest [1] - 69:5 hope [1] - 22:5 Horst [7] - 29:6, 37:19, 41:5, 48:23, 59:18, 64:20, 84:20 hour [1] - 19:7 huge [1] - 55:23 hundred [3] - 59:7, 61:22, 62:7 hurry [1] - 87:20 hurting [1] - 78:4</p>	<p>28:24, 78:16, 78:21, 79:7 increase [23] - 5:16, 6:12, 12:3, 18:7, 24:7, 25:11, 26:15, 54:17, 55:14, 57:1, 57:6, 57:13, 58:22, 59:8, 64:6, 65:5, 67:23, 86:25, 88:1, 88:13, 88:25 increased [6] - 17:14, 24:11, 24:20, 35:6, 35:7, 50:4 increases [1] - 34:18 increasing [2] - 23:25, 68:15 increments [1] - 4:20 index [4] - 4:18, 16:14, 16:17, 31:13 indicates [1] - 25:11 individual [1] - 29:2 individuals [1] - 9:22 ineffective [1] - 81:8 inflation [1] - 16:9 information [3] - 60:12, 61:6, 90:14 initial [1] - 72:25 instead [2] - 21:10, 21:11 instituted [1] - 11:14 institutions [1] - 87:9 intended [1] - 48:4 intent [3] - 42:6, 59:19, 60:13 interest [1] - 10:16 interested [1] - 14:4 interesting [1] - 7:22 interference [1] - 81:9 involved [3] - 22:24, 87:13, 87:14 issue [5] - 18:20, 30:5, 36:16, 54:11, 79:2 issued [1] - 23:23 issues [3] - 18:18, 22:24, 24:8 item [4] - 35:12, 40:15, 53:16, 83:24 items [1] - 12:25 itself [2] - 20:14, 21:8</p>	<p>56:5, 57:20, 62:1, 63:16, 66:20, 75:15, 83:5 Jim's [1] - 19:6 job [2] - 9:23, 10:13 John [11] - 16:22, 35:11, 40:13, 59:5, 62:4, 71:18, 71:23, 72:7, 77:1, 83:22, 86:3 Johnson [1] - 58:3 judge [1] - 14:11 July [2] - 1:9, 90:15 June [2] - 32:19, 90:18</p>
H	I		K
<p>half [30] - 8:15, 8:16, 8:22, 9:7, 9:10, 12:12, 17:1, 29:11, 51:16, 51:19, 51:23, 51:25, 53:1, 53:2, 59:14, 63:21, 63:25, 67:5, 70:19, 70:22, 77:3, 77:4, 86:11, 86:13, 86:16, 87:7 halfway [1] - 38:5 hand [14] - 35:10, 40:12, 46:9, 48:21, 59:3, 62:3, 66:7, 66:24, 67:24, 73:4, 76:24, 83:22, 86:2, 90:13 happy [2] - 58:4, 58:5 hard [1] - 57:24 hate [1] - 82:18 hazardous [1] - 68:4 heading [2] - 44:22, 44:24 hear [1] - 69:17 heard [2] - 46:14, 47:4 hearing [7] - 40:5, 66:21, 68:21, 69:17, 83:12, 85:25, 87:16 hearings [1] - 2:13 hefty [1] - 11:6 held [1] - 1:9 help [9] - 43:23, 47:22, 50:22, 54:2, 60:7, 61:1, 69:12, 74:2, 79:25 helping [2] - 49:21, 79:3 helps [3] - 55:24, 56:5, 56:6 hence [1] - 19:6 hereunto [1] - 90:13 high [7] - 7:9, 10:22, 11:17, 11:19, 45:1, 84:4, 84:12 higher [2] - 16:22, 81:24 highest [2] - 3:3, 16:24 hire [2] - 58:2, 66:13 history [5] - 2:25, 3:2, 3:20, 3:21, 37:8 hit [2] - 70:9, 77:4</p>	<p>identical [1] - 39:20 ignore [1] - 66:11 Il [1] - 64:25 imagine [1] - 87:11 immerse [1] - 75:14 impact [4] - 73:15, 75:10, 75:16 impacting [1] - 76:1 implement [5] - 6:19, 6:20, 41:8, 44:8, 51:2 implementation [4] - 40:17, 41:17, 44:3, 46:4 implemented [3] - 13:18, 43:8, 47:20 implication [1] - 26:17 implies [1] - 40:22 important [7] - 2:8, 10:13, 18:20, 31:20, 31:23, 33:1, 49:6 importantly [1] - 25:22 improve [1] - 74:8 IN [1] - 90:12 inaudible [3] - 3:12, 13:5, 24:10 Inaudible [25] - 24:16, 33:9, 36:7, 40:7, 43:19, 44:6, 44:11, 44:13, 45:25, 46:10, 49:12, 49:14, 50:2, 50:20, 53:3, 62:23, 71:10, 71:17, 72:9, 77:24, 78:7, 78:11, 85:1, 85:11, 89:20 inaudible [1] - 49:23 incentive [1] - 64:14 incentivize [1] - 11:21 include [5] - 32:13, 32:25, 41:5, 41:19, 44:3 included [1] - 30:23 includes [1] - 29:9 income [10] - 7:9, 16:9, 22:3, 22:6, 22:23, 23:8,</p>		<p>KANSAS [2] - 1:1, 90:3 Kansas [8] - 1:8, 57:25, 72:4, 78:22, 90:8, 90:13, 90:14, 90:18 Kathy [10] - 17:3, 17:13, 30:16, 31:17, 37:12, 37:24, 42:12, 43:3, 43:6, 48:23 Kathy's [1] - 18:6 KC [4] - 70:18, 70:19, 70:25, 71:3 KCC [1] - 79:10 KCK [3] - 58:1, 82:20, 82:21 keep [4] - 5:17, 45:1, 45:9, 62:25 keeping [3] - 41:13, 75:24, 87:17 Ken [16] - 8:18, 26:7, 35:11, 37:25, 40:13, 42:13, 42:19, 48:8, 50:9, 59:4, 62:5, 67:1, 81:1, 83:23, 84:11, 85:15 kept [2] - 3:16, 21:10 Kerr [2] - 8:18 key [1] - 87:19 kid [4] - 11:17, 39:21, 52:25, 84:4 kids [21] - 3:6, 11:8, 14:6, 22:1, 26:23, 30:11, 38:19, 39:5, 39:18, 39:19, 39:20, 39:22, 51:14, 54:19, 69:13, 75:16, 76:1, 78:19, 79:24, 84:13 kids' [1] - 22:2 kill [1] - 79:17 Kim [1] - 76:4 Kimberly [1] - 76:3 kind [13] - 4:18, 6:16, 7:12, 10:12, 14:24, 31:18, 36:4, 70:22, 70:25, 76:16, 86:19, 87:4, 87:10 kindergarten [35] - 6:14, 6:18, 29:9, 29:11, 29:22, 29:24, 33:2, 33:12, 40:22,</p>
J		J	
		<p>janet [1] - 86:25 Janet [12] - 17:18, 23:21, 49:3, 52:17, 66:14, 68:5, 69:22, 72:7, 79:8, 80:19, 80:23, 82:16 January [1] - 2:16 jeopardized [1] - 56:3 Jim [14] - 13:4, 18:18, 28:6, 45:3, 45:12, 54:16, 56:3,</p>	

<p>40:24, 44:8, 45:6, 46:24, 47:5, 47:18, 47:20, 47:24, 48:17, 48:25, 49:2, 49:5, 49:17, 50:6, 50:8, 51:3, 51:12, 51:17, 51:20, 51:25, 52:20, 52:22, 53:5, 56:7, 79:4, 88:12</p> <p>kindergartners [1] - 52:6</p> <p>KPERS [3] - 32:9, 32:12, 32:13</p>	<p>85:19</p> <p>levels [1] - 81:24</p> <p>leverage [1] - 70:5</p> <p>life [1] - 50:21</p> <p>light [1] - 13:9</p> <p>likely [1] - 64:7</p> <p>limit [4] - 30:7, 30:8, 30:9, 67:14</p> <p>line [6] - 8:8, 9:12, 10:1, 11:25, 32:18, 50:22</p> <p>link [1] - 1:10</p> <p>listen [1] - 81:10</p> <p>live [1] - 18:13</p> <p>LOB [6] - 5:13, 28:13, 28:16, 35:12, 35:15, 88:3</p> <p>local [5] - 19:18, 39:1, 45:11, 59:24, 60:19</p> <p>locally [5] - 59:24, 60:9, 60:19, 61:3, 61:7</p> <p>locked [1] - 77:20</p> <p>look [6] - 5:6, 23:4, 31:3, 31:18, 62:12, 69:21</p> <p>looking [5] - 24:24, 37:13, 43:3, 70:11, 77:22</p> <p>losing [1] - 42:1</p> <p>losses [1] - 8:10</p> <p>lost [1] - 16:3</p> <p>louder [1] - 13:10</p> <p>love [1] - 68:13</p> <p>low [6] - 44:21, 58:1, 75:17, 78:16, 78:21, 79:6</p> <p>lower [8] - 7:11, 8:24, 9:2, 9:12, 9:14, 26:3, 63:23, 68:13</p> <p>lunch [6] - 9:11, 9:15, 68:22, 68:23, 68:24, 88:20</p> <p>lunches [1] - 69:13</p>	<p>90:10</p> <p>max [1] - 54:5</p> <p>mean [4] - 27:3, 39:11, 63:24, 64:5</p> <p>means [2] - 7:8, 27:15</p> <p>meet [6] - 2:10, 7:7, 15:5, 15:8, 15:12, 41:16</p> <p>Meeting [1] - 1:9</p> <p>MEMBER [215] - 3:11, 7:14, 13:5, 13:6, 13:9, 13:13, 14:20, 15:11, 15:16, 15:19, 16:3, 16:7, 16:16, 17:4, 17:11, 17:16, 17:21, 18:17, 19:14, 19:23, 20:3, 20:8, 20:14, 21:2, 21:16, 21:20, 21:24, 22:15, 22:18, 23:3, 23:10, 23:12, 23:20, 23:22, 24:10, 24:16, 24:19, 25:3, 25:6, 25:13, 25:17, 25:19, 26:8, 26:14, 26:25, 27:3, 27:8, 27:10, 27:20, 28:7, 28:10, 28:22, 29:2, 29:7, 29:14, 29:25, 30:2, 30:14, 30:17, 31:17, 31:23, 31:25, 32:4, 32:12, 32:21, 32:24, 33:9, 33:14, 33:15, 33:17, 33:24, 34:11, 36:7, 37:14, 38:1, 38:6, 38:10, 38:17, 39:9, 39:13, 39:17, 40:2, 40:7, 41:7, 41:10, 42:4, 42:15, 42:22, 42:25, 43:5, 43:7, 43:11, 43:13, 43:19, 44:6, 44:11, 44:13, 44:20, 44:23, 44:25, 45:4, 45:16, 45:20, 45:25, 46:10, 46:11, 46:23, 47:3, 47:8, 47:11, 47:16, 48:6, 48:9, 49:1, 49:4, 49:12, 49:14, 49:16, 49:24, 50:1, 50:2, 50:15, 50:17, 50:20, 51:4, 51:8, 51:11, 51:16, 51:19, 51:23, 52:5, 52:9, 52:14, 52:18, 53:2, 53:4, 53:10, 53:13, 54:17, 55:13, 56:4, 56:22, 57:6, 57:8, 57:9, 57:18, 57:22, 59:19, 59:23, 60:3, 60:9, 60:13, 60:18, 60:22, 61:3, 61:8, 61:16, 62:11, 62:21, 62:23, 63:1, 63:6, 63:9, 63:12, 63:17, 64:4, 64:21, 65:1, 65:4, 65:9, 65:13, 66:15, 68:6, 68:12, 70:16, 71:8, 71:10, 71:13, 71:17, 71:19, 72:9, 72:12, 72:21, 74:12, 74:15, 74:24, 75:3, 75:6, 75:8, 76:5, 77:21, 77:24, 78:7, 78:11, 79:9, 79:20, 79:23, 80:5, 80:11,</p>	<p>80:16, 80:24, 81:2, 81:23, 82:17, 83:1, 83:6, 83:16, 84:12, 85:1, 85:5, 85:8, 85:10, 85:17, 87:1, 89:20</p> <p>members [1] - 10:11</p> <p>memorized [1] - 87:21</p> <p>memory [1] - 3:13</p> <p>mention [2] - 7:23, 55:17</p> <p>mentioned [3] - 14:12, 14:18, 30:24</p> <p>mentor [15] - 8:5, 8:9, 8:15, 30:25, 59:6, 59:10, 59:22, 59:23, 60:5, 60:7, 60:17, 60:18, 60:24, 61:1, 61:21</p> <p>mentoring [3] - 31:6, 31:19, 88:16</p> <p>mentors [2] - 8:7, 8:8</p> <p>mess [1] - 83:4</p> <p>met [2] - 2:18, 15:14</p> <p>mic [1] - 13:8</p> <p>middle [4] - 9:18, 86:8, 86:18, 87:11</p> <p>might [9] - 2:5, 19:14, 22:10, 22:11, 32:8, 37:21, 43:23, 47:22, 77:19</p> <p>mileage [3] - 9:2, 9:13, 67:14</p> <p>miles [3] - 9:7, 9:10, 67:6</p> <p>million [56] - 5:3, 5:7, 5:16, 5:19, 6:9, 6:10, 6:20, 6:21, 8:14, 8:16, 8:23, 11:4, 11:7, 12:2, 12:3, 18:2, 22:17, 23:14, 23:15, 26:15, 27:19, 29:17, 29:23, 40:18, 40:19, 41:9, 41:10, 41:11, 41:17, 42:3, 42:18, 43:14, 43:15, 43:16, 44:17, 59:8, 59:15, 61:23, 64:1, 65:19, 66:6, 66:18, 67:15, 71:5, 71:6, 77:8, 77:9, 77:10, 77:18, 78:6, 80:20, 83:17, 84:24, 88:4, 88:8</p> <p>mini [1] - 44:9</p> <p>mismanaged [1] - 81:15</p> <p>miss [1] - 61:24</p> <p>money [73] - 7:3, 7:4, 7:24, 8:2, 8:23, 9:5, 10:2, 10:20, 11:7, 11:22, 12:7, 12:12, 13:23, 19:17, 23:2, 25:20, 30:6, 30:7, 30:10, 30:22, 37:15, 38:21, 41:24, 42:1, 43:24, 44:12, 48:13, 48:15, 48:16, 49:19, 49:22, 50:9, 54:25, 55:15, 58:7, 58:24, 59:20, 60:12, 60:14, 61:6, 61:18, 62:18, 63:14, 64:3, 65:21, 69:21, 70:5, 70:6, 72:14, 72:16, 72:18, 74:21,</p>
L			
<p>lack [1] - 76:8</p> <p>large [2] - 26:9, 58:3</p> <p>larger [4] - 30:12, 30:13, 31:19, 66:1</p> <p>last [9] - 3:11, 4:9, 13:6, 13:13, 22:16, 37:9, 50:16, 77:9, 84:17</p> <p>lasts [1] - 8:2</p> <p>late [1] - 23:10</p> <p>latest [1] - 85:3</p> <p>law [42] - 4:12, 5:23, 6:1, 6:4, 6:15, 6:16, 7:7, 9:15, 19:2, 19:21, 33:16, 33:23, 35:17, 36:5, 36:14, 37:3, 37:7, 38:18, 38:22, 39:23, 47:22, 54:4, 54:5, 54:13, 59:7, 59:9, 59:13, 62:7, 67:5, 68:24, 73:21, 76:21, 88:4, 88:5, 88:17, 88:19, 88:20, 89:1, 89:6</p> <p>laws [1] - 34:1</p> <p>lawsuit [1] - 21:8</p> <p>lawyer [1] - 26:3</p> <p>lawyers [1] - 26:5</p> <p>leadership [2] - 14:5, 34:21</p> <p>least [3] - 23:5, 70:8, 70:16</p> <p>leave [10] - 2:11, 6:5, 9:13, 36:2, 41:25, 45:6, 53:8, 67:8, 67:10, 80:10</p> <p>left [2] - 32:9, 46:6</p> <p>legal [2] - 32:2</p> <p>legislative [2] - 8:3, 20:21</p> <p>legislature [25] - 4:5, 7:2, 10:6, 15:15, 19:2, 20:9, 20:12, 20:13, 20:16, 20:20, 20:25, 21:3, 21:9, 35:24, 36:21, 53:6, 53:9, 62:14, 71:23, 71:25, 72:13, 80:12, 81:17, 84:16, 87:6</p> <p>legislature's [1] - 22:13</p> <p>less [2] - 12:3, 25:1</p> <p>level [13] - 7:17, 12:1, 19:11, 41:3, 74:16, 80:3, 83:16, 84:23, 84:25, 85:18,</p>	<p style="text-align: center;">M</p> <p>maintained [1] - 25:7</p> <p>maintenance [9] - 6:5, 6:6, 9:18, 38:7, 38:11, 39:10, 39:12, 39:13, 68:24</p> <p>majority [1] - 45:21</p> <p>manage [1] - 65:16</p> <p>managed [1] - 81:8</p> <p>manages [1] - 81:15</p> <p>managing [1] - 83:3</p> <p>mandate [1] - 53:5</p> <p>mandated [2] - 52:19, 52:21</p> <p>match [6] - 9:24, 9:25, 23:13, 23:15, 54:10, 54:11</p> <p>matched [1] - 70:7</p> <p>material [1] - 10:13</p> <p>matter [3] - 13:22, 54:5,</p>		

<p>74:22, 75:21, 76:15, 77:6, 78:1, 78:5, 78:6, 80:15, 80:21, 81:16, 81:18, 81:19, 81:21, 83:19, 87:14, 88:15, 89:2</p> <p>month [2] - 23:4, 54:24</p> <p>months [3] - 2:15, 2:16, 23:8</p> <p>morning [3] - 31:4, 52:6, 61:10</p> <p>most [12] - 11:8, 11:16, 43:22, 45:24, 64:1, 64:7, 65:3, 65:10, 69:3, 78:19, 78:20, 84:15</p> <p>mostly [3] - 5:16, 33:22, 51:22</p> <p>motion [80] - 14:9, 17:10, 17:11, 17:12, 18:6, 25:10, 28:11, 30:20, 34:11, 34:13, 34:23, 35:2, 35:8, 37:23, 40:3, 41:16, 44:1, 44:2, 44:8, 44:9, 46:2, 46:3, 46:7, 47:2, 47:7, 47:15, 47:19, 48:2, 48:3, 48:18, 48:20, 49:1, 49:5, 49:8, 50:5, 50:15, 50:16, 50:17, 50:18, 50:19, 51:7, 53:15, 57:5, 57:8, 57:19, 58:19, 58:21, 59:2, 61:24, 62:2, 62:22, 63:8, 63:10, 66:3, 66:15, 66:17, 67:2, 67:19, 68:21, 69:17, 71:1, 71:12, 71:16, 72:2, 72:7, 73:1, 73:5, 73:19, 74:11, 76:2, 77:1, 80:1, 80:19, 83:13, 85:16, 85:25, 86:1, 87:16</p> <p>move [18] - 17:9, 36:1, 36:10, 41:7, 42:7, 43:2, 51:7, 51:8, 53:15, 56:25, 61:25, 66:12, 67:20, 68:21, 69:17, 72:10, 84:17, 87:17</p> <p>moved [2] - 17:13, 69:20</p> <p>moving [2] - 2:3, 2:4</p> <p>MR [354] - 2:1, 2:3, 2:4, 3:13, 3:25, 4:1, 7:16, 12:22, 13:1, 13:2, 13:3, 13:4, 13:8, 13:11, 14:10, 14:15, 14:17, 14:23, 15:13, 15:18, 15:21, 16:1, 16:6, 16:11, 16:18, 17:3, 17:9, 17:12, 17:17, 17:22, 17:25, 18:4, 18:9, 18:12, 18:14, 18:15, 18:25, 19:21, 19:24, 20:6, 20:11, 20:17, 21:13, 21:17, 21:22, 22:10, 22:16, 22:22, 23:7, 23:16, 23:21, 24:1, 24:11, 24:17, 24:24, 25:5, 25:10, 25:15, 25:18, 26:7, 26:13,</p>	<p>26:21, 27:1, 27:6, 27:9, 27:12, 28:6, 28:9, 28:15, 29:1, 29:3, 29:5, 29:13, 29:16, 30:1, 30:4, 30:15, 31:10, 31:16, 32:8, 32:11, 32:15, 32:23, 33:3, 33:10, 33:22, 33:25, 34:15, 34:16, 35:15, 35:19, 35:20, 35:22, 36:3, 36:8, 36:9, 36:12, 36:16, 36:18, 36:20, 36:22, 36:24, 37:1, 37:2, 37:6, 37:11, 37:17, 37:19, 38:4, 38:16, 39:8, 39:16, 39:22, 40:3, 40:8, 40:18, 40:21, 41:9, 41:13, 41:21, 41:24, 42:2, 42:5, 42:10, 42:12, 42:18, 42:23, 43:1, 43:2, 43:12, 43:14, 43:15, 43:18, 43:20, 44:7, 44:12, 44:14, 44:22, 44:24, 45:2, 45:8, 45:12, 45:17, 45:19, 45:22, 46:1, 46:14, 46:19, 47:1, 47:6, 47:9, 47:13, 47:19, 47:22, 48:1, 48:8, 48:19, 49:3, 49:9, 49:13, 49:15, 50:3, 50:18, 50:21, 51:6, 51:10, 51:13, 51:18, 51:21, 51:24, 52:8, 52:10, 52:16, 52:17, 52:21, 53:7, 53:11, 53:14, 53:19, 53:20, 53:21, 53:23, 53:25, 54:1, 54:4, 54:7, 54:11, 54:16, 55:9, 55:16, 55:22, 56:15, 56:21, 57:4, 57:11, 57:13, 57:16, 57:19, 58:6, 58:13, 58:16, 58:17, 59:9, 59:12, 59:16, 59:18, 59:22, 59:25, 60:5, 60:11, 60:16, 60:20, 60:24, 61:5, 61:9, 61:20, 62:19, 62:20, 62:24, 63:5, 63:7, 63:11, 63:15, 63:20, 64:9, 64:14, 64:17, 64:19, 64:23, 65:3, 65:7, 65:10, 65:14, 65:24, 66:3, 66:17, 67:5, 67:10, 67:12, 67:13, 67:17, 67:19, 67:21, 67:22, 68:10, 68:20, 68:23, 69:6, 69:8, 69:10, 69:12, 69:14, 69:15, 69:16, 69:24, 70:4, 70:7, 70:11, 70:13, 70:14, 70:15, 71:6, 71:11, 71:15, 71:18, 72:1, 72:10, 72:15, 73:1, 73:22, 73:23, 73:24, 73:25, 74:4, 74:7, 74:9, 74:10, 74:13, 74:19, 75:2, 75:5, 75:7, 76:2, 76:10, 76:19, 77:3, 77:11, 77:14, 77:15, 77:16, 77:22, 77:25, 78:8,</p>	<p>78:12, 78:16, 78:21, 78:25, 79:8, 79:11, 79:22, 80:2, 80:6, 80:8, 80:9, 80:13, 80:18, 80:19, 80:25, 81:20, 81:24, 82:1, 82:3, 82:6, 82:12, 82:14, 82:16, 83:5, 83:8, 83:11, 83:20, 84:1, 84:11, 84:19, 84:22, 85:2, 85:6, 85:9, 85:12, 85:15, 85:19, 85:20, 85:21, 85:22, 85:23, 86:7, 86:21, 86:23, 86:24, 87:4, 87:16, 87:19, 87:23, 87:24, 88:1, 88:2, 88:7, 88:8, 89:8, 89:11, 89:16, 89:19, 89:21, 89:22, 89:24</p>	<p>not-for-profit [1] - 79:1</p> <p>notation [1] - 57:24</p> <p>note [1] - 88:16</p> <p>nothing [6] - 7:14, 10:8, 51:5, 51:6, 61:18, 82:23</p> <p>notice [3] - 10:25, 12:11, 86:12</p> <p>number [21] - 6:23, 6:24, 10:21, 14:24, 19:22, 26:18, 26:19, 30:17, 30:18, 31:9, 32:5, 34:8, 34:24, 37:21, 39:20, 41:19, 45:23, 46:5, 57:14, 75:18, 86:15</p> <p>number's [1] - 30:11</p> <p>numbers [10] - 2:23, 4:6, 4:7, 14:12, 14:18, 22:17, 34:9, 40:17, 42:16</p>
		N	O
		<p>name [1] - 42:13</p> <p>names [1] - 66:10</p> <p>National [6] - 10:17, 73:7, 73:9, 73:12, 75:15, 88:23</p> <p>nationally [2] - 10:18, 75:19</p> <p>nature [1] - 8:4</p> <p>necessarily [3] - 36:8, 36:18, 41:4</p> <p>need [19] - 9:18, 14:5, 14:8, 18:7, 23:3, 26:1, 30:22, 31:5, 35:19, 35:23, 35:25, 36:17, 38:23, 49:19, 51:8, 53:5, 58:18, 63:14, 69:6</p> <p>needed [1] - 70:23</p> <p>needs [4] - 25:24, 31:22, 68:18, 86:19</p> <p>Needy [3] - 7:5, 7:25, 54:15</p> <p>never [4] - 21:9, 37:3, 38:2, 38:13</p> <p>new [4] - 10:25, 19:11, 19:12, 63:13</p> <p>next [33] - 4:4, 4:19, 5:6, 5:15, 6:12, 8:13, 10:4, 26:16, 32:19, 35:4, 35:12, 36:10, 36:12, 36:22, 40:15, 41:20, 47:20, 51:7, 53:15, 54:24, 58:23, 61:22, 62:6, 66:18, 66:19, 73:23, 77:2, 80:4, 80:21, 83:18, 83:24</p> <p>nibbling [1] - 42:9</p> <p>nice [2] - 2:18, 64:5</p> <p>nine [3] - 24:24, 24:25, 31:5</p> <p>non [1] - 11:10</p> <p>none [5] - 66:21, 68:21, 69:17, 83:12, 85:25</p> <p>nonprofit [1] - 78:17</p> <p>normal [2] - 5:20, 7:12</p> <p>normally [1] - 15:4</p>	<p>objects [1] - 36:19</p> <p>obliged [1] - 19:1</p> <p>obviously [3] - 19:4, 55:24, 72:6</p> <p>occur [2] - 39:15</p> <p>OF [2] - 1:1, 90:3</p> <p>offer [1] - 53:2</p> <p>official [1] - 90:13</p> <p>often [1] - 84:12</p> <p>old [13] - 5:1, 14:25, 15:7, 15:11, 15:14, 22:19, 24:2, 30:4, 34:1, 55:1, 77:22, 78:20, 84:14</p> <p>olds [1] - 78:20</p> <p>once [4] - 6:19, 21:5, 40:18, 41:8</p> <p>one [59] - 4:11, 4:17, 6:3, 8:6, 8:13, 13:1, 13:2, 13:16, 14:14, 14:17, 14:18, 14:25, 15:7, 15:9, 15:21, 16:20, 18:18, 18:25, 23:23, 25:21, 29:17, 31:10, 36:10, 36:12, 36:14, 36:22, 38:17, 40:21, 41:1, 43:5, 43:16, 43:23, 45:12, 45:13, 48:24, 51:9, 54:12, 56:2, 59:14, 59:16, 62:6, 63:21, 63:25, 66:7, 66:24, 66:25, 68:1, 68:8, 71:9, 73:9, 73:17, 74:2, 76:24, 77:2, 86:8, 88:8, 89:14</p> <p>ones [3] - 22:2, 58:12, 66:1</p> <p>open [2] - 30:15, 63:15</p> <p>operate [1] - 22:5</p> <p>operated [3] - 78:3, 78:25, 79:14</p> <p>opinion [8] - 4:13, 14:9,</p>

<p>14:11, 14:19, 15:3, 15:7, 68:15 oppose [3] - 40:12, 62:4, 73:5 opposed [9] - 28:24, 35:10, 48:21, 59:4, 66:8, 66:25, 76:25, 86:3 opposite [1] - 82:20 opposition [5] - 35:11, 59:4, 62:5, 77:2, 86:4 optimistic [1] - 27:23 option [2] - 7:1, 12:13 options [4] - 6:1, 6:2, 68:4, 77:11 order [2] - 38:15, 69:3 organization [4] - 69:24, 69:25, 70:5, 79:1 organizations [4] - 70:10, 70:18, 71:4, 78:18 original [14] - 41:12, 50:5, 73:25, 84:10, 84:18, 84:20, 84:23, 84:25, 85:17, 85:18, 85:19, 89:1, 89:5, 89:6 originally [3] - 12:14, 40:10, 86:16 originated [1] - 47:2 originator [2] - 47:15, 48:5 otherwise [1] - 67:22 ought [1] - 70:3 ourselves [1] - 53:24 Outlay [2] - 5:14, 34:1 outlay [3] - 35:13, 36:13, 88:4 outlining [1] - 89:17 outstanding [1] - 11:15 overall [2] - 26:10, 61:13 overly [1] - 27:23 overmatched [1] - 70:9 own [1] - 64:3</p>	<p>participation [3] - 41:3, 67:24, 75:4 parts [3] - 41:14, 73:13 pass [1] - 66:9 passes [3] - 67:2, 73:5, 77:1 past [7] - 6:16, 9:8, 9:21, 19:7, 56:24, 58:13, 88:16 path [1] - 76:1 patience [2] - 89:23 patrons [1] - 55:11 patterned [2] - 14:24, 33:22 pay [14] - 7:9, 7:13, 7:17, 10:24, 12:10, 13:16, 52:3, 54:3, 55:2, 55:5, 55:10, 58:5, 74:21, 74:22 paying [2] - 22:3, 76:12 payment [1] - 32:18 payments [1] - 32:17 peanut [1] - 15:2 Peggy [2] - 46:3, 83:14 people [4] - 10:16, 55:4, 75:9, 81:7 Per [1] - 3:2 per [13] - 3:7, 26:11, 26:17, 26:22, 26:25, 28:14, 34:5, 35:6, 39:20, 40:19, 64:7, 75:1 percent [48] - 5:21, 5:23, 6:8, 6:9, 6:11, 6:18, 7:11, 8:10, 8:11, 16:20, 17:1, 22:8, 24:15, 27:16, 27:19, 27:20, 28:16, 28:21, 31:15, 37:20, 39:18, 39:24, 39:25, 40:4, 55:3, 55:4, 55:5, 59:7, 59:13, 61:22, 62:8, 62:16, 62:17, 63:7, 63:21, 63:25, 64:4, 66:4, 66:16, 66:18, 66:23, 84:9, 88:6, 88:18 percentage [5] - 6:17, 27:10, 34:19, 45:18 percentages [2] - 5:22, 6:3 period [6] - 6:21, 16:19, 24:12, 40:19, 43:8, 44:10 phase [1] - 4:9 phenomenal [1] - 70:24 picks [2] - 38:8, 38:12 piece [6] - 15:14, 26:9, 46:19, 54:13, 55:17 pieces [1] - 31:2 pilot [11] - 10:25, 11:2, 11:9, 11:20, 77:2, 78:13, 78:19, 80:2, 80:20, 88:25, 89:3 pipeline [1] - 76:7 place [3] - 33:16, 76:13, 90:11 placement [1] - 75:13</p>	<p>places [2] - 51:16, 51:19 plan [3] - 3:14, 21:14, 21:15 pleased [1] - 82:23 plus [6] - 18:2, 22:25, 23:1, 39:12, 44:15, 44:16 point [10] - 23:13, 24:1, 24:19, 25:8, 25:9, 50:3, 50:6, 53:14, 83:10, 85:15 policy [1] - 8:4 poorly [1] - 81:8 Porter [15] - 13:4, 18:18, 19:10, 24:12, 28:6, 45:3, 51:10, 54:16, 56:3, 57:21, 61:15, 62:1, 63:16, 66:20, 83:5 portion [3] - 12:10, 28:2, 38:3 position [2] - 38:7, 55:2 positive [3] - 8:11, 8:20, 82:23 possibility [1] - 28:23 possible [1] - 32:24 pot [2] - 19:17, 19:18 poverty [2] - 7:11, 78:16 practical [2] - 26:16, 46:11 pre [1] - 40:25 precise [1] - 14:13 PreK [14] - 10:25, 11:2, 11:9, 30:2, 77:2, 78:13, 78:18, 78:19, 79:21, 80:2, 80:20, 88:25, 89:3 prepare [1] - 79:3 present [2] - 14:23, 82:3 presentation [2] - 61:9, 69:19 presented [2] - 14:21, 61:21 presently [2] - 54:8, 67:11 pretty [13] - 9:4, 11:6, 24:8, 29:22, 30:18, 34:17, 39:24, 45:24, 61:14, 71:22, 87:12, 87:13 prevalent [1] - 45:16 reviewed [1] - 43:22 previous [1] - 23:23 previously [2] - 21:4, 77:25 price [4] - 16:13, 16:14, 31:13, 69:12 primary [2] - 12:9, 59:16 printout [2] - 77:21, 77:23 priority [2] - 58:12, 75:22 private [6] - 12:8, 77:3, 78:23, 81:22, 86:10, 87:8 problem [2] - 49:16, 79:6 problems [1] - 3:15 proceedings [1] - 1:8 process [2] - 22:25, 27:22</p>	<p>processes [1] - 43:25 professional [8] - 8:17, 30:25, 31:7, 62:6, 62:17, 64:12, 66:4, 88:17 professionalism [1] - 75:25 professionals [1] - 31:19 profit [1] - 79:1 profits [1] - 11:10 program [43] - 7:19, 8:15, 8:20, 10:22, 11:2, 11:8, 11:14, 11:15, 11:20, 11:23, 30:5, 52:1, 52:7, 55:8, 55:23, 56:1, 57:15, 58:4, 59:6, 60:4, 60:23, 61:10, 61:14, 61:21, 69:4, 73:14, 73:18, 74:21, 75:24, 78:13, 79:14, 79:16, 79:18, 80:3, 82:5, 84:3, 86:9, 86:18, 87:9, 87:10, 88:14, 88:16 programs [9] - 10:1, 12:9, 72:3, 73:2, 73:9, 79:21, 86:8, 86:17, 87:5 projecting [2] - 74:25, 75:3 projection [1] - 74:17 property [3] - 28:19, 29:2, 29:3 proposal [2] - 17:5, 28:4 propose [2] - 17:7, 17:8 prorate [1] - 7:15 proration [2] - 32:1, 84:9 provide [13] - 6:18, 38:21, 38:22, 38:25, 47:23, 47:25, 51:13, 51:15, 52:25, 56:7, 58:11, 70:1, 89:13 provided [5] - 10:13, 11:22, 55:14, 89:6 providing [2] - 31:6, 41:1 provision [2] - 54:12, 89:6 proviso [2] - 54:12, 54:13 prudent [1] - 19:14 public [5] - 77:4, 78:23, 81:21, 86:10, 87:8 pull [1] - 88:9 pupil [2] - 34:5, 64:7 Pupil [1] - 3:2 purpose [1] - 74:1 put [10] - 2:21, 2:22, 10:6, 12:21, 34:9, 35:25, 48:13, 49:20, 50:13, 57:4 putting [3] - 34:24, 61:18, 64:2</p>
P			
<p>Page [1] - 4:14 page [2] - 58:21, 89:13 panel [1] - 14:11 parents [12] - 6:25, 7:1, 22:2, 41:4, 53:16, 54:3, 55:23, 55:25, 56:9, 56:23, 57:14, 88:13 part [7] - 39:11, 69:7, 76:13, 79:10, 79:22, 79:24, 84:2 partial [3] - 1:7, 73:13, 90:8 participants [2] - 57:14, 74:18 participate [3] - 54:24, 55:7, 76:8 participating [1] - 74:20</p>			Q
			<p>qualify [1] - 11:8 quality [4] - 65:18, 75:10, 75:16, 75:17</p>

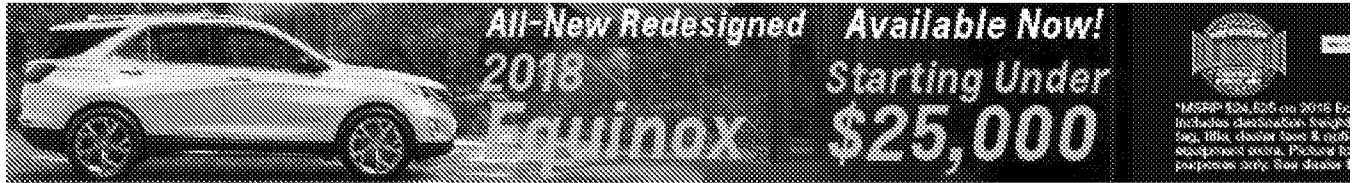
<p>quarter [1] - 32:17 questioning [1] - 72:23 questions [2] - 27:21, 34:20 quick [1] - 87:20 quit [1] - 80:17 quite [8] - 13:19, 31:1, 71:22, 73:20, 79:23, 84:6, 87:15, 87:20 quo [1] - 50:25</p> <p style="text-align: center;">R</p> <p>R1 [1] - 49:20 Rachelle [1] - 90:6 raise [6] - 5:10, 5:12, 6:22, 27:16, 69:9, 75:22 raised [2] - 18:18, 41:22 raising [12] - 35:9, 40:12, 46:8, 48:20, 59:3, 62:3, 66:23, 73:4, 75:25, 76:23, 83:21, 86:2 Randy [5] - 2:20, 31:16, 38:16, 55:18, 75:7 range [2] - 6:18, 42:21 rate [3] - 11:23, 45:10, 66:13 rather [1] - 48:14 reach [2] - 19:15, 56:11 read [2] - 89:12, 89:14 readiness [1] - 56:7 ready [3] - 2:2, 40:22, 40:23 real [6] - 13:20, 13:21, 15:2, 26:18, 49:7, 83:4 realistic [2] - 23:12, 49:25 realistically [1] - 21:25 reality [2] - 18:13, 19:11 really [15] - 22:21, 23:3, 23:5, 25:7, 26:20, 34:20, 55:1, 56:23, 62:13, 65:17, 70:17, 72:21, 75:22, 75:23, 88:3 reason [7] - 18:25, 30:5, 30:8, 54:21, 59:16, 72:22, 76:6 reasonable [1] - 23:11 reasons [1] - 67:25 receive [1] - 65:5 received [3] - 82:7, 82:8, 85:4 recent [1] - 37:8 recently [2] - 10:7, 22:12 recertify [1] - 10:20 recognize [1] - 49:6 recommend [2] - 37:14, 72:2 recommendation [8] -</p>	<p>2:10, 19:3, 20:4, 20:24, 37:11, 40:25, 41:18, 83:9 recommendations [3] - 2:18, 20:20, 33:17 recommended [5] - 19:22, 37:6, 37:23, 41:15, 89:18 recommending [5] - 19:6, 25:4, 34:12, 35:4, 36:10 recording [1] - 90:10 reduce [4] - 31:25, 33:7, 34:9, 41:18 reduced [1] - 86:16 refer [1] - 22:19 referenced [1] - 50:11 regard [1] - 21:10 registered [1] - 90:17 registration [1] - 90:14 regular [1] - 38:19 reimburse [1] - 74:6 reimbursement [1] - 9:3 reinstate [1] - 25:21 reinstated [1] - 27:25 relative [1] - 75:19 relief [1] - 28:25 remained [4] - 22:14, 84:7, 86:12, 86:14 remember [3] - 4:9, 9:17, 10:10 remind [2] - 38:18, 43:20 replaced [1] - 78:6 Reporter [2] - 90:7, 90:17 represents [1] - 20:18 request [3] - 8:7, 30:19, 56:16 required [1] - 51:12 requirement [1] - 69:3 requirements [1] - 7:8 requires [3] - 2:21, 54:4, 54:5 research [1] - 8:9 reservation [2] - 48:11, 48:18 reservations [1] - 81:19 residents [1] - 67:6 resources [2] - 46:21, 55:10 responsibility [2] - 19:5, 38:13 responsible [2] - 18:21, 18:22 rest [2] - 6:15, 52:16 restriction [1] - 42:8 restrictions [1] - 58:8 result [2] - 33:21, 86:22 retain [2] - 57:24, 59:17 retention [1] - 61:13 revenue [1] - 27:13</p>	<p>review [1] - 20:19 ride [1] - 68:9 rising [1] - 66:7 risk [7] - 24:4, 24:8, 24:13, 30:4, 34:4, 51:21 Roberts [9] - 18:16, 35:10, 39:16, 40:14, 57:21, 62:4, 67:1, 77:1, 81:1 role [1] - 34:22 rolling [1] - 17:5 roughly [3] - 24:25, 39:18, 42:19 round [1] - 14:13 route [2] - 29:8, 53:8 row [1] - 10:5 rule [2] - 28:20, 63:24 rules [1] - 68:4 run [3] - 40:1, 81:9, 87:19 running [1] - 77:7</p> <p style="text-align: center;">S</p> <p>Sally [5] - 16:1, 39:8, 40:13, 50:11, 63:11 scheduled [1] - 2:13 scholarship [1] - 74:4 scholarships [6] - 10:24, 74:21, 74:22, 76:14, 76:17 School [1] - 68:23 school [28] - 9:15, 11:17, 11:20, 12:6, 17:6, 37:22, 40:25, 46:12, 50:11, 52:5, 52:23, 65:20, 68:9, 68:21, 69:11, 69:20, 73:10, 73:15, 78:18, 84:4, 84:13, 86:7, 86:8, 86:17, 87:10, 87:11, 88:20, 88:22 schools [31] - 10:4, 11:10, 11:11, 12:8, 18:23, 25:24, 26:10, 35:6, 45:4, 48:13, 49:17, 49:21, 51:1, 51:11, 51:24, 58:10, 68:3, 69:25, 70:1, 70:24, 71:20, 72:4, 72:13, 72:18, 72:22, 73:19, 79:1, 79:2, 86:10, 87:2, 87:13 scratches [1] - 86:19 screen [1] - 85:3 second [33] - 4:21, 17:14, 17:17, 18:3, 23:14, 25:11, 30:18, 31:8, 31:13, 37:19, 43:3, 43:7, 43:9, 44:2, 46:7, 49:18, 57:12, 57:20, 62:24, 63:9, 63:11, 66:20, 71:19, 72:2, 72:7, 74:11, 84:19, 87:23, 87:25 seconded [5] - 17:18, 35:3,</p>	<p>61:25, 74:13, 80:25 seconds [1] - 84:20 secret [1] - 65:12 SEDGWICK [1] - 90:4 see [14] - 2:24, 4:6, 5:22, 7:8, 8:18, 10:21, 18:23, 33:25, 42:20, 50:10, 53:11, 62:16, 72:23, 77:8 selected [2] - 9:2, 10:14 selfish [1] - 54:21 senator [1] - 52:24 send [1] - 64:10 senior [2] - 60:1, 60:21 sensitive [2] - 9:4, 28:19 separate [4] - 30:1, 30:5, 32:16, 33:7 separately [1] - 29:19 September [1] - 2:13 serious [4] - 56:12, 56:14, 73:18, 81:18 seriously [3] - 13:20, 13:21, 56:2 serve [1] - 78:18 served [4] - 21:2, 39:18, 39:20, 70:18 service [2] - 32:3, 56:8 services [3] - 54:8, 54:9, 70:1 set [5] - 30:7, 30:8, 30:9, 66:4, 90:13 seven [2] - 37:9, 76:25 several [6] - 11:4, 12:10, 22:24, 78:3, 81:6, 84:17 shape [1] - 7:25 sheet [3] - 5:6, 49:10, 89:17 shorted [1] - 76:11 Shorthand [1] - 90:7 show [2] - 3:21, 8:9 showed [1] - 31:3 shows [1] - 4:20 SIC [1] - 67:1 side [2] - 5:23, 6:22 sign [7] - 40:12, 48:22, 59:4, 62:4, 73:5, 83:22, 86:3 significantly [3] - 5:13, 6:23, 56:6 signify [12] - 35:9, 40:11, 46:8, 48:20, 59:3, 62:3, 66:7, 66:23, 73:4, 76:23, 83:21, 86:2 simply [1] - 68:6 situation [1] - 82:3 six [2] - 66:24, 76:24 sizable [1] - 25:20 slight [1] - 45:19 slightly [2] - 19:15, 85:4 small [14] - 19:17, 35:20,</p>
---	--	--	--

<p>35:21, 36:15, 45:17, 45:18, 45:24, 52:5, 52:11, 65:24, 86:9, 86:18, 87:7, 87:9 smaller [1] - 34:9 Smith [1] - 90:6 smoking [1] - 80:17 sometime [1] - 2:16 sometimes [1] - 67:8 soon [1] - 26:20 sorry [7] - 37:12, 41:5, 42:13, 62:10, 76:4, 82:24 sounds [1] - 61:10 south [2] - 44:22, 44:24 southwest [1] - 57:25 speaking [1] - 32:12 special [4] - 5:21, 37:12, 38:22, 40:4 Special [12] - 24:4, 24:7, 24:14, 31:23, 32:1, 35:13, 36:11, 38:18, 39:10, 88:5 specifically [1] - 20:9 speculate [2] - 28:8, 28:11 speculation [1] - 12:6 spend [5] - 3:1, 48:15, 48:16, 75:13, 81:18 spending [3] - 46:24, 81:19, 87:11 spent [3] - 31:22, 46:25, 64:12 split [1] - 6:4 spoken [1] - 46:15 spread [1] - 64:6 spring [1] - 3:14 squeeze [1] - 76:16 ss [1] - 90:3 SSES [1] - 58:1 staff [5] - 20:21, 65:11, 65:17, 65:18, 70:22 stamp [1] - 36:1 standpoint [1] - 65:15 start [4] - 6:7, 12:19, 16:12, 17:4 started [7] - 3:8, 4:11, 11:12, 12:1, 21:20, 62:15, 84:25 starting [1] - 12:24 STATE [2] - 1:1, 90:3 state [22] - 14:16, 19:11, 25:24, 27:11, 27:20, 38:14, 38:20, 38:24, 48:11, 55:13, 56:17, 56:19, 58:7, 58:24, 60:4, 60:23, 61:13, 65:22, 68:15, 75:18, 75:23, 88:15 State [32] - 1:8, 3:1, 5:14, 7:7, 12:24, 14:1, 17:13, 20:25, 21:1, 30:6, 34:12, 34:21, 35:5, 37:23, 39:23,</p>	<p>40:10, 41:18, 41:25, 42:6, 44:21, 44:25, 46:6, 46:18, 50:4, 51:1, 51:2, 53:18, 54:2, 57:2, 64:16, 68:2, 90:7 state's [1] - 27:12 statement [2] - 19:7, 26:2 states [1] - 75:20 statewide [1] - 87:12 status [3] - 35:23, 50:23, 50:25 statute [4] - 8:12, 8:21, 8:22, 84:2 statutorily [1] - 70:2 stay [1] - 5:4 staying [1] - 89:10 stays [4] - 67:15, 67:17, 86:23, 86:24 Steve [11] - 18:15, 35:10, 39:16, 40:14, 57:21, 58:17, 62:4, 66:10, 67:1, 77:1, 80:25 stewardship [1] - 18:23 sticky [1] - 5:9 still [11] - 10:16, 25:13, 33:15, 36:5, 38:22, 41:23, 42:4, 48:10, 48:24, 54:18, 66:10 stipulating [1] - 31:22 stipulations [1] - 12:7 stop [1] - 45:15 straight [1] - 15:23 street [1] - 18:21 strong [1] - 26:2 strongly [1] - 30:18 struck [1] - 39:19 structure [3] - 18:11, 22:13, 22:20 student [13] - 3:8, 19:17, 26:12, 26:17, 26:22, 26:24, 26:25, 28:14, 35:6, 53:21, 55:24, 75:1, 88:11 students [15] - 9:6, 32:2, 40:22, 41:5, 47:24, 54:20, 55:6, 56:13, 57:7, 58:22, 68:1, 68:8, 75:17, 84:7, 88:14 study [1] - 8:5 stuff [3] - 6:15, 69:22, 70:21 submit [2] - 20:12, 20:17 submitted [2] - 20:15 subsidize [1] - 53:22 subtract [9] - 29:18, 33:12, 33:13, 37:18, 41:20, 41:23, 42:2, 44:15, 88:8 subtracted [4] - 37:22, 40:9, 44:15, 46:5 success [2] - 65:12, 84:8 successful [4] - 60:8, 61:2,</p>	<p>73:11, 84:15 suggested [1] - 2:20 summer [1] - 9:25 Supplemental [1] - 4:25 support [3] - 25:24, 58:18, 84:18 supportive [1] - 56:23 Supreme [4] - 2:13, 19:13, 36:6, 90:18 surface [1] - 86:19 suspect [1] - 22:7 switch [1] - 78:8 switched [3] - 11:1, 77:5, 79:5</p> <p style="text-align: center;">T</p> <p>tab [1] - 87:17 table [3] - 13:17, 37:13, 75:9 TANF [13] - 7:5, 7:24, 11:1, 11:7, 54:14, 54:19, 55:20, 77:5, 77:7, 78:6, 79:5, 80:10 target [2] - 57:23, 58:2 targeting [1] - 55:25 tax [14] - 18:7, 22:3, 22:13, 22:20, 22:23, 23:9, 25:21, 28:20, 28:25, 29:2, 29:3, 34:18, 88:12 taxation [1] - 19:4 taxes [5] - 22:7, 23:5, 27:16, 27:24, 28:19 teacher [16] - 8:5, 8:15, 56:10, 59:6, 59:10, 59:25, 60:5, 60:7, 60:20, 60:21, 60:24, 61:1, 61:21, 73:11, 73:12, 75:22 teachers [33] - 6:25, 7:1, 8:8, 8:10, 10:1, 10:14, 30:25, 31:4, 49:20, 53:16, 54:3, 55:23, 56:24, 57:14, 57:25, 59:17, 60:1, 61:12, 61:17, 73:13, 73:16, 73:17, 74:2, 74:6, 74:8, 74:20, 75:1, 75:10, 75:18, 75:23, 75:24, 76:7, 88:13 teaching [1] - 74:8 Tech [1] - 11:13 tech [1] - 84:2 Technical [1] - 83:24 technical [2] - 11:13, 11:18 Temporary [3] - 7:5, 7:24, 54:14 ten [6] - 10:19, 31:15, 39:18, 74:23, 76:11 terminology [1] - 15:1 terms [7] - 17:23, 34:20,</p>	<p>34:21, 40:17, 43:24, 65:16, 74:2 terrific [1] - 75:24 test [2] - 15:8, 15:15 text [1] - 18:11 their's [1] - 38:9 themselves [1] - 50:13 theoretically [1] - 6:6 theory [1] - 31:10 thin [2] - 87:12, 87:13 thinking [3] - 28:3, 63:3, 78:12 third [1] - 21:15 thousand [2] - 7:20, 26:11 three [19] - 2:15, 3:14, 6:2, 14:11, 14:12, 17:1, 21:14, 27:14, 41:14, 59:11, 59:12, 66:8, 66:24, 66:25, 71:9, 72:3, 73:2, 73:23, 76:24 throwing [1] - 50:21 tied [2] - 3:6, 64:11 tight [2] - 9:5, 12:13 Tim [1] - 86:12 Title [1] - 64:24 tobacco [13] - 7:3, 7:4, 77:6, 78:1, 78:5, 78:10, 80:10, 80:14, 80:17, 80:22, 83:18, 88:15, 89:2 today [6] - 16:10, 17:24, 53:24, 57:24, 69:21, 89:18 together [2] - 12:21, 71:1 took [5] - 11:6, 77:4, 78:4, 78:5, 89:23 topic [2] - 17:20, 20:2 total [3] - 15:17, 26:11, 27:16 touches [1] - 87:11 towards [1] - 49:20 track [1] - 41:13 training [3] - 60:6, 60:25, 75:13 transcribed [2] - 1:10, 90:9 transcript [2] - 1:7, 90:9 transport [1] - 9:6 Transportation [1] - 83:25 transportation [8] - 9:1, 11:22, 11:24, 34:6, 67:3, 67:4, 88:19, 89:4 transporting [3] - 9:3, 52:13, 84:7 treat [1] - 18:19 treated [1] - 32:15 tremendous [1] - 73:15 true [5] - 20:25, 27:2, 29:4, 52:19, 80:13 trust [2] - 72:16, 72:19 truthful [1] - 70:15</p>
---	--	---	--

<p>try [6] - 12:19, 46:1, 59:17, 60:7, 61:1, 62:17 trying [5] - 24:20, 25:9, 72:10, 79:4, 81:9 tubes [1] - 81:16 tuition [4] - 11:19, 45:23, 46:16, 50:11 turn [1] - 79:24 Turner [4] - 68:7, 68:9, 68:16, 82:22 tutor [1] - 58:3 two [47] - 4:2, 6:2, 7:1, 9:7, 9:9, 10:5, 14:12, 16:25, 17:1, 24:6, 24:8, 25:18, 26:16, 27:13, 28:23, 29:17, 41:14, 43:8, 43:16, 44:3, 44:9, 46:5, 46:14, 47:20, 48:21, 48:22, 57:9, 57:15, 58:23, 59:4, 63:5, 63:6, 63:7, 66:5, 66:8, 66:19, 66:24, 66:25, 67:5, 75:11, 76:24, 80:4, 80:21, 83:18, 83:22, 86:7</p>	<p>view [2] - 23:13, 50:6 vision [5] - 29:8, 56:2, 63:13, 78:13, 79:25 visited [1] - 82:21 voice [2] - 73:14, 75:22 voluntarily [1] - 61:12 volunteering [1] - 61:17 vote [10] - 35:1, 35:19, 36:17, 40:6, 48:3, 76:20, 81:2, 81:11, 83:13, 86:1 voting [2] - 40:14, 44:7</p>	<p>24:6, 24:7, 24:21, 25:11, 30:4, 31:13, 32:16, 32:19, 35:4, 35:5, 40:19, 40:20, 41:20, 43:8, 43:10, 43:17, 44:3, 44:9, 55:1, 55:20, 56:20, 56:24, 57:12, 57:15, 57:17, 57:18, 58:22, 62:24, 62:25, 63:2, 63:4, 63:5, 64:11, 66:19, 73:8, 77:4, 77:8, 77:9, 78:4, 78:20, 80:21, 82:6, 84:10, 86:14, 87:23, 87:25</p>
U	W	<p>year-old [2] - 30:4, 55:1 year-olds [1] - 78:20 years [55] - 5:17, 10:5, 10:19, 10:21, 11:4, 11:14, 12:10, 16:21, 19:7, 24:23, 24:24, 24:25, 25:18, 26:16, 28:23, 31:5, 37:4, 37:9, 37:22, 43:16, 46:5, 47:21, 49:8, 49:11, 52:14, 57:10, 57:15, 58:23, 59:11, 59:12, 61:22, 62:15, 63:6, 63:7, 66:5, 66:19, 71:23, 71:25, 72:17, 73:23, 74:23, 75:14, 76:11, 78:2, 78:3, 78:20, 80:4, 80:17, 80:21, 81:6, 82:11, 83:18, 84:17 yourself [1] - 75:14 youtube [2] - 1:10, 90:10</p>
<p>unbelievable [1] - 70:18 under [6] - 9:7, 9:9, 25:7, 38:22, 80:10, 82:3 understood [1] - 71:18 unknown [1] - 15:17 unless [5] - 20:9, 32:21, 35:15, 36:18, 69:8 up [39] - 2:9, 3:16, 5:3, 5:5, 5:10, 5:17, 6:23, 6:24, 8:2, 9:4, 10:15, 12:11, 15:20, 21:18, 21:21, 24:5, 24:12, 25:16, 27:6, 27:16, 27:17, 38:8, 38:12, 39:1, 41:22, 48:10, 53:9, 56:5, 59:12, 65:23, 67:7, 70:9, 70:13, 70:14, 72:17, 77:7, 88:12, 88:18 utilize [2] - 54:2, 83:18 utilized [1] - 78:24</p>	<p>waiting [2] - 24:13, 26:19 walk [1] - 2:24 wants [2] - 16:1, 52:25 watch [1] - 8:19 Waugh [8] - 17:18, 23:21, 49:3, 52:17, 66:14, 79:8, 82:16, 86:25 ways [1] - 55:24 week [1] - 54:23 whale [2] - 9:23, 10:12 WHEREOF [1] - 90:12 whichever [1] - 63:22 whole [5] - 21:5, 23:18, 30:13, 78:14, 83:2 Wichita [4] - 58:1, 78:22, 81:5, 90:14 Willard [13] - 26:7, 35:11, 37:25, 40:13, 42:13, 48:8, 59:5, 62:5, 67:2, 81:1, 83:23, 84:11, 84:22 withholding [1] - 22:24 WITNESS [1] - 90:12 woefully [1] - 75:17 wonderful [1] - 79:20 word [1] - 16:9 words [1] - 29:20 works [2] - 20:7, 38:18 worksheets [1] - 85:3 written [2] - 59:20, 60:14</p>	Z
V	Y	<p>zero [2] - 10:8, 67:18</p>
<p>valuable [1] - 31:2 value [1] - 18:24 vanished [1] - 61:14 variation [1] - 16:19 variety [1] - 55:24 various [2] - 67:25, 81:21 vast [1] - 75:12 versus [1] - 31:21 vicinity [1] - 26:21</p>	<p>year [99] - 3:8, 3:11, 3:14, 3:18, 3:20, 4:2, 4:3, 4:4, 4:9, 4:11, 4:19, 4:21, 4:22, 4:24, 5:15, 5:19, 5:24, 6:11, 6:12, 6:20, 6:21, 7:2, 7:4, 9:5, 11:5, 11:6, 13:6, 13:13, 13:14, 13:20, 16:20, 17:6, 17:14, 18:1, 18:3, 21:14, 21:15, 22:16, 22:20, 22:25, 23:1, 23:14, 23:18, 23:23,</p>	

Exhibit D

*Angela Deines, State Board of Education
May Make Statement Regarding Gannon
Briefs, TOPEKA CAPITAL-JOURNAL,
July 11, 2017*



THE TOPEKA CAPITAL-JOURNAL
cjonline.com

(/)



Posted July 11, 2017 03:30 pm - Updated July 11, 2017 05:17 pm

By Angela Deines (/angela-deines)

angela.deines@cjonline.com

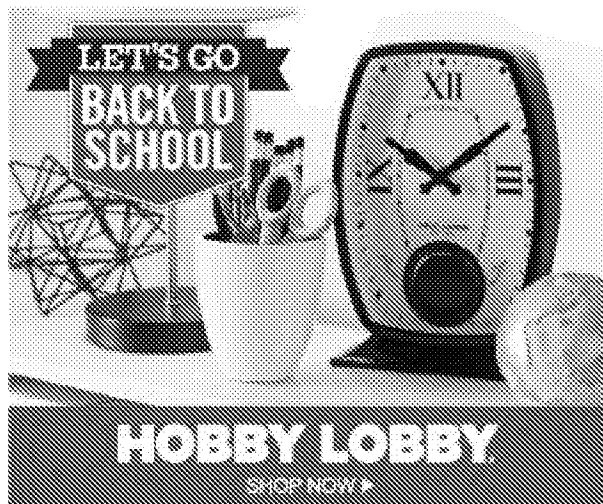
State board of education may make statement regarding Gannon briefs

🗨️ Comments ➦ 2 Share



Jim McNiece, left, and Kathy Busch, right, members of the Kansas State Board of Education, talk with state education commissioner Randy Watson, center, during a break on Tuesday during the state board's July meeting in Topeka. (Angela Deines/The Capital-Journal)

Members of the Kansas State Board of Education are expected to decide on Wednesday whether they want to make a formal statement regarding the state's briefs in the Gannon school finance lawsuit set for arguments on July 18 in front of the Kansas Supreme Court.



Kansas Education Commissioner Randy Watson told board members during their July meeting on Tuesday he took exception to the state's arguments in the case that the state board of education's budget recommendation of \$893 million for the next two years wasn't based on the Rose standards. He said the recommendation, based on "Kansas

Can" vision for educating the state's students, was based on the Rose capacities that he said are "foundational" and "mission critical."

The standards relate to educational achievement in the areas of oral and written communication skills, understanding of economic, social and political systems, the arts and training and preparation for vocational or college education.

"As this brief half-hour of BOE discussion demonstrates, the BOE request was not calculated at all—much less reasonably calculated—to meet the Rose standards," according to the state's brief written by Stephen McAllister.

=====

SEE ALSO

Kansas education board members make global statement regarding Gannon brief (<http://cjonline.com/news/state-government/education/2017-07-12/kansas-education-board-members-make-global-statement>)

State education board hears progress on postsecondary success of Kansas students (<http://cjonline.com/news/state-government/education/2017-07-12/state-education-board-hears-progress-postsecondary>)

=====

Board chairman Jim Porter said he plans to allow the 10-member board to discuss on Wednesday whether they want to address the state's assertions that their budget recommendation wasn't based on the Rose standards.

"I just believe it's our responsibility to have a discussion," he said. "We may make a statement, we may not."

The state's briefs, filed on July 7 by McAllister, also quoted then-state board chairman Jim McNiece as saying the budget recommendation made in July of last year as "pretty aspirational."

McNiece said his comments in July of last year regarding the "aspirational" aspects of the board's budget recommendation were based on the fiscal realities the state of Kansas has been facing in the past several years.

"It was a way for us to make a statement in support of increased and improved funding for schools," he said, adding that the budget recommendation was on par with past years' requests.

Porter said he knows there is a sentiment held by some people who believe the board's \$893 million request was too lofty and unrealistic.

"I get the feeling that there are some that believe that we have gone too far," he said. "We have not. Each Kansas student deserves the best and whatever it takes, we cannot afford to fail one student. That costs each one of us. That's an economic issue if we have students that fail."

Porter said he stands by the board's funding recommendation for the next two years even though the legislature's appropriation for the fiscal year 2018 and 2019 was just \$292.5 million.

McNiece said the board knew their recommendation was going to be used by either the state or the plaintiffs for their own purposes, "good, bad or otherwise." He said he wished more attention was paid to the board's "deliberate decisions" that were made in recommending funding for specific line items like all-day kindergarten and bus transportation, not just per pupil base state aid.

"It was based on our vision and our outcomes directly," he said. "It was all based on the Rose standards."

State board of education members had recommended that base state aid be increased to \$4,604 in FY 2018 from the current \$3,852 and to \$5,090 in FY 2019. Instead, state lawmakers in June approved increasing the base to \$4,006 for FY 2018 that began July 1.

The funding formula state lawmakers adopted in June does away with the previous two years' block grants and returns to a funding formula based on enrollment and student weightings.

"I'm pleased with what the legislature did," McNiece said. "I wish it was more towards our number but I understand that the formula is good. Dollars can always be more but we are certainly moving in a positive direction."

Contact reporter Angela Deines at (785) 295-1143 or follow her on Twitter @AngelaDeines.