

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at
Chairperson

3:30 ~~xxx~~ p.m. on March 27, 1985 in room 313-S of the Capitol.

All members were present ~~except~~:

Committee staff present:

Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes' Office
Dale Dennis, State Department of Education
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

James Weixelman, Baileyville USD 451 Superintendent
Adrienne Prokop, Topeka Association for Gifted, USD 501
Reva Jenkins-Friedman, Associate Professor, University of Kansas
Vicky Shinliver, Wellington USD 353 parent
Maura Hall, Seaman USD 345 teacher/parent
Judy Ruder, Oakley USD 274 parent
Cindy Fisher, Fort Hays University student from Bucklin
Peggy Dettmer, instructor in gifted education, Kansas State University
Katie Lilliston, Shawnee Mission USD 512 Director of gifted program
Nancy Brillhart, Shawnee Mission USD 512 teacher
Betty Lynn, Shawnee Mission USD 512
Brian Angevine, Shawnee Mission USD 512 teacher
Joe Wilson, Wichita Parents Group, USD 259
Dee McKee, Spearville USD 381 educator/parent
Sylvia Whitney, Wellington USD 353 parent/teacher
Kathy Vickers, Wellington USD 353 parent
Todd Kee, Fort Hays University student from Woodston
James Ware, Oskaloosa USD 341 school board candidate/parent
Ealine Oruch, Executive Director Douglas County Association for Retarded Citizens
Michael Podrebarac, Emporia USD 253 student
Bonda Nelson, Emporia USD 253 student
Patrick Mulvaney, USD 320 Special Services Cooperative Gifted Consultant
Donna Yeargan, Wichita USD 259 K-NEA
Shelly Hoyle, Junction City USD 475 K-NEA
Sara Colt, Blue Valley Association for the Gifted, USD 229
Ronald Schmidt, Lawrence USD 497 parent
Graham Bell, Wabaunsee USD 330 school board candidate
Rosemary Deering, Topekan working for doctorate on gifted
Gail Douglas, Fort Scott USD 234 parent
Robert Wittman, Topeka USD 501, Kansas Association of Special Education Administrators,
and United School Administrators of Kansas
Loren Ubel, Wamego USD 320 student
Lila Bartel, Shawnee Heights USD 450 teacher
Darrell McCune, Ottawa USD 290 parent
Louise Nelson, Ottawa USD 290 parent
Janet Mellinger, Emporia USD 253 parent
Charlotte Buterbaugh, Winfield USD 465
Prue Schmidt, Emporia USD 253 parent
Paul Krumm, Lindsborg USD 400 parent
Eleanor Balzer, Derby USD 260 teacher
Greg Morrison, Derby USD 260 student
Kay Nies, Kansas City USD 500 Board of Education
Barbara Morrison, Derby USD 260 teacher/parent

The Chairman briefly outlined how the Kansas Legislature included the gifted area of service with the federally mandated special education services for exceptional children. He stated that programs do need to be reviewed and as some concerned individuals, both elected officials and educators, had expressed concerns with the mandate, this bill was requested so hearings could be held.

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The Chairman opened the hearings for HB 2572 which removes the mandate from the gifted program leaving it discretionary with local school districts.

James Weixelman, Baileyville USD 451 Superintendent, testified in support of HB 2572. He stated that mandates are less than effective, it is not advancing our education system. He would suggest we raise the level of basics. There are ample opportunities for advanced students outside of gifted programs. As examples; advanced placement, vocational supplemental classes, advance courses offered by community colleges and interscholastic competition. He added he is not opposed to programs for bright students as they are very effective. He suggested that funding be maintained but allow for the flexibility needed in the districts.

Written testimony in support of HB 2572 was submitted by Mark Wilson, Director of Holton Special Education Cooperative, USD 336. (ATTACHMENT 1)

This concluded the proponent section of the hearing for HB 2572. The Chairman opened the hearing to opponents of HB 2572.

The following individuals submitted written testimony or letters to the Committee in opposition of HB 2572. (ATTACHMENTS 2 through 129)

Kenneth Alford, St George High School Senior
Bill Mock, Wamego High School Senior
Donna House, McPherson Parents organization, the SOURCE
Cindy House, McPherson USD 418 student
Lynn Van Buren, parent
Dr. Donald Herbel, Director of Special Education USD 497, KASEA and
Linda Homeratha, Special Services USD 497 Coordinator
Mary Jane Pfuetze, Overland Park parent
Bill and Leah Kimball, Fort Scott parents
Sandra Hazlett, parent
Roma Earles, teacher/parent
Pat and Gene Brackin, Atchison parents
Mr. & Mrs. Bobby Oyer and Kevin Oyer, Atchison parents and student
Rebecca Jahelka, Rose Hill parent, USD 394
Mary and Elias Michaelis, Lawrence parents
Srinivasan family
R.S. Musser Jr., Director Graduate Studies and Research at University of Kansas
Sue Midyett, Lawrence teacher/parent
Erin Dailey, Ottawa student
Carolyn Auwarter, parent/teacher
Sherry Slade, Lawrence parent
Linda Allen, Lawrence counselor/parent
Martin and Marj Wollman, Lawnece parents
Anna Luhman, Fort Hays State University Director of College Studies for the Gifted
David Frazee, Arkansas City student
Rogene Frazee, Arkansas City parent
Diana Wieland and Stacey Davis, Colby educators
Dorothy Green, Sheila Beims, and Nadine Green, Herndon parents
John Trail, Herndon
Merry Lee Lewis, PSA Paraprofessional
Mrs. David Ginn, Caldwell teacher/parent
Thomas Brent Rau, Caldwell student
Kirt Bocox, Caldwell student
Corey Black, Caldwell student
Kerris M. Powell, Caldwell student
Molly, Caldwell student
Corey Black, Caldwell student
Chris Ginn, Caldwell student
Jeff Wolff, Caldwell student
Harold Kane, Wyandotte Counties Special Education Advisory Council (Mailgram)
Kelly James, Emporia student
Mark Schroeder, Emporia student
David Magnuson, Derby student
Jill Hyer, Olathe parent
Angie Zahner, Olathe parent
Glen and Sue Moser, Olathe parents
Millie Werth, Olathe student

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Bernadette Peeke, Olathe student
 Connie Berg, parent
 Linda and Richard Fetters, Olathe parents
 Anne Eckart, Olathe student
 Mary Ann Hudson and 10 others, Olathe students
 Lutrecia Hudson and 20 others, Olathe parents and students
 Lutrecia Hudson, Olathe parent/teacher
 Norma Remmert, Olathe parent
 Mary Lane Kambert, Olathe parent
 Teresa Droste, USD 443 teacher
 Alicia Zamzow, student
 Sandord Radom, Fort Scott parent
 Jana Eshbaugh, Fort Scott student
 James Tuleach, Fort Scott student
 Jeff McConnell, Fort Scott student
 Michelle Smith, Fort Scott student
 Tom Dobbins, Fort Scott student
 Doug Malmken, Fort Scott student
 Gary and Cheryl Clingerman, Fort Scott parents
 James and Mary Jane Purtle, Fort Scott parents
 Dale Hammons, Fort Scott USD 234 Principal
 Darrell and Janice Barr, Fort Scott parents
 Larry Lins, Fort Scott parent
 Pat Lyons, Fort Scott parent/teacher
 Alicia Zamzow, student
 Tom and Rosalie Zamzow, Fort Scott parents
 Robert Herons, Fort Scott
 John and Phyllis Eshbaugh, Fort Scott parents
 Mr. & Mrs. Raymond Barker, Fort Scott parents
 Tricia Barr, Fort Scott student
 Jim Lentz, Fort Scott USD 234 Principal
 Rex and Rise Wheeler, Fort Scott parents
 Susan Foster, Fort Scott USD 234 student
 Tom Billionis, student
 Mike Herons, Fort Scott student
 Rex Wheeler, Fort Scott student
 Angela Purtle, Fort Scott student
 Bennett Gribbin, Derby student
 Jill Krebs, McLouth parent
 Myrliss Hershey, Associate Professor at Wichita State University
 Louise Nelson, Ottawa parent/teacher
 Lynda Alderman, Ottawa teacher/parent
 Mr. & Mrs. Robert Hayes, Newton parents
 Tom and Ann Adrian, Newton parents
 Dr. Norma Pearce, Eldorado parent/grandparent/educator
 John M. Herbert, student
 Mary Jane Pfuetze, Overland Park parent and Blue Valley Association for the Gifted
 Ruth E. Annis, Oakley parents
 Elizabeth Caldwell, Lawrence parent
 Silvia Pites, University of Kansas Department of Spanish and Portuguese
 A.W. Dirks, Wichita USD 259
 Storm Heter, student
 Amy Beth, student
 Brad Bower, student
 Patresa Ann Hartman, student
 Josh Dickerson, student
 Andrew Shepherd, student
 Tara Neil, student
 Nathan Thomas, student
 Kenny Kemp, student
 Tammy Sinn, student
 Shannon Mattson, student
 Chris Harry, student
 Emily Dickerson, student
 Heather Cook, student
 Brooke Peterson, student
 Chris Armstrong, student
 Emily Walters, student

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MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,

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Carey Hammons, Fort Scott student
Matt Simpson, student
Stephany Kimball, Fort Scott student
Ryan Province, student
Christine Sparenberg, student
Brandi Graham, student
Julie Sinn, student
Ryan Musch, student
Jamie Freed, student
Jesse Kemp, Fort Scott parent
Charles Sinn, parent
Mr. & Mrs. Alec Beth, parents
Douglas and Nancy Dickerson, aprents
Randy and Cindy Graham, parents

Additional items handed to the secretary for the Committee's attention concerning HB 2572 include:

Summer School Workshop notice, USD 497 Lawrence (ATTACHMENT 130)
Petition signed by Ottawa USD 290 personnel including 12 signatures (ATTACHMENT 131)
Petition signed by 13 individuals, Ottawa parents (ATTACHMENT 132)
Fort Scott Tribune Editorial, Step Carefully (ATTACHMENT 133)

Adrienne Prokop, Topeka Association for Gifted, testified in opposition of HB 2572. (ATTACHMENTS 134, 135 and 136)

Reva Jenkins-Friedman, Lawrence Associate Professor, testified in opposition of HB 2572. (ATTACHMENT 137) She further cited International Business Machines program of IBM Fellows as an example of a pursuit of excellence.

Vicki Shinliver, Wellington parent, testified in opposition of HB 2572. (ATTACHMENT 138)

Maura Hall, Seaman USD 345 educator and parent, testified in opposition of HB 2572 by stating it is critical for self structured, self evaluation processes for the gifted. These students deserve the right to learn how to spend their time productively and independently.

Judy Ruder, Oakley USD 274 parent, testified in oppostion of HB 2572. She related her personal experiences of their severely handicapped child who was aided with the special education programs to become a contributing member of the community. She added that their other three children, in the gifted program, need the same quality of special education to fulfill their fullest potential also.

Cindy Fisher, Fort Hays University student from Bucklin, testified in opposition of HB 2572. (ATTACHMENT 139)

Peggy Dettmer, Kansas State University instructor in gifted education, testified in opposition of HB 2572. (ATTACHMENT 140)

Katie Lilliston, Shawnee Mission USD 512 Director of Gifted Program, testified in opposition of HB 2572. (ATTACHMENTS 141 and 142)

Nancy Brillhart, Shawnee Mission USD 512 teacher, testified in opposition of HB 2572. She stated that the estimate nationally is there are 50 percent of our students that are gifted, but a large number go unidentified.

Betty Lynn, Shawnee Mission USD 512 gifted teacher, testified in opposition of HB 2572. She referred to a report on gifted in National News. She added reference to Arkansas's recent \$6 million program for gifted.

Brian Angevine, Shawnee Mission USD 512 teacher, testified in opposition of HB 2572. He stated that because of the success of the programs, full time funding should be considered. He added that gifted students are bored even in "honors" classes, and stated he echoed the statements of Peggy Dettmer. (see ATTACHMENT 140)

Joe Wilson, Wichita Parents Group USD 259, testified in opposition of HB 2572. He related the experiences in Wichita and stated that their programs have expanded considerably since the mandate became effective and added there should be further expansion. He continued with stating that fairness should be considered at both ends of the special education spectrum and not one end verses the other. (ATTACHMENTS 143 and 144)

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Dee McKee, Spearville USD 381 educator and parent, testified in opposition of HB 2572. She stated that the mandate is necessary in rural Kansas to serve our children. If not there the programs would be too easily dropped, either by unawareness of their importance or funding problems.

Sylvia Whitney, Wellington USD 353 parent and teacher, testified in opposition of HB 2572. (ATTACHMENT 145)

Kathy Vickers, Wellington USD 353 parent, testified in opposition of HB 2572. (ATTACHMENT 146)

Todd Kee, Fort Hays University student from Woodston, testified in opposition of HB 2572. (ATTACHMENT 147)

James Ware, Oskaloosa USD 341 school board candidate and parent, testified in opposition of HB 2572. (ATTACHMENT 148)

Elaine Oruch, Douglas County Association of Retarded Citizens Executive Director, testified in opposition of HB 2572. (ATTACHMENT 149)

Michael Podrebarac, Emporia USD 253 student, testified in opposition of HB 2572. He stated the gifted need the ability to proceed at a more accelerated pace than any merely advanced class can offer. He asked what harm would be caused if programs lessened to the retarded, but a gifted student would not exist without the mandate.

Bonda Nelson, Emporia USD 253 student, testified in opposition of HB 2572. She related the boredom of a gifted student in a normally paced classroom and the stifling effect it can have on the gifted student.

Patrick Mulvaney, Gifted Consultant for USD 320 Special Services Cooperative, testified in opposition of HB 2572. (ATTACHMENT 150) He added comments of why he chose Kansas over his previous residence of New Jersey, one reason being the gifted mandate.

Donna Yeargan, Wichita USD 259 K-NEA, testified in opposition of HB 2572. She stated the rate for gifted students were higher in drop-outs and suicides.

Shelly Hoyle, Junction City USD 475 K-NEA, testified in opposition of HB 2572. She stated her belief that the programs are necessary to set goals and commitments. These must be developed increasingly, not omitted.

Sara Colt, Blue Valley Association for the Gifted, USD 229, testified in opposition of HB 2572. (ATTACHMENT 151)

Ronald Schmidt, Lawrence USD 497 parent, testified in opposition of HB 2572. (ATTACHMENT 152)

Graham Bell, Wabaunsee USD 330 school board candidate, testified in opposition of HB 2572. He stated that the rural districts need these programs because of their inaccessibility to alternate sources such as numerous neighbors of various professions and expertise.

Rosemary Deering, Topekan with 34 years in the education profession, testified in opposition of HB 2572. She stated her belief in the importance of the mandate. It is different to be gifted with qualitative distribution. She added a juvenile delinquent is a hero gone astray. These delinquents show a statistically high gifted percentage.

Gail Douglas, Fort Scott USD 234 parent, testified in opposition of HB 2572. (ATTACHMENT 153)

Robert Wittman, Topeka USD 501, KASEA and USA, testified in opposition of HB 2572. (ATTACHMENT 154)

Loren Ubel, Wamego USD 320 student, testified in opposition of HB 2572. (ATTACHMENT 155)

Lila Bartel, Shawnee Heights USD 450 teacher, testified in opposition of HB 2572. She quoted one of her principals who expressed the sentiment, "Some of the very brightest students at this school have never graduated".

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Darrell McCune, Ottawa USD 290 parent, testified in opposition of HB 2572. He stated that since the state only reimburses about one-half the cost of the program, there would be a good excuse for cutting the program if the mandate were not maintained.

Louise Nelson, Ottawa USD 290 parent, testified in opposition of HB 2572. She stated the program gives a lifeline to underachievers and transcends all lines.

Janet Mellinger, Emporia USD 253 parent, testified in opposition of HB 2572. She related a letter to President Reagan authored by student Angela Knulson of Austin, Texas concerning gifted programs.

Charlotte Buterbaugh, Winfield USD 465, testified in opposition of HB 2572. (ATTACHMENT 156)

Prue Schmidt, Emporia USD 253 parent, testified in opposition of HB 2572. She cited from a letter authored by Roger Ahlcroft that Kansas is the slowest growing state in the nation for industry. We need to provide proper motivation. As large sums of money are spent in sports programs, we can't afford to loose the gifted programs instead.

Paul Krumm, Lindsborg USD 400 parent, testified in opposition of HB 2572. (ATTACHMENT 157)

Eleanor Balzer, Derby USD 260 teacher of gifted education, testified in opposition of HB 2572. (ATTACHMENT 158)

Greg Morrison, Derby USD 260 student, testified in opposition of HB 2572. He stated he gets a fulfilled education from the gifted program, but without it he would be nothing special, just average.

Kay Nies, Kansas City USD 500 Board of Education, testified in opposition of HB 2572. She stated it would not be cost effective if the gifted mandate were to be lost.

Barbara Morrison, Derby USD 260 teacher, testified in opposition of HB 2572. She stated it is hard to understand the feelings of a gifted student, but without the programs to give them motivation, these children turn inward and not only loose their talents, but the suicide rate increases.

The Chairman stated that there were four individuals remaining to testify, but as time was exhausted, the hearing would close for today. He added that if, or when, the Committee turned it's attention to HB 2572 again, these four would be notified and be allowed to present their opposing testimony at that time. The four listed were:

Joan Strickler, State Advisory Council on Special Education
A. W. Dirks, Wichita USD 259
Bill Curtis, Kansas Association of School Boards
Jim Yonally, Shawnee Mission USD 512

The meeting was adjourned at 5:11 p.m.

The next meeting of the Committee will be April 1, 1985 at 3:30 p.m. in Room 519-S.

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GUEST REGISTER
 HOUSE
 EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Bob Pearce	Parent	ELDONADO Ks
Mr. Norma Pearce	Sumner Co. Special Services	Hellington, Ks.
Eleanor Berger	Derby USD 260	Derby
Barbara Morrison	GTC facilitator	Derby, USD 260
Greg Morrison	Student	Derby Middle School
Jane D. Lynch	parent	xe, xo (Turner)
Diane Hall	Parent	K.C., Ks. (Turner)
Lara Seligman	GT Student	Fort Riley, Ks
Jennifer Shalen	Student	FRHS
Mary Duaste	JC USD 275 (Extended Learning)	Fort Riley, Ks
Michael Lynch	T.A. G. student	2629 5th 36th K.C.
Carolyn Hall	E.M. G. student	2624 5th 36th K.C.
Francis Wilson	parent / teacher	Wichita, KS
Rich Wilson	gifted student	" "
Joe Wilson	PARENT / VP OF PARENTS GROUP	WICHITA, KS
Karen Hedges	gifted ed. teacher	Fort Scott, Ks.
Paul Douglas	Parent	Fort Scott, Ks
Penelope S. Province	gifted ed elem. teacher + parent	Fort Scott, Ks
Donna M. Morgan	gifted EL teacher + parent	Shreeley, Kan
Matthew Adreese	parent	Princeton, Ks.
Byron A. Fusa	parent	Princeton, Ks
Michael Podrebarac	student Emp. H.S.	Emporia HS Ks.
Nonda K. Nelson	ESOL student KOTI	Emporia, Ks 66801 516 UNION

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GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

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NAME	ORGANIZATION	ADDRESS
Welen Stephens	League of Women Voters	Topeka
Bill Curtis	Ks. Assoc. of School Bds	Topeka
Cornie Hurrell	State Board of Education	Topeka
Shiront Jordan	KS. State Dept. of Ed.	Topeka
Jim Yonally	USD # 512	Shawnee Mission
Brian McAnor	student	El Dorado
Jerry Haahr	TOPEKA ASSOCIATION FOR GIFTED	TOPEKA
Rosemarie Deering	KU.	Topeka
Bill Shicks	U.S.M. 259	Wichita
Ken Rogers	Paola	S & G
Deathy Duke Jiles	USD 321	St Marys Ks
Carole Pinches	West. Jr. High School Parent	Lawrence
Bill Pinches	West Jr. High School Student	Lawrence
John Kelly	D.D. Council Mental Health/Rehabilitation Services	Topeka
Graham E. Bell	USD 330 - Parent and BOE candidate	Maple Hill
Lucille Bohn	USD #330 - Gifted Coordinator	Esbridge
Math Hovary	Parent - USD 330	Esbridge
Robert Manning	USD 345 - Seaman	Topeka
Madon Hawk	USD 345 - Gifted facilitator	Topeka
Bonnie Hucker	Topeka Association For the Gifted	Topeka
Don HERBEL	USD #497 LAWRENCE	LAWRENCE
Jim MARSHALL	ST. Dept. Ed.	Topeka
Nick Toews	BUTLER Co. Special Ed	ELDORADO
Sandra Spang	Parent USD 490	El Dorado

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GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Janie Newcomer	parent USD 490	Rt. 3 Box 68 El Dorado
Kellie Newcomer	GE student USD 490	El Dorado
Shauna Balman	Gifted Education Student USD 490	424 N. Arthur El Dorado
Dustin Johnston	G.E. Student USD 490	153 W. Third El Dorado
Kathy Moore	gifted education student (U.S.D. 490)	614 Frazier St. El Dorado
Ruth Brown	KS Council for Children & Youth	Topeka
Ray Petty	KACET / DHR	Topeka
James Weibelman	USD 451	Baileyville
Maxine Steeper	Gifted Education Student Grandparent	Hiawatha
Patty Regnier	parent USD 345	3722 NW Johnson Topeka, Kansas
Jeff Calvert	Student USD 345	3722 NW Johnson Topeka, Kansas
Justin Fortmeyer	GE Student USD 490	220 S. Topeka El Dorado, KS
Lance Thompson	G.E. Student USD 490	126 N. Jayton E. El Dorado
Ernie Clayborn	Gifted Education Student USD 490	508 E. 8th El Dorado, KS
Adam Halabi	G.E. USD 490	119 N. Summit El Dorado, KS
Sara Colt	Blue Valley Ass. for Gifted/Co-President Parent	Stanley, Ks 66223
Ann Martin	Blue Valley Ass. for Gifted/Co-Pres. #229	Stanley, Ks 66223
Bruce Passman	USD #229 - Blue Valley School	Stanley, Ks 66223
Patricia DeChaine	parent USD #353 - Wellington, Ks	611 N. Washington Wellington, Ks 67152
Suzie Whitney	USD 353 - Wellington, Ks	608 Circle Dr. Wellington, Ks 67152
Kathryn L. Wickers	parent 52 Westborough	Wellington Ks 67152
Licki L. Minnie	parent	316 N. 7th Wellington, Ks 67152
Randy Phillips	student in gifted	3500 N.W. GREENHILLS RD. TOPEKA KANSAS, 66618
Chad Stoker	gifted student USD #345	3530 meriden Rd. Topeka, Kansas, 66612

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GUEST REGISTER

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EDUCATION COMMITTEE

NAME	ORGANIZATION ^{HB2572}	ADDRESS
Carol A. Ruder, LS/CSW	(private) ^{advisor} psychologist + consultant + Gorman College instructor	200 Plains ST. Dodge City, Ks 67801
Judy Ruder	U.S.D. #274	500 Royal, Oakley
Trevor Ruder		" " "
Andy Morris	STUDENT OF USD #490 GIFTED. ED.	1500 LOWE, EL DORADO KS. 67042
Louise Hayden	USD 490 student	729 W. ash, " "
Jarvis Linder	USD 490 student GIFTED ED.	1817 Belmont, El Dorado Kansas
Lois Spiving	Coordinator & Teacher of Gifted	Olathe Dist. Schools #233 Box 2000, Olathe, Ks 66061
Diana Supple	parent of 2 identified Gifted students reg. classroom/USDist 434	RR1 Box 88A Quenemo, KS. 66528
Tricia Thompson	Parent and teacher of gifted Dist #434	RR1 Quenemo, KS 66528
Katie Sullston	District 512	McEachen Bldg. 7235 Antioch Rd. 66204
Jan Strubler	Ks. Advisory Council on Sp. & d.	Manhatta
Karen Halthaus	USD 451 School Board Member	Baileyville, Ks.
Kathleen Poter	parent-gifted	3232 Spring Creek Pl Topeka 66614
Brian G. Angerlin	Shawnee Mission Schools	9235 Antioch St. Ks 66204
Deirdre Wright Jerdee	A.N.W. Spec. Education Cooperative, Humboldt	310 East Chestnut Chanute, Kansas 66720
Karyn Baker	Shawnee Heights USD 450	4201 S.E. Shawnee Heights Rd Tecumseh, Ks. 66542
Lila Bartol	Shawnee Heights USD 450	4335 S.E. Shawnee Heights Road, Tecumseh, KS 66542
Betty Lynn	parent - USD - 512	9404 Sturgeon Drive Overland Park, Ks. 66212
Norvy Bullhart	President SMAG 512	6339 Reeds Dr Mission, Ks 66202
Donna House	The SOURCE Organization Pres. Parent Group, USD 418	426 Olivette McPherson, Ks. 67460
Jo League	SOURCE Parent Group	1452 Broadwood Lane McPherson, Ks 67460
Elizabeth Krumm	SOURCE Student	529 S. Chestnut Lindsborg, Ks
Terisa Schuy	Source Parent	Box 208 German 67546
Paul Krumm	parent USD # 400	529 S Chestnut Lindsborg Ks.

HOLTON SPECIAL EDUCATION COOPERATIVE

—SPECIAL EDUCATION OFFICES—

MARK WILSON
Director

PARTICIPATING
DISTRICTS
Holton No. 336
Sabetha No. 441
Mayetta-Hoyt No. 337
Jackson Heights No. 335
Onaga No. 322

206 W. 4th
Holton, Kansas 66436
913-364-3463 or
364-2743

March 27, 1985

Don Crumbaker
House Education Committee

Dear Mr. Chairman:

I'm not able to attend the hearing on H.B. 2572 due to schedule conflicts. However, I would like to present written testimony concerning the Gifted Education Mandate.

It is my opinion that the Gifted Education Mandate should be removed and placed on an optional basis, due to the fact that gifted education is not part of P.L. 94-142 Federal Mandate.

P. L. 94-142 Federal Mandate requires districts and states to see that all handicapped students receive an appropriate education by providing special classes and services. The federal law does not refer to the gifted as part of the federal law definition of handicapped. Teaching the gifted and/or bright students should not be part of special education but should be the responsibility of the regular education curriculum.

The curriculum that is presented to the gifted students can and should be adopted within the regular education curriculum. This should not only be for the gifted students but all the highly intelligent students.

If you would take a look at the curriculum of the regular education classes, as well as the gifted classes, you would not see a great difference. The only difference would be the individual instruction. In order to have any major affect, you would need a gifted classroom in which students are scheduled in every day, five days per week. This is not practical because of the time the students lose from the regular education classes. This time lost causes a great deal of pressure and frustration with the student.

At the present, I feel we are identifying students for the gifted program who are not truly gifted. It's true they meet the state guidelines for gifted, but really are not gifted students. They are basically bright students. I feel the state guidelines for the gifted are too low, which causes us to label students gifted who are bright students but are expected to perform like gifted students in the regular classroom, as well as the gifted classroom. Thus the pressure from the teachers and parents causes a great deal of frustration to the student.

ATTACHMENT 1

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House Education Committee

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We are beginning to find out that a lot of students really don't want to be in the gifted programs, especially at the middle school, junior high and high school level. There is so much going on at these levels, the students don't like to miss the regular education classes, but because of parent pressure, the students usually end up in the program which causes a great deal of pressure and frustration. Sometimes the gifted programs are not for the students but for the parents.

If you only knew the added work, pressures and frustrations we place on the students when we identify them as gifted, you would be amazed. I don't feel this is good for the students. Gifted is a very heavy label to place on a student because they must always perform like a gifted student in the eyes of the parents and teachers.

The bottom line is we are not providing any more than what the regular education classes can and should provide. We try not to take the students out of the regular classes for long periods of time because of what they miss, thus our curriculum does not become that much different but the student is still expected to do great things because they carry a gifted label.

In summary, I feel the school districts in Kansas should have the authority to determine if they wish to have gifted education due to the fact that it is not mandated in the P.L. 94-142 federal law.

I feel the responsibility should be placed back with the regular education programs and not be part of special education.

I feel with the financial situation the way it is in the State, we need to be more concerned with those programs that are mandated under P. L. 94-142. If school districts wish to have programs that are not mandated, they need to assume the responsibility of funding such programs. It's getting harder and harder each year to fund the mandated programs and all the services that are required. Shouldn't the students who fall under the P.L. 94-142 mandate be the primary responsibility of the state and local school districts.

In making your decision regarding the mandate of gifted education, please keep in mind the students and the heavy label we are placing on these students and the undue pressure and frustration we are adding to these students.

If you decide to keep the mandate for gifted, I would like for you to place the responsibility upon the State Special Education Department to study the present guidelines and criterion. I feel they are too low. If we are going to teach gifted students, then let's identify gifted students, not a lot of bright students.

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Thank you for your time and consideration into this matter.

Sincerely,

A handwritten signature in cursive script that reads "Mark Wilson".

Mark Wilson
Director Special Education

MW:mm

Gifted education in Kansas has been, for me, an on again/off again experience. The quality of programs that I have been involved with gave me an increased awareness in fields of study that are only hinted at in a general classroom. I am deeply saddened by the attitudes of some which seem to cry, "the gifted will take care of themselves!" Such words fall heavily upon my ears, and I am beginning to wonder if other talented students will be as fortunate as I. In the foreseeable future, are gifted students going to be supplied with adequate, high-level educations, where they can experience and explore new concepts, or will they be pushed back and locked up in the classrooms out of which they already struggled?

It is impossible to fathom the negative impact that House Bill #2725 would create upon all students directly or indirectly involved in gifted education. Such programs are as vital to talented students as remedial studies are to those with learning disabilities. "Knowledge," an ancient proverb states, "is a treasure. Practice is the key to it." Students that currently exceed classroom standards cannot practice a viable, useful education without structured gifted studies.

Without mandatory programs that provide financial subsidies, the average-sized high school will not be capable of supporting any form of gifted education. When left to the so-called "discretion" of school boards, what will be cut to fit tightening budgets? Will the gifted program dwindle to an end before the basketball uniforms? Of course it will.

Average high school students are insured schooling that will challenge them. The same is said for the learning disabled. Can the gifted be justifiably excluded? We cannot have the keys to our knowledge taken away. We cannot have our futures darkened.



Kenneth Alford

Senior, St. George High School

Honorable members of the committee, I thank you for this opportunity to voice my opinion on HB 2572. I think it would be a mistake to let this bill pass on to the whole house. I am speaking to you in hope that this bill will be halted by your committee.

If it should pass, this bill will not affect me since I will graduate this spring. But I know that for the first 3½ years that I was in high school I learned nothing except what I was able to teach myself. In most of my classes the teacher took the class at a speed that was suitable for the slowest learners. I spent my time staring out the window because I didn't have any homework to do and the teacher wouldn't let me leave the room. The Gifted program was finally started the second semester of my senior year. It allowed me the freedom to learn what I wanted to learn. I really don't think I have benefitted from going to high school, but if there had been a gifted program, I may have been able to get a lot out of school.

I believe that the gifted have as much right to special education as the mentally handicapped and those with learning disabilities. I can't think of any better way to spend money on education than to spend it on a gifted program. We should develop those who have potential. There would be a great deal of return on any investment made in gifted education. I thank you for listening to me and hope you will consider what I have said.



Bill Mock
Senior, Wamego High School

TO: MEMBERS OF HOUSE EDUCATION COMMITTEE, Chairman, Don Crumbaker

RE: HB 2572 - organization of parents - opposed

My name is Mrs. Donna House. I represent The SOURCE Organization of McPherson, Ks. We are a county-wide organization with a paid membership of 48 families from Unified School Districts 418, 400, 448, 423, 419. We encourage not only education of the gifted, but gifted education.

This bill is a very important issue to us. We have appreciated our gifted program and have found that not only our children, but we parents benefit from the professional guidance of our experienced gifted teachers.

Our special education cooperative has been working on developing our gifted program for the past five years. They have been progressing, but still have a long ways to go. Our secondary facilitator is attempting to service 100 students and the elementary level is again beginning a waiting list. We ask that you do not cut off that incentive to continue to grow. Our children need these programs. They do think differently than other children and need educators that understand this.

We don't believe that the answer to the budget problem isto eliminate the obligation of a gifted program. A good gifted program automatically extends its promise to all education. To eliminate the mandate now would be a step backwards in the progress of education; the challenges to meet the educational needs of our gifted childred benefits all children by motivating the classroom teacher to search out new, better, and more creative methods of teaching and demanding a general upgrading of education in the whole system.

Some superintendents and school boards realize this. But this mandate is for those that don't. The temptation is always there, when the pressure of budget begins to get heavy. By dropping the mandate, YOU, the legislators, would be setting a precedent and providing a key for the elimination or fading out of gifted programs. We feel that non-growth and eventual fading out wuld happen in our area.

Gifted education in our schools provides a doorway to many positive actions and results in the students, administration, school systems and curriculum, and community.

These children have the potential to make us proud that they are from our state. If properly guided, they will provide the answers to our future problems.

We urge you not to vote for this step backward in the progress of education. Dont't encourage Kansas to be the "State at Risk" or to become known as a large contributor to the "Nation at Risk."

Thank you.

Donna House, president

Donna House

The SOURCE Organization, Inc.

Student in gifted program - opposed
McPherson USD 418

Representative Don Crumbaker and members of
the House Education Committee:

I'm writing concerning the taking away
of gifted education. I've been with the pro-
gram since it started in McPherson, and
it really has gotten better every year. Gifted
education gives gifted kids the chance to do work
at their own level so that regular grade work
isn't too easy. The gifted program gives gift-
ed kids a challenge. Please don't take that
away from us.

A Gifted 7th grader
Cindy House
McPherson, Ks.

TO: MEMBERS OF HOUSE EDUCATION COMMITTEE, Chairman, Don Crumbaker

RE: HB 2572 - parent - opposed

My child was truly one who needed a program for the gifted. By third grade she was at the beginning stages of withdrawing from the classroom into herself. This was only three years after she started school---happy, wide-open (like a sponge), very outgoing, and totally ready to learn everything presented to her.

We found out two months later that she was reading at third grade level. The "gifted program" wasn't around then. She experienced an erratic behavioral change towards the end of Kindergarten.

After two months of first grade it was recommended she be accelerated to second. It was not until then---from her reaction---that we realized that she---realizing that she was somehow different from the rest---had thought she was behind the rest of the children.

Testing for the program began in her third grade; she was one of the first tested. She rated 142 I.Q. (Independent testing by a psychologist in Kindergarten showed 155 at that time)

Servicing began in her fourth grade. By sixth grade I was most happy to notice she was beginning to come alive again---but still with reserves. The longer she has been in the program, the better she has gotten.

You Must do what is necessary to keep these programs in our schools and impress on our administrators the importance of providing a good gifted education program. Please, at least, do not eliminate the mandate.

Thank you.

*Parent
Mother of Cindy House
McPherson USD 418*

March 27, 1985

Representative, Don Crumbaker
Chairman, House Education Committee

RE: H.B. 2572

Dear Sir:

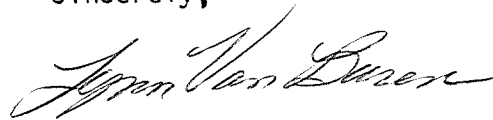
We urge the defeat of H.B. 2572, which would eliminate requirements for educational services for gifted children. It would be a serious backward step for Kansas to take away special services for these children whose needs, our regular classrooms are poorly adapted to serve.

It is popular to say the "gifted kids can make it on their own". Unfortunately, the facts do not bear this out. Gifted children are over-represented among school drop-outs and more tragically, are at unusually high risk for suicide. Special services to address their educational and emotional needs can help keep them in school and help them understand and deal with the problems of being "different", in a society which doesn't really value their "gifts" very much.

Please consider carefully the needs of these children, who have so much to offer our society. It would be a false economy to permit them to be neglected, if we can help them grow up strong and confident. Therefore, we oppose H.B. 2572 and urge the committee to defeat it.

Sincerely,

CC: Committee Members



Mr. & Mrs. Lynn Van Buren

STATEMENT TO THE HOUSE EDUCATION COMMITTEE

From: Dr. Donald Herbel
Director of Special Education, Unified School District No. 497
Representing the Kansas Association of Special Education Administrators
Linda Homeratha
Coordinator, Special Services, Unified School District No. 497

Regarding: House Bill 2572

We would urge this Committee to consider maintaining gifted education as a part of the Special Education Mandate of the Kansas Education of Exceptional Children Act for the following reasons:

1. Intellectually gifted children are exceptional children and require special programming to meet their maximum potential.
2. Permissive legislation for gifted programming would create serious inequities in educational opportunities for gifted children across the state.
3. Flow-through money from Public Law 94-142 cannot be used to maintain programs for gifted children.
4. The Kansas Legislature in their passage of the Kansas Education of Exceptional Children Act, which mandated special programming for gifted children, demonstrated national leadership in the field of gifted education as many states have since followed suit by passing similar legislation.
5. Most districts have made good faith efforts to meet the mandates of the Kansas Education of Exceptional Children Act and with a great deal of effort and expense have already established many educational programs for gifted children. With permissive legislation, even those districts that intend to provide special education programming for gifted children may be forced to revise expenditure priorities.

ATTACHMENT 7

3-27-85
House Education Committee

March 27, 1985

Members of the House Education Committee
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Members,

I am submitting this letter of written testimony to you today because I am greatly concerned about the future of Gifted Education in Kansas. I strongly urge you to support the continuation of gifted education and to vote against HB2572.

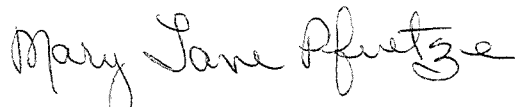
My husband and I are the parents of a gifted 8-year-old boy. Although our experience with gifted education has only been for 3 years (kindergarten, first and second grades), there is no doubt in our mind that supplemental education beyond the regular classroom is not only desirable but crucial for gifted children. It is hard for a child with an IQ in the superior range not to experience boredom in a regular classroom. He is generally advanced in several areas of learning and needs the stimulation and challenge of work at his own level of ability. A regular classroom teacher with 20-24 children in her class can only do so much for a special child or children with different needs.

In the past few years I have been concerned that a gifted child could be stifled in the regular classroom and lose their enthusiasm for learning. How devastating this could be for a young child first experiencing the school setting. Enrichment classes are such a positive experience for gifted children. These teachers understand the individual uniqueness of each child and can support and nurture their creative abilities and help them to develop to their fullest potential.

It is known that special programs for gifted children succeed and that the cost of these programs is minimal compared to that of other special needs children. Gifted children look at their world quite differently. They see what others do not see and what others cannot even imagine. Help the gifted children in Kansas to develop the promise of their potential. Give them the opportunity to grow in a school system that provides for all kinds of special needs.

Gifted children need and deserve the gifted mandate in Kansas special education.

Sincerely,



Mary Jane Pfuetze
10910 W. 120th Terrace
Overland Park, Kansas 66213

March 23, 1985

Dear Home Education Committee Members,

I am expressing concern with regard to the future of mandated gifted education. As parents of a fifth grader who has participated in the gifted program at Winfield Scott School in Fort Scott for four years, I urge you to vote against HB 2572 for these reasons.

The gifted program as it exists now is an excellent course of instruction and experience. Academically our child has been stimulated to achieve at her own appropriate level. She has not been stifled in textbooks which are appropriate for her school age. She continues to grasp new concepts and excels to the challenge placed before her.

Socially, she has been accepted by her like peer group, the gifted students. She is not viewed as being eccentric or different because of her creativity and thought processes.

Emotionally, with the support of an outstanding educator and school counselor she can now accept herself as being okay. She recognizes her importance and is

no longer concerned with feeling or being abnormal when compared with her classmates in the regular classroom.

I would shudder to think of other children who might not be able to take advantage of a gifted program as now mandated. The adjustments emotionally and socially are major hurdles or roadblocks to the well-being of a gifted child. Academically it would be unjust to leave a gifted child in a regular classroom setting at all times. These children often lose interest in material presented because the concepts are grasped easily or already understood. And the child does not reach his or her full potential and many times becomes behavior problems in the classroom.

We have seen our daughter blossom and expand herself in areas we never dreamed were possible. This well-balanced child is the result of the outstanding gifted program at her school.

We urge you to vote against HB 2572.

Sincerely,
Bill + Frank Kimball
RR#3, Box 112
Fort Scott, Kansas 66701

Statement to the Education Committee
House of Representatives

March 27, 1985

As a parent of three highly intelligent children it has come to my attention that certain legislators are making yet another attempt to undermine Kansas' educational efforts for its gifted children. It is my understanding that House Bill 2572 seeks to remove the gifted category from the special education mandate. For years I've heard the same tired logic, "why spend extra money on smart kids ("the elite")? If they're so smart they'll get what they need anyway!"

Our country was built on the philosophy that everyone - not just the handicapped or slow to learn children - has the right to develop to their full potential. Vague feelings of jealousy, guilt or budget crunches should not be allowed to put one of our best national and state resources - intelligence - on the defensive or at a disadvantage. Not providing the best possible education for all of our children is educational socialism.

Economically, it is a disaster for Kansas not to offer the best educational programs for gifted and creative children. How many companies are going to consider moving to a state where their employees' children don't get opportunities available in more enlightened states? It is an economic disaster in another form as well - how many future business leaders (and future taxpayers) will stay in a state that did not offer them the education they needed as youngsters?

Short-changing our bright children is an extremely short-sighted path to follow. It means depriving ourselves of potential leaders and our state of future taxpaying citizens. Educational opportunities are part of the overall quality of life in Kansas and they should not be limited to the average and below average students in our population.

A final note : my sixteen year old daughter has been in gifted programs since she was in the third grade. Her response to the news was - "just how many football teams (for the athletically gifted) are they going to eliminate?" She obviously has a very realistic idea of just how important her educational opportunities are to the legislators of her state.

Sandra Hylett

Anyone who wishes to contact me personally on this subject may reach me at 913-749-1807.

R.R. #3
Baldwin, Kansas 66006
March 25, 1985

Members of the House Education Committee:

House Bill #2572 concerns me as a parent of gifted children in a small, rural school district. Keeping gifted education under a state mandate is the primary assurance I have that my daughters will receive the services needed to make their education appropriate to their high ability levels. The numbers of gifted children is small enough in low population schools to create a limited amount of pressure on the local decisions makers to continue offering gifted education services. This is ironic in that the small numbers of intellectual peers in this setting makes the effort to get these students together for challenging experiences especially critical.

I teach in a larger school system but have carefully determined that the small school has advantages that I want for my children. Don't erode my faith in the small school by chopping away at one of the assurances Kansas has wisely built into our law of equal educational opportunity in each of it's schools, regardless of size.

Respectfully,



Roma Earles

March 25, 1985

Representative Don Crumbaker
State Capitol
House of Representatives
Topeka, Kansas 66600

Dear Sir:

We have heard recent discussions concerning the possible discontinuance of funds and support for Special Services (H.B. 2572).

Many parents have expressed concern about the possible discontinuance of funds that will include the Academically Talented Program.

Our son has been in the Academically Talented Program for almost two years in the Atchison Public Schools. The Academically Talented Program provides a stimulating challenge for him in his regular classes as well as in his special classes.

We respectfully request that you support the continuation of state funds for Special Services.

Very truly yours,

Pat and Gene Brackin

Pat and Gene Brackin
1302 Westridge Drive
Atchison, Kansas 66002

ATTACHMENT 12

3-27-85

House Education Committee

March 25, 1985

Mr. & Mrs. Bobby Oyer
Kevin Oyer
1201 So. 7th.
Atchison, Kansas 66002

Don Crumbaker, Chairman
Capitol Building
State of Rep.
Topeka, Kansas 66612
House Bill 2572

We, as parents of a son in the gifted program in the Atchison School, are very much in favor of saving the program in our state. We would appreciate your voting in favor of the students being able to have this program in the coming years. Thank you.

Sincerly,
Mr. & Mrs. Bobby Oyer
Kevin Oyer

918 Fox Tail Lane
Rose Hill, Ks, 67133
March 25, 1985

Dear Representative,

I wish to state my support for the state mandate for gifted education.

I understand HB 2572 would delete the state mandate for gifted education. I believe that without the mandate many school districts would reduce or eliminate programs already in place. Intellectually gifted children need some specialized education. They are as different from the "norm" as the very slow learners. Many do not do well on their own and are alienated by a system aimed at the average child. The gifted, as a group, comprise a large segment of the school dropout population. This is a terrible waste of their talents.

I think the mandate for gifted education has played a crucial part in the growth of special education for gifted students. My own experience as a parent working for special education in the Rose Hill School district confirms the need of a state mandate. I also think we need to continue the mandate, not only to benefit the gifted students, but also to promote the goal of appropriate education for all students.

Sincerely,

Rebecca K. Jahelka

Rebecca Jahelka
patron and parent, USD # 394

ATTACHMENT 14
3-27-85
House Education Committee

March 25, 1985

Members of the House Education Committee
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Committee Member,

We were very astonished and alarmed to learn that one of the means by which the Legislature is being asked to circumvent a tax increase for education is to support HB 2572. This bill, if approved, would eventually mean the end of the one and only program made available statewide to develop our most precious resource for the future of our state, our country, and our world. The dismantling of the mandate to provide the very limited resources required for the Gifted Education program would be a great victory for the forces of mediocrity and would ensure that our state ignore its most promising hope for the future in the interests of saving a few dollars for the here and now. The lack of vision at the Federal level should not be allowed to force all of us into this path of selfish, complacent disregard for future generations!

As parents of a child who was fortunate enough to attend school while the Gifted Education program was valued, we are very concerned that such an important program should even be considered as a tax-saving device. You may not be aware of the fact that, for high school students in particular, this program provides a wonderful source of information about colleges, careers, test-taking strategies, self-help skills, and many other important topics. The counselors help the students learn new approaches to problem solving, to analyze their strengths and weaknesses, and to take steps to enhance their special talents. In addition, they greatly facilitate the college and scholarship application process and work very hard to help each individual student achieve her or his most ambitious dreams. But perhaps the most important service is one that is not often verbalized but which may have the greatest impact on the lives of the students directly - the Program creates an environment in which it is not only acceptable but it is actually praiseworthy to be a bright, hardworking young person who takes education very seriously!

As taxpayers of the State and the Country, we can think of absolutely no better use for our education dollars than that they be spent on students who genuinely value the educational process. And we are certain we do not have to remind you that the long term return for the State on such a small investment will be in the form of economic as well as social and cultural rewards. Economic

expansion within the State requires the presence of superb educational resources at every level. Cutting off the very small lifeline for the most capable and promising of our young people would certainly indicate a myopic, retrogressive approach to the future which you as our Legislators surely do not wish to convey - either now or in the future! Thank you for not supporting HB 2572.

Sincerely,

Mary L. Michaelis

Elias Michaelis

Mary L. and Elias K. Michaelis
2933 Yellowstone Dr., Lawrence KS

March 27, 1985

Members of the House Education Committee

House of Representatives

Statehouse

Topeka, Kansas 66612

Dear Committee members,

As a family with three children involved in the gifted program throughout their school careers, we are distressed to learn of a proposal to deemphasize the program by making it optional and not mandatory for the schools. Should there be a guarantee that the schools which opt for the program will continue to receive funds at the current level for staffing and implementing the program, any damage by the proposed deemphasis is minimal. Should the deemphasis be followed by a weakening of financial support now or down the road, as is most likely in such situations, the damage is severe.

First, for those recognized as being gifted, it provides motivation to continue to excel. And with this motivation, students have an impetus to set goals for themselves and work to achieve them. Secondly, the gifted program provides a means of obtaining added resources to further education. It acts as an access to

increase and improve learning opportunities for those who want to meet challenges beyond the school curriculum. And thirdly, it provides a social atmosphere for gifted students to meet one another. This is beneficial for social and educational adjustment. For it allows gifted students to share ideas and help each other relate, communicate, and develop new approaches to deal with common concerns.

For these reasons, we feel the gifted program is not a fill in education, it is an added dimension to the learning process. We hope to see it receive the support it needs to continue serving the state as an educational tool.

Sincerely,

T.P. Srinivasan (parent)
Saroja Srinivasan (parent)
Sija Srinivasan (junior)
Sruja Srinivasan (8th grade)
Sri Srinivasan (senior)



THE UNIVERSITY OF KANSAS

William Allen White School of Journalism and Mass Communications
Lawrence, Kansas 66045
(913) 864-4755

March 27, 1985

Don Crumbaker
Chairman
House Education Committee
The State House
Topeka, Kansas

Dear Mr. Crumbaker:

My 5-year-old is a little worried about kindergarten next year. After two and a half years of preschool he knows all the states and their capitals. He can name all the nations of Europe and South America. He easily reads most nursery rhymes. He is learning to play chess. What, he wants to know, will he do when he goes to public school?

I have been telling him it will be okay. Then I heard about House Bill 2572.

You see, Ben is my third child and, by now, I have come to trust the ability of my local school district, U.S.D. 497, to meet the challenge of children like him. In 1978 its gifted education consultant rescued my first boy from a country school where, because he read three years above his grade level, he spent most of his time with paper and crayons, drawing space ships. The consultant moved him into a gifted program, where he was given the guidance and resources to achieve all he was capable of.

Four years behind him was my daughter, also part of the gifted program. Through special education she has learned to overcome her shyness and has developed her special talents in business and leadership.

Obviously, my children and I have benefited more than most from mandated special education for the gifted. But my experience tells me that my 5-year-old will need special education even more than my other two. It is possible to waste the talents of bright kids. In fact, it isn't hard at all.

Now, like my younger boy, I am worried. I am certain that a program which isn't mandated won't be retained. Budget pressures are too great. Other programs will push out those services that meet the needs of students who "already know the material" or shy little girls who do everything they are told and don't ask for more. Without a gifted program a bright child can be just another discipline problem.

1.

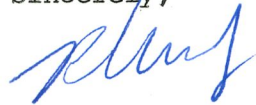
ATTACHMENT 17

3-27-85
House Education Committee

Page 2

The children in the gifted programs of special education are the most valuable resources the state has. It is only responsible to require that our educational system help them reach their potential. I urge you and your committee to retain the present status of gifted education.

Sincerely,

A handwritten signature in blue ink, appearing to read "R.S. Musser Jr.", written in a cursive style.

R.S. Musser Jr.
Director, Graduate Studies and Research

RSM:nwj

To the House Education
RE: House Bill 2572 Committee:

I am writing as a parent of children who have been identified as gifted through special education in USD 497. I would be very upset if House Bill 2572 passed and was made law.

I have had three children in the gifted program and feel that they all have benefited greatly. Helping these identified-gifted children realize their potential is just as important as helping

children who are identified EMH realize their potential. These children can conceivably be our leaders, inventors, writers of tomorrow.

I speak as a teacher as well as a parent.

Thank you for your consideration.

Sue Midyett

Lawrence, Kansas

House Bill 2572

The Honorable Sir,

There must be a gifted program.
My teacher ~~x~~ treats me like I am a baby.

She doesn't understand me.
My special teacher treats me like I am a
group up. She lets me think on my own.
We do research, and I'm really challenged.
My classroom teacher doesn't let me grow.

Thank you
Erin Dailey 7 years old
Garfield School
Ottawa, Kansas

March 25, 1985

The Honorable
House of Representatives
Statehouse
Topeka, KS 66612

Dear

I am writing to urge you to vote against HB2572 as I am very strongly in favor of the gifted education program. I have a daughter in the program and I cannot begin to tell you of the numerous intangible benefits she's received.

If you've ever had or known a gifted child you know that, for the most part, they're social outcasts. My daughter was experiencing this and was unhappy and extremely upset because she knew she was different. Now, she has learned to accept herself as different and also realizes she's different in a good way. She's normal, well-adjusted and has friends, most of them also in the gifted program.

As a certified teacher currently working with children in the Title I Math Program I can tell you from experience that gifted children need special attention, guidance, and social interaction with others like themselves every bit as much as these slower students. You wouldn't dream of eliminating special help for the slower students, and I again urge you to give the gifted children the same chance. Please vote against HB2572.

Sincerely,

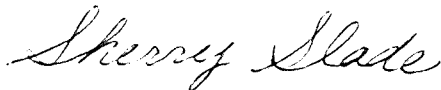
Carolyn Auwarter

March 26, 1985

House Education Committee:

I am writing about House Bill 2572 which is to be discussed in your committee this week and which would remove Gifted Education from the State Mandate. I'm afraid that doing so would result in Gifted Education being eliminated from many school districts in Kansas as budget cuts needed to be made. Kansas has been one of the leaders in the nation in education for the gifted students, probably because it is included in the State Mandate.

As a parent of three students who have been in all levels of gifted education in the Lawrence School District, I support it wholeheartedly. Because it was the last to be added, I'm afraid the senior high program would be the first to be eliminated if programs were cut. The senior high gifted consultants probably do more for their students than anyone realizes. They are friend, counselor, and teacher to their students. Because they are working with relatively smaller groups of students with similar ability levels, they can spend lots more time with these students in discussing career plans, testing available, college choices, and appropriate independent projects than the regular school counselor can. Because the gifted consultants provide invaluable support to their students, it would be detrimental to a school program if the gifted programs were cutback or eliminated. Please seriously consider what will happen to Gifted Education if it is removed from the State Mandate.



Sherry Slade
616 W. 29th Place
Lawrence, Kansas 66046

March 27, 1985

House Education Committee:

This letter is written to ask your support in keeping gifted education as a mandatory program in Kansas schools.

I have had the pleasure of viewing gifted education in our school district (#497) from the counselor's standpoint as well as from the view of a parent with a child in the program. I have had varied degrees of involvement with both the elementary and secondary programs.

From the viewpoint of a parent with an elementary student in the program, I have been very pleased. The gifted education teacher has included not only identified gifted students but other students in the top reading and math groups in activities. The activities have encouraged creative thinking and organizational and problem-solving skills. The gifted education teacher has worked closely with the classroom teacher and has complemented the efforts of the classroom teacher; enriching areas the classroom teacher felt were her comparatively weak areas.

From the position of a high school counselor I have found the gifted education coordinators to be invaluable. I have approximately 450 students in my care. Naturally, much of my efforts go to those students who are not progressing well in school. That leaves very little time for the bright students. These students seldom have problems in classes and therefore get less attention from the counselors. Their needs, however, are just as great as the poor student although different. The gifted education consultants monitor the student's progress and lend invaluable assistance in test-taking skills, post-secondary education selection, writing of college recommendations, and developing independent study programs for students. They have been a great resource for students not in the program as well as the counselors.

Prior to coming to Lawrence High I was counselor at a very small high school (Basehor) and found that even the limited gifted education services provided from the Co-op were very helpful. These services were probably even more important to the Basehor students than to the students of a large school who have access to accelerated coursework and other resource personnel.

I was once skeptical about gifted ed., but I'm sold on it now. Over the four years I have been at LHS I have no doubts that there are more of our graduates pursuing their education at highly selective colleges, more of them in the honors programs at Kansas colleges, more attending military academies and more of our students receiving greater amounts of scholarship aide. Although it would be impossible to say gifted education did all this, I think it has had a significant impact.

Sincerely,



Linda D. Allen
R.R. #5, Box 255A
Lawrence, Kansas 66046

Martin Wollmann, M.D.
Marj Wollmann
2615 Orchard Lane
Lawrence, Kansas 66044

March 25, 1985

Education Committee
House of Representatives
State of Kansas

Dear Representatives,

We are writing to express our opposition to HB 2572 which proposes to cut funding for Gifted Programs.

As parents of a high school senior, who has greatly benefited from the Gifted Program, we feel that this program is extremely important. Without it we may not be able to help gifted students attain their potential and some of these students may even drop out of the educational system.

There are many benefits returned to the standard classroom by the gifted student, just as there are many rewards returned to society by gifted persons who have gotten special help to develop their talent during their formative school years. Human resources are our most precious and important product. Clearly the small investment in the school Gifted Programs produces an enormous return to our State and Nation.

As Legislators you know the multitude of difficult and complex problems facing us. You, more than anyone, are aware of the great challenges that our children will face in this rapidly changing world. We have the responsibility to prepare the leadership of tomorrow so that they will understand and be able to solve the problems of the future.

We urge you to continue funding the excellent, cost effective Gifted Program.

Sincerely,

Martin Wollmann, M.D.
Marj Wollmann

Martin Wollmann, M.D.
Marj Wollmann

Written Testimony for the House Education Committee
March 27, 1985

Mr. Chairman and members of the Committee:

The deletion of the gifted mandate and making gifted education discretionary with school boards is a step backwards for education. Without the mandate, reluctant school boards will have no reason to continue programs for the gifted.

As an educator, I have ample opportunity to scrutinize these programs. They are getting better all the time. Students that I deal with are excited about learning and enjoy what gifted education promises them.

It is important as a nation for us to utilize all of our resources if we are to move forward in this high tech world. This includes our gifted population. With gifted programs, we can reduce the number of gifted dropouts and suicides, making them instead productive and creative members of society.

I ask that you not take a step backward in education but move forward by opposing HB 2572.

Anna Luhman
Director of College Studies for the Gifted
Fort Hays State University
Hays, Kansas

EQUALITY OF EDUCATION
"Crap* I Want You to Remember"

David Frazee
Arkansas City High School
March 27, 1985

All Animals are equal, but some animals are
more equal than others.

--George Orwell

Equality of education means that each child
will be taught according to his or her needs.

--Dr. Virginia Ehrlich

Since individuals differ in ability, justice
demands that they be treated according to these
differences.

--Aristotle (POLITICA)

Almost all thinkers throughout the whole
history of philosophy, down to our own
century, have agreed with Aristotle's defi-
nition.

--Dictionary of the
History of Ideas

(CONTINUED)

*- This was not meant to detract from the
value of the statements presented here,
it was meant so that you would remember
this overview (which is also the purpose
of this message).

BLACK'S LAW DICTIONARY:

(Justice) assigns to each the rewards which his personal merit or services deserve, or the proper punishment for his crimes. It does not consider all men as equally deserving or equally blameworthy but discriminates between them, observing a just proportion and comparison. This distinction originates with Aristotle.

DICTIONARY OF THE HISTORY OF IDEAS:

Almost all thinkers throughout the whole history of philosophy, down to our own century, have agreed with Aristotle's definition.

(REPEAT FOR EMPHASIS)

Gifted and Talented Children's Education Act of 1978:

The Congress hereby finds and declares that--

- (1) the nation's greatest resource for solving critical national problems in areas of national concern is its gifted and talented children.
- (2) Unless the special abilities of gifted and talented children are developed during their elementary and secondary school years, their potential for assisting the Nation may be lost.

(Continued)

GIFTED CHILDREN, Dr. Virginia Ehrlich

If there is any doubt in the minds of modest parents, they have only to try to consider what today's world would be like if the following persons had not contributed their gifts to our society:

Curie	radioactivity
Edison	incandescent lamp, phonograph
Franklin	electricity
Bell	telephone
Morse	telegraph
Wright brothers	airplane
Braille	print for the blind
Gutenberg	movable type
	etc.

It was not because he was a member of a minority group and economically disadvantaged that Jonas Salk discovered the vaccine for polio. It was because he was gifted and had a good education to enhance his gifts.

It was not because he was black and born into slavery that George Washington Carver discovered the value and multiple uses of the peanut. It was because he was a gifted child who was given an opportunity to develop those gifts.

The fact is that society's progress depends on the talents and gifts of a small group; the development of these gifts and talents is of primary importance to society's well-being and happiness.

Parents of the gifted, who seem to be quite humble and reticent about their children's superior abilities, should never apologize or hesitate to demand the best possible education for their children. When they do make such requests, these parents are actually insuring progress and development for society, since the hopes of society are realized most often through gifted children.

(end slug)

Concerns of a Mother

Rogene Frazee
Arkansas City, Kansas
March 27, 1985

What happens if we don't recognize giftedness?

Approximately 55 percent of males and 70 percent of females either do not finish high school, finish high school but do not enter college, or do not complete college work once started. This is an enormous loss of intellectual ability to the work force.

--- D.S. Bridgman

60% of our most severe drug and alcohol problems occur among our bright adolescents.

The largest group of adolescent suicides are gifted females.

---Guidance Clinic Nov. 83

Many bright youngsters leave school out of sheer boredom and frustration. Talented children frequently find that formal schools will not make the necessary accommodations to help them meet the demands of their special abilities.

During the early years, unrecognized giftedness can manifest itself in many ways. Among these are inattention, restlessness, mischievous behavior, hyperactivity, withdrawal, imaginary illness, or even outright refusal to go to school. As children grow older, they may become defiant and persist in their earlier behavior or, recognizing their helplessness in the face of stronger forces, they may yield by becoming conforming and compliant, submerging their abilities. Children in environments where intellectual ability is not valued will try to conceal their knowledge and "play the game."

The results are sad for both the child and society. For those who refuse to yield and defy the authorities, there is often conflict and endless heartache. The student may eventually go his own way and create a place for himself in spite of an unappreciative society, even though the price may be one of bitterness and loneliness. For those gifted youngsters who decide to yield and "play the game," the results are even more tragic. They may become misfits in tasks to which they have no real commitment; or they may drift from one job to another in search of an elusive satisfaction that proper identification and training might have provided. Loneliness and frustration become sad aspects of an unfulfilled life. Society, meanwhile, has lost a potentially creative mind that might have helped solve a critical problem.

---GIFTED CHILDREN, Dr. Virginia Ehrlich

ATTACHMENT 26

3-27-85
House Education Committee

Why do we need gifted programs?

The Marland Report, conducted at the request of Congress in 1969, showed that only 4 percent of the national population of gifted children, estimated to be over two and one-half million, are recognized as such and are having their needs met in school. Since 1969, the proportion whose needs are being met has risen to about 35 percent.

At this juncture in the history of mankind, we can ill afford to lose the services of the superior gifted and talented persons in our midst.

As avowed humanitarians, we are also obligated to recognize the needs of that segment of society to which we owe so much for our personal comforts and satisfactions.

---GIFTED CHILDREN, Dr. Virginia Ehrlich

My plea to YOU!!!

Through the gifted mandate, we have taken the first step in recognizing the needs of the gifted. Let's not take two steps backwards by dropping the mandate. Most programs throughout the state are leaving their infancy and are now starting to become worthwhile programs. We haven't even given them a chance to determine the impact upon society these programs can have.

Gifted students are just now beginning to realize their potential and schools are beginning to accept the demands of the gifted. It would be tragic if all of this was now suddenly taken away. We can't tell students to be all they can and then all of a sudden suppress them. This causes more damage than if we had never started the programs.

If the state legislature doesn't think enough of our gifted students to include them in the special education mandate, then why should local school districts think any differently. Eventually gifted programs will be dropped. WHAT A WASTE OF OUR MOST VALUABLE RESOURCE!!!

455 West Third
Colby, Kansas 67701
March 26, 1985

The Honorable Don Crumbaker
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Representative Crumbaker:

The Gifted Mandate is necessary to insure that the needs of those students with high intellectual ability are met. Whether this ability is just one course or all, their abilities need to be challenged in a positive, productive way. Many schools will eliminate the gifted program if the mandate were revoked, thus eliminating the help that the gifted students are receiving and needing.

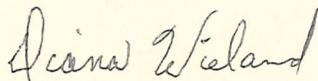
Here in Northwest Kansas, we offer programs to the highly capable student such as acceleration within the classroom, testing out of classes, Pre-Graduation College Studies Program, enrichment and seminars in specific areas. This year, many students have participated in Academic Bowls (Junior High and Senior High School levels), Political Science Seminar, and an upcoming science seminar. These seminars are designed for gifted students and are open to any other student who shows a specific academic aptitude and interest in the topic. This is one way to meet the needs of the gifted student from a small school who needs to interact with gifted peers.

Most of the programs which are offered could be used and adopted in the regular classroom with support. Every student could and many do benefit from the gifted programs in Northwest Kansas.

Each district can look at their local resources and provide an appropriate program for identified gifted students with many positive spin offs for all students. Once an accelerated program, test out procedures, or an independent study is developed and in place, any student with a specific talent could also take advantage of these opportunities. Without the leadership of the gifted program, many needs of gifted students as well as academically talented students would not be met.

In closing, we would appreciate your voting against House Bill 2572.

Sincerely,



Diana Wieland



Stacey Davis

Herndon, Kansas 67739
March 26, 1985

The Honorable Don Crumbaker
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Representative Crumbaker:

As parents of children who have participated in our local program for the gifted and activities as a result of the program for the gifted, we would urge you to vote against House Bill 2572. The Gifted Mandate insures that the specific needs of gifted students are met. The Gifted Mandate has resulted in academic activities such as Academic Bowls, Future Problem Solving and OM (formally Olympics of the Mind), which are benefiting both gifted and highly motivated students.

The Mandate also insures that students are not locked into a curriculum which does not utilize their upmost intellectual potential and creativity.

Sincerely,

Dorothy Green
Dorothy Green

Sheila Beims
Sheila (Peach) Beims

Nadine Green
Nadine Green

Herndon, Kansas 67739
March 25, 1985

The Honorable Don Crumbaker
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Representative Crumbaker:

I believe you should vote against House Bill 2572.

In the small schools, the gifted mandate gives the incentive to provide opportunities for many students to have new kinds of learning experiences. This encourages them to see a larger part of the world than their local area of Northwest Kansas.

Sincerely,

John Trail

John Trail

March 25, 1985

The Honorable Don Crumbaker
House of Representatives
Statehouse
Topeka, Kansas 66612

Dear Representative Crumbaker:

Have you looked at the suicide rate among gifted student's lately? The gifted student needs to be challenged or they may have emotional problems. They are as important as the L.D. or PSA student. If this mandate is dropped, these students may not receive the necessary help. Please reconsider House Bill 2572.

Thank You

Merry Lee Lewis

Merry Lee Lewis
PSA Paraprofessional

These are letters written by the 4th and 5th grade Enrichment class of Caldwell Elementary School, Caldwell, Ks.

As their teacher and as the mother of two identified gifted sons, I urge you to vote against HB 2572. It is such a positive program - my administration has allowed me to present activities on higher level thinking skills to all our students, grades K-6. We have had tremendous response. Please reconsider!

Thank you,

Mrs. David (Peggy) Ginn
Caldwell Elementary
1 N. Osage
Caldwell, Ks. 67022

Dear Education Board,

We feel gifted programs are right because it teaches us alot. It has fun stuff for us and its educational. Our teacher is fun and nice. We get to do work, games and draw. Our gifted group is fun and it gets aboad off our class work.

P.S. Do the best you can on not taking our gifted class away.

Sincerely,

Thomas Brent Rau

Caldwell, KS

Dear Education Committee

I like your ideas. But I don't think you should take gifted away just because you don't have the funds.

Special class is fun, exciting, hard working and educational. Couldn't you take out something else? Please!! This is my first year and I hope I can stay for awhile.

Sincerely
Kirt Bocox
Caldwell K S

Dear Education Committee I think you should reconsider taking away Enrichment. I really think Enrichment is fun. So please try to keep Enrichment in the schools

Sincerely Corey Black
Caldwell, Mo.

Dear Education Committee,

I feel providing for gifted children in our school is important because gifted children need more of a challenge than regular school work. Gifted children need things that will make us think hard, and that is what we do in enrichment.

Sincerely,

Werris M. Powell

Caldwell Wanas

Dear Education Committee,

I think that Special Class is Fun. Please do not take out the special class. But I think that more people should go to it. Because I know what it feels like to be the only girl in it! I hope we can keep it. I only wish Casie & Amy Jo could be in it. Well gotta go now! Bye!!!!!!

Your Kansan,

Golly



P.S. I wish they had one just for Girls!

Dear Education Committee I think you should
reconsider taking away Enrichment. I really think
Enrichment is fun. So please try to keep Enrichment
in the schools

Sincerely, Corey Black
Caldwell Hs.
502 North Young

Dear Educational Board,

I am a gifted child. I am going to the gifted class. I don't think you should take it away. Even if you're not getting very many funds. Please don't take away the gifted class. It is a real challenge!

Sincerely,

Chris Ginn
Caldwell, Ky. 670dd
Caldwell Grade School

Dear Educational Committee,
Please reconsider about what you're doing to our gifted ed.
class.

Sincerely,

Mr. Jeff Wolff

Box 59

Caldwell Ms. 67022

HAROLD KANE
3121 NORTH 84TH TER
KANSAS CITY KS 66109 26AM

Western Union Mailgram[®]



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HOUSE EDUCATION COMMITTEE
STATE CAPITOL
TOPEKA KS 66612

*Rec'd
3-27-85*

COMMITTEE MEMBERS AND WYANDOTTE COUNTIES SPECIAL EDUCATION ADVISORY COUNCIL STRONGLY URGES THE DEFEAT OF HB 2572. THE PROGRAM FOR GIFTED STUDENTS HAS HELPED MANY WHO OTHERWISE MAY HAVE BECOME DROPOUTS DUE TO BOREDOM LACK OF CHALLENGE ETC. IT HAS HELPED OTHERS TO ACHIEVE THEIR POTENTIAL.

HAROLD KANE, LEGISLATIVE CHAIRMAN

17:37 EST

MGMCOMP

ATTACHMENT 40

3-27-85

House Education Committee

Dear Legislator,

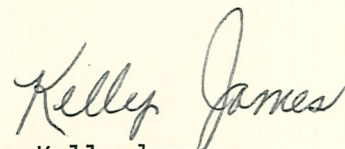
The HB 2572 bill, that would remove the gifted mandate from Kansas special educational law and would make gifted education discretionary with the school, is wrong. So many good things have come out of this program and so many good things are to happen in the future.

To me personally, the program has helped me to broaden my educational program. I find that the normal classrooms do not provide enough information and new ideas to fulfill my learning needs.

Last year I expanded my learning in science. I studied some of the basic techniques in bio-instrumental analysis. The project focused on the activity of the enzyme Na, K-ATPase in the common *Orconectis nais*. I found the year very rewarding.

This year I worked on counseling techniques and focused on problems with Teenage Suicide.

I am a Sophomore and still have two years left here at Emporia High School. I feel if you kill this bill you will be settling for average, but if you keep the mandate you will be helping students fulfill their potentials.



Kelly James
1319 Frontier Way
Emporia, Kansas 66801

Dear Legislator,

As a REL member, I am greatly disappointed in the proposal to kill the REL mandate [H.B. 2572]. Without the program, the students with a higher than average intelligence would be receiving the education of an average student of the same grade. I fail to see how, if our country is so worried about the technological and political level as compared to the other cities, these people can even consider ~~to~~ removing our program from the system. If these people cannot expand above the average curriculum to the best of their abilities, our acceleration in those areas of concern would therefore drop. The problem we face is to raise the education level of the average student. Killing this program is not going to help with this problem.

The REL program is providing me with the resources and motivation to expand into college Physics II and calculus along with developing computer software for use by the schools.

Freedom of education in this country does not ensure the same education of all students but the opportunity to expand as far as we are able into areas of talent, knowledge, and interest. I would urge you to please vote NO on killing this program.

Mark Schroeder, Student Emporia High School.
Mark Schroeder : 27-MAR-85

1719 Ridge Rd.
Derby, KS 67037
March 26, 1985

To whom it may concern:

This letter is in reference to the bill that would remove the mandate on the statewide gifted program. I am of the firm belief that the resolution should not be adopted.

The gifted program is a necessary part of our educational system. The gifted students must be given the extra opportunities they require. If the program is not mandated, many school systems will drop the program. If the program is not available, many may not acquire the education and knowledge they need. These are our future leaders, and they must be prepared to lead and achieve in an ever improving world. The future of our world may rest on these students.

More directly, the program helps the gifted students cope and adjust in school. Gifted students have many problems and pressures people do not realize. It helps them by putting them in a group of students who have the same problems they do.

Personally, the gifted program has helped me immensely. I used to be a total introvert. The gifted program was one of the factors that has helped me change into an ambivert. In the program, I have been placed with many people with the same problems as I. It has helped me to realize that other people have the same pressures and feelings. I never had any good friends until I met people in the gifted program. Now virtually all of my friends are in the program.

If the program is no longer mandated, many school systems can and will cancel it. Without the program, many students will remain introverts forever, some will not develop their full potential, and some may even quit school because it is boring to them. In order to prevent this, I firmly suggest that the reader should not vote for the removal of the mandate on the gifted program.

Sincerely yours,
David W. Magnuson
Sophomore

March 27, 1985

Attention: House of Representatives

As a mother of a child in the gifted education program, I firmly believe the gifted mandate should not be removed from Kansas special education laws and left to the discretion of individual school boards. This program is as important as the many special programs available for the learning disabled.

Being involved in the gifted program has been a valuable and important experience for my son. Without the special attention the gifted program offered he would have been bored with school.

Please vote against HB 2572.

Thank you,

Jill Hyer
505 So Frost
Olathe, Ks 66061
782-2478

03-25-85

CHAIRMAN

MEMBERS OF THE HOUSE EDUCATION COMMITTEE

STATE HOUSE

TOPEKA, KS 66602

RE: HB 2572 (I AM OPPOSED)

DEAR MEMBERS OF THE COMMITTEES:

I would like to let you know why I am EXTREMELY OPPOSED to HB 2572. I have a son who has been in the gifted program for the past 5 years. This program has meant a great deal to both him & us as a family. Let me assure you that a child with a high I.Q. is very difficult to keep interested in learning, to keep under control in a normal class-room, to explain things to them in a sufficient manner to satisfy their level of learning.

ATTACHMENT 45

3-27-85

House Education Committee

TOVER,

(2)

MY SON'S QUEST TEACHER HAS SPENT MANY, MANY HOURS ENCOURAGING HIM, COACHING HIM, FINDING OUTSIDE HELP FOR HIM ON CERTAIN PROJECTS WHEN IT WAS NEEDED, AND LISTENING TO HIM. THESE CHILDREN OFTEN HAVE PROBLEMS COPING & FITTING IN WITH OTHER CHILDREN, INSATISFING THEIR INTELLECTUAL HUNGER, THEIR NATURAL CURIOSITY. THE QUEST TEACHER IS ABLE TO GIVE HIM ONE ON ONE ATTENTION & HELP THAT HIS REGULAR TEACHER JUST DOESN'T HAVE TIME FOR.

THANKS TO QUEST HE HAS COMPLETED IN MATH CONTESTS, SPELLING BEES, AND THE SCIENCE FAIRS. THIS YEAR HE MADE IT TO THE THIRD ROUND OF THE COUNTY SPELLING BEE; AND LAST YEAR HE MADE IT TO THE METRO K.C. MATH TEST. (KS. + MO. STUDENTS!)

CONT

ALSO THIS YEAR HE MADE A WORKING MODEL OF A ROBOT ARM (OF HIS OWN DESIGN!) WHICH HE WILL BE TAKING TO THE GREATER KC SCIENCE FAIR THIS APRIL.

ALL OF THIS HAS BEEN A RESULT OF HIS PARTICAPATION IN THE QUEST PROGRAM.

MY HUSBAND AND I ARE JUST AVERAGE PARENTS WITH AVERAGE I.Q.'S. THE QUEST PROGRAM IS ABLE TO HELP OUR CHILD ADVANCE WHEN WE PROBABLY COULDN'T BEGIN TO HELP HIM WITH HIS WORK. OR UNDERSTAND WHAT HE WANTS TO DO; (ie. the Science Fair Project); AND THE ORDER HE GETS THE MORE VITAL THE PROGRAM IS.

I ASK YOU MOST FERUERENTLY TO VOTE AGAINST HB 2572.

Sincerely,
Angie Zahner

(913) 764-6428
1213 E JOHNSTON
OLATHE, KS 66061

March 26, 1985

To Whom It May Concern: House Education Committee.

We are parents of a student in the Quest Program at Tomahawk Elementary School in Olathe, Kansas. Our son has been in this program since Kindergarten and now he is in the Fifth Grade.

We are very supportive of the gifted program and are concerned about HB 2572 which may remove the gifted mandate from Kansas special education and make gifted education discretionary with school boards.

Our son has enjoyed being in Quest and is challenged in a way there that is not possible in the regular classroom because of the large class sizes. His Quest teacher is also very understanding of gifted children and at times when he becomes frustrated with what is expected of him at school she realizes that sometimes you just have to hold back with these children.

Thank you for your consideration in this matter.

Please vote against HB 2572.

Concerned Parents

Ken C. Lee & Mar

Dear Sirs:

I'm writing to you to voice my opinion about the Special Education (Quest) Program.

This is a very important program. It's not just another class, like Math or Science. It's a time and place where kids who have an ability to be creative and express their ideas.

I, myself, am in the Special Education or Quest Program. What would happen if there wasn't a class where you were able to be creative as possible? All your ideas and creativeness wouldn't be able to be used and soon you wouldn't use it. Wouldn't that be a waste?! When those kids grew up they wouldn't use their talent and may have lost it! They would be just like everyone else.

When I was in elementary school I was in Quest, and I could tell the difference between

the regular class and my Special Education (Quest) class. In my regular class I couldn't use my creativity as well as I could in my Special Education class. I was more concealed.

It's not just the creativity, but we work on many other important skills. Such as Problem Solving, using logic, and learning new things.

Quest is an acronym and it lives up to its name. It stands for:

Questioning
Understanding
Expanding
Studying
Testing

Thank you for your time.

Sincerely,
Michelle Wertz

OLATHE SOUTH HIGH SCHOOL
1640 East 151st
OLATHE, KANSAS 66062

Dear Sir,

I am presently working in the Olathe School System and am quite concerned about the repeal of the mandate that would end funding of the Quest program.

My concern is two fold. I am a teacher and also a parent of a gifted student. I feel especially qualified to address this issue. I feel the program is very beneficial and should not be considered for cutting from the school curriculum. I personally am very concerned by the increased cuts in any program dealing with education. It seems when we cut back on education we cut our own throats. How can we emphasize excellence in education if we are continually chopping away at the programs that make Kansas a leader in education. It is because our schools have a sterling reputation that people choose to live in this state and that businesses choose to locate here. 1984 SAT scores rank Kansas as third in the nation. We can be very proud of what we have here in Kansas. We offer stimulating programs for both lower level students and the exceptionally bright. Let's keep what works for us and continue to be proud of our schools.

Again, when cuts in the budget are considered, please consider other areas. Do not trim education funding. Cuts in this area should not be considered. Every dollar used should be considered money well spent - an investment in the future of mankind.

Sincerely,

Bernadette Peeke

Dear Sissi:

I hope for my child and other who are in Quest, gifted education that you vote Against HB 2572.

My child has been given so much through this class. She is getting things in this class that she doesn't get in her regular class room. She gets to use her other thinking skills, logic, imagination. She can work on projects of her choice, her speed, etc. She gets a feeling of accomplishment and has a good feeling of herself. She really needs this class.

I'm not a very good letter writer. But if you could see how much that class gives to her, I'm sure you could do nothing but vote Against HB 2572.

Thank you so much
(for my child's sake)
I hope
Connie Berg

Dear Sirs:

March 26, 1985

I am writing this letter, with a request that you vote against HB 2572.

Our daughter is in the 'gifted education program. She has benefited from the extra work that has been provided. We believe that she has excelled in her regular class work because of the 'quest program. She has had to expand her reasoning powers by doing research and experimentations that she would otherwise not have done. We believe that without these programs, she would be a student that was bored with school. This program has been very beneficial to us as well as our daughter.

Please vote against HB 2572
Thank you for listening.

Sincerely,

Linda C. Fetter
Richard B. Fetter
13916 Sycamore Dr
Olathe, Ks.
66062

ATTACHMENT 50

3-27-85
House Education Committee

"Dear Mr. President . . ."

BY

Anne G. Eckart
2223 Arrowhead Dr.
Olathe, KS. 66062
913/782-1026

Essay Contest

Gifted Children Advocacy Association

ATTACHMENT 51

3-27-85

House Education Committee

Dear Mr. President,

There are many reasons why our schools and our country should support education for the gifted and talented. If life is crushed from a caterpillar before it spins a cocoon we will never get to see the beauty of a butterfly. If a gifted and talented person is not allowed to learn what they are capable of learning or to develop their talents to the fullest then they will not grow to be adults who share and contribute their BEST to our world. That will affect all of us. I've learned this through my experience as the mother of two children. I share this experience with you so that, hopefully, you will understand and realize that it takes your support to educate our gifted and talented.

We sent our children to school as bright, happy, eager to learn little people; however, they became discouraged, unhappy, unchallenged little people, crying out through their words and actions for someone to care and understand their hurt. Darkness enveloped our whole family as the words and actions of these two children became stronger. .

Our oldest child was like a little bird in a locked cage desperate to fly, capable of trying to fly, and yet, no one cared enough to unlock the cage door for her. Our youngest child had flown to school but soon had his wings clipped and shared the locked cage with his sister.

They were no longer the delightful, determined children that touched me with the sparkle in their eyes, captivated me with their smiles, or had a love for learning and adventure that had helped me to CELEBRATE my motherhood each day. Our youngest became a hotshot, defensive, "Joe Cool" type little person. It hurt all of us to see him display his hurt through such actions. He simply couldn't verbalize his feelings yet, but we encouraged both children to keep trying. One day our oldest child looked up at me with her tearful eyes and that deep rejected look that had become so much a part of her appearance, and said, "Mom I don't know if I can try anymore because I don't think you realize what you're asking me to do". I knew then that there had to be some changes made.

I ask you Mr. President, Is this what should happen to bright, happy, eager to learn little children? Should pleas for a change be met with a picture of bleak inflexibility? Should we refuse to care or understand?

When our children were placed in a regular public school classroom AND a program for gifted children they began to feel the support they needed. We saw smiles return to their faces, sparkles return to their eyes, and the words and actions began to change as they became challenged and began to approach learning in a beautiful and refreshing manner. Education for our gifted and talented children is vital to each and every one of us.

It is vital that you make support for the education of our gifted and talented people a high priority. Greater federal funding, involvement and leadership must be provided. The capabilities that lie within these people must be allowed to surface as they are one of our most valuable resources. Please don't crush these gifted and talented people before they have a chance to learn what they are capable of learning. Don't stunt their growth as they try to develop their talents to the fullest. Let them learn and grow to be adults who contribute their BEST to the world. Please don't cut the present funding for our gifted and talented. Each and every one of us need the potential and capabilities they have to offer. Make the support for the education of our gifted and talented greater than it's ever been before and our whole country will benefit. Their education will eventually have an effect on the whole world. A very positive effect. And God knows we need it!

Sincerely,

Anne G. Eckart

Anne G. Eckart

Dear House Ways and Means
Committee,

This is a strong protest
against the bill HOB 2572
from fourth graders in
the gifted program. First
of all I want to ask you
something, if you had
the gift of being gifted,
what's the use of being
gifted if you cannot
even use it? Oh sure
you think if a child is
gifted they do fine
in school, they don't
need any special tutoring
right? You think if
we're gifted we learn
easily so as long as
we're bright we'll be
fine. Dead wrong. If
we are not able to
go to our expanded
classes our minds
will rest, and get bored.

Turn
over
on
back

Soon we won't be able to make it in a gifted program again. You also think, why should we spend this money for gifted programs when we could be spending it on handicapped classes or the mentally retarded? Being handicapped has different meanings rather than being crippled or any thing else like that. Being handicapped is anything that makes you different from another person, being gifted is certainly different from most people isn't it? Also think about all those gifted teachers you'll be putting out of jobs, that means more people on the streets, we thought you wanted Turn

to solve that problem).
We are mad because
you don't think about
other peoples handicaps,
the ones like ours.
Think about it, we know
we are. We appeal to you
as the generations to
come. If you leave
us like this, our
brains hanging waiting
for action, we won't
be able to take the
jobs as the ones they
have set out for us
today. So please for
the sake of us and
many others do not pass
the bill H B 2572. We
are glad to have the
opportunity to be
gifted, we want to
hang on to it.

Turn over

Very sincerely,
Mary Ann Hudson
Amanda Davis
Rob Smith
Jill Landes
Danielle Stebbins
Brian White
Karen Freeman
Catherine Brewster
Scott Price
Sara Michael
Bobby Rutledge

HB 2572
removes the gifted
mandate from Kansas
special education
law and makes gifted
education discretionary
with school boards.
We the undersigned,
oppose this action

1 Lutrecia A. Hudson

2 Phil Hudson

3 Mary Ann Hudson

4 Amanda Davis

5 Danielle Steblins

6 Rob Smith

7 Jill Landes

8 Marilyn Kalush

9 Mrs. Debbie Sundgren

10 Brian Wilhite

11 Karen Freeman

12 Catherine Brewster

13 Scott R. Rice

14 Mr. Phil Martin

15 Jim Yankes

16 Sara Michael

over _____

ATTACHMENT 53
House Education Committee

3-27-85

House Education Committee

17 Bobby Rutledge

18 Pat Schnezberger

19 Mrs. Sue McCulland

20 Mrs. Bondurant

21 Mrs. Jenny Downs

22

23

24

25

26

27

28

29



TO WHOM THIS CONCERNS:

If the, "HB2572 removes the gifted mandate from Kansas special education law and makes gifted education discretionary with school boards", is approved, we are telling these children they are no longer "Special". Has anyone talked to these children and asked how they view this action? I challenge you to do so. They are not in this program because of mandate, they are there because of the opportunity to be challenged and work at a potential they were not allowed before. Just as our society is beginning to recognize the rights and protection needed for our children, we propose HB2572 that would set us in a course backwards.

Perhaps you don't view education as a system of opportunity or neglect. Let me point out that it is. Education is no longer just a system of mandate, it is a right. We made it that way. Just as our laws are written to protect our physical well being, we have protection for our mental well being. Can we take away this protection from the children? I think not. We must protect the opportunity these children have to work and learn at a level of their potential. Just as a learning disabled child is given that opportunity, a learning able child needs that opportunity.

No matter what level of learning we each work at, we become frustrated if we are suppressed into a slower level, or pressed into a faster level. As adults we have difficulty in dealing with this kind of frustration. Imagine the turmoil this frustration causes in a child. Maybe if you have not seen a child with this turmoil inside, you cannot imagine it. I know. You have heard of some of these children, they are a "behavior problem", have a "bad attitude", "don't seem to work to their potential", "don't seem to try", "doesn't like school", drops out. It all happens

and frustration is a key factor.

We adults didn't have the expanded opportunity in our education. We are doing O.K.? This generation can too. Is this our attitude? If it is, we are jealous, bitter or fools!

God has given this gift to these children. Nothing can take it away. We give life to a child. We as adults have power over that child. We can inflict physical, mental or social abuse or neglect on that child. For this abuse or neglect, if caught by law, we can ourselves be punished. A gifted child needs additional stimulation. There is little challenge in an ordinary classroom to meet the needs of a gifted child. Gifted means "Special". To deny the Special Education of this child means neglect. Can we put that neglect above the law?

We, as adults, have "the power", over our children.
 We, as Adults, have "the power", over our laws.
 We, as adults, have "the power", to set priorities and to set laws to govern them. We must not only be influenced by the present, but look strongly to the future. As we look to the future we know we must look to our children and grandchildren as that future.

How can we deny any child the opportunity to grow and work at their maximum potential? How can we suppress the potential of our future? How can we look at these children and say you're Special but try not to show it, keep it inside and just "go with the flow".

We, as adults, have "the power". We, the power, give too little to the importance of those we have power over. We cannot begin to sacrifice the lambs in hope for gold. History has shown this exchange has never turned a profit.

We have a responsibility to use our power in providing sound governing laws protecting the rights of these children to reach whatever potential they have been given.

We must fight HB2572.

Suppressing the children represses our future.

PLEASE VOTE AGAINST HB2572.

Lutrecia A. Hudson

Lutrecia A. Hudson
1409 E. Sheridan
Olathe, Ks. 66062

March 25, 1985

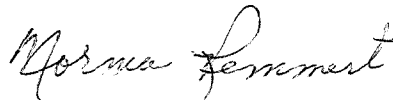
TO WHOM IT MAY CONCERN:

Our daughter has been in the gifted program of the Olathe District Schools for several years. What a wonderful opportunity this has been for her! We feel the skills she has learned and developed have made a vital difference in her life. She has learned such important things as independent study skills, organization, planning, meeting goals and deadlines, and most importantly, self-discipline.

Although she is intelligent and has much to offer, she could never develop to her full potential or overcome her weaknesses without the special help she has received through the gifted program. We feel her participation in the program has not only helped her to become a more productive, well-adjusted individual, but has had some additional benefits such as helping her with career decisions by affording her the opportunity to explore various areas of interest. She will also be able to meet some of her curriculum requirements at an accelerated rate through the gifted program.

We are so impressed with the gifted program we sincerely wish every student could have the opportunity to be a part of it. While we realize that special education programs are expensive, we do not feel that something so important to a child's future should be measured monetarily. We hope you will carefully weigh all aspects and consider the consequences that discontinuance of such a program would have on these "special" students.

Sincerely,



Norma Remmert
604 Edgemere
Olathe, Kansas 66061

ATTACHMENT 55

3-27-85

House Education Committee

2128 E. 144th St.
Olathe, KS. 66062
March 26, 1985

The Honorable Don Crumbaker

HOUSE EDUCATION COMMITTEE
House of Representatives
Statehouse
Topeka, KS. 66612

Dear Committee Members,

What's in a forest? Trees.

My gifted daughter, Becky, missed that question on a test. Her answer was bears, squirrels, rabbits and mice. She could see the forest. She couldn't see the trees.

Becky needs special education. And I feel she has a right to it. That's why I oppose HB 2572. Passing this bill would have a chilling effect on gifted education in Kansas.

Being gifted may seem to bestow great advantage on a child. But giftedness can handicap a student as surely as a learning disability. Problems associated with giftedness include emotional difficulties, disruptive behavior, lack of social adjustment, under-achievement and wasted potential.

Gifted students see things from different perspectives. Obvious answers often elude them. They aren't just bored in a normal classroom. They often feel frustrated.

When Becky's class is learning about the values of nickels, dimes and quarters, Becky wonders who decides whose pictures appear on the coins. When the class is learning to spell the days of the week, Becky wants to know how the days got their names. When another student sticks out his tongue at her, Becky asks, "How far down in your throat does your tongue go?"

A busy classroom teacher doesn't have time to help her find answers. Without special education to offer her independent study skills, Becky's creativity and quest for knowledge would be stifled.

Gifted programs help children develop talents and deal with their giftedness socially and emotionally as well as academically. Don't let local school boards remove gifted programs from Kansas schools.

Please vote against HB 2572 so our gifted children can continue to see the forest and the trees.

Sincerely,

Mary Lane Kamberg
Mary Lane Kamberg

TONY

by Kaye Starbird

Tony's drying dishes and cleaning out the hall,
And all he did was use the phone to make a friendly call.

For Tony's being punished (which happens more and more)
Because he's only four years old and much too smart for four.
A case of what I mean is this: his parents thought it prattle
When Tony asked if he could phone his uncle in Seattle.
So Tony's parents answered, "sure," only to check too late
And find he'd talked from coast to coast for fifty minutes straight,
Which started Tony hollering. He wasn't fresh or bad,
He'd asked to call Seattle, and they let him, and he had.

Tony's in the corner upon the Naughty Stool,
All because he tried to do the work in nursery school.
When Tony tired of coloring, to vary his routine
Miss Keith, his teacher, had him make a bowl of plasticine.
But even though he made the bowl, Miss Keith looked fierce and smitten
To note that on the back of it MADE IN JAPAN was written
And since it didn't seem to help when Tony told Miss Keith
He only wrote what all cheap bowls had written underneath ...
Not really liking fierceness much, he took a pencil WHOOM
And fired it in a rubber band across the silent room.

Tony's in the corner where he's been sent again
Because — at four — he reads and writes like someone nine or ten.

Upset about the Bowl Affair, Miss Keith — appearing grimmer
Decided Tony might enjoy a lovely first-grade primer.
The trouble was that later on when she was less forbidding
And asked if Tony liked the book, he answered: "Are you kidding?"
'My dog can run. My ball is fun. My kitten is a pet.
See Mother cook. See Baby look.' How boring can you get?"
And just to warn some future child the story wasn't bearable,

He scribbled on the title page: "Don't read this book. It's terrible."
Since Tony, what with this and that, was no example-setter,
The teacher said to stay at home until he acted better,
Which didn't bother Tony much, for what could be forlorn
Than spending half your waking hours restricted to a corner?

So now he's sweeping sidewalks and beating scatter rugs,
And though he keeps his mind alert by watching birds and bugs,
He's sick of being punished (which happens more and more),
Because he's only four years old and much too smart for four.
He's sick of how his mother says in accents sad and moany
"He's brilliant, but I don't know what
We'll ever do with Tony.

(Quoted from *The Gifted Pupil*, California State Department of
Education Newsletter Summer, 1977, Volume IX, No.1 via *The Gifted
Child Quarterly*)

Tribal Tale February 1979

March 25, 1985

TO: Members of the Education Committee,
Kansas House of Representatives

FROM: Teresa Droste
Secondary Key Teacher/Gifted Education U.S.D. 443

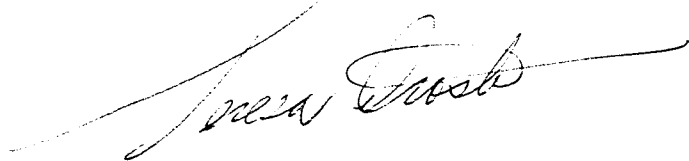
I have just been informed that Bill #2572 has been set for a hearing on Wednesday. This bill removes gifted education from the special education mandate.

I have been working with gifted students for the past two years, and continuously realize the need for such programs. It is amazing you can see a need for programs to help those with learning disabilities, mental retardation, etc., and are unable to see that highly able students are just as disadvantaged by current programs.

I'm curious as to how we can achieve excellence in education without challenging these most talented youths. Most teachers have not been trained to understand and teach either the very high or the very low students in the regular classroom. The mandate is vital to keep the impetus going to improve teaching techniques of individualization and thinking skills to all students.

Perhaps, at some future point, our educational system will improve enough to provide a challenge to each student at his/her level. That is not the current situation. Many gifted students are still forced to sit through years of review which reduces their potential. If quality education is indeed a legislative goal and not just propoganda, it is impossible to deny these students the opportunity to develop to the top of their potential. Most programs offered now are directly due to the mandate. If the mandate is removed, the programs will go, too.

You may be thinking that I'm interested in my job security and that is my great concern. You would be incorrect. I would be glad to go back to regular classroom teaching if I felt that the needs of these students were being met. They are not! So, I am working with them individually and I am working with their teachers to develop programs that will challenge them and enable them to function as the creative, productive adults that our society so badly needs.



To Rep. Harper:

I am writing because of the bill to remove the Gifted Program from schools. Why do you want to do this? All of us, who are in the Gifted Program at Fort Scott Middle School, really enjoy the class. We learn things here that we probably wouldn't in any other class. Take poetry, for example, or Mythology. And what about expressing our views (which maybe more developed than our peers)? Adults always seem to drown us out, and were the ones going to ^{have} something very important to us taken away.

I know that I may not be very old, but I am old enough to know what I want. I also know that the four others in my group want it, too. Not to mention the older and younger groups here.

I hope you will vote against this bill

Sincerely,

Alicia Jamow (7th G.P.)

SANFORD RADOM, M.D.

Route 1 Box 205 B

FORT SCOTT, KANSAS 66701

Phone (316) 223-6829

March 26, 1984

The Honorable Richard Harper
House of Representatives
Statehouse
Topeka, Ks. 66612

Dear Sir:

I was very disturbed and disappointed when I read the recent (3-21-85) note from the House of Representatives concerning the introduction of HB 2572. I feel that should such a bill be passed, it would be extremely detrimental to our educational system. My children have been involved in the gifted program throughout their school years. This involvement has always been an extremely important part of their education. The program has served as a catalyst for them to become involved in independent studies, something which I feel would not have happened without the gifted program. It is my feeling that HB 2572 should be defeated and I urge you to vote against it.

Very truly yours -

Sanford Radom

March 26, 1985

Dear House Education Committee,

My name is Jana Ekbaugh and I am a gifted student attending Fort Scott Middle School. When I moved to Fort Scott, I was happy to see that they had a strong gifted program. Please help it stay that way! Vote against HB 2572.

To some, it seems as though the gifted student needs no extra help or special class, but if the student does not learn to use his gift, it could go on unnoticed, or wasted. Please think of us, the students, instead of only the money as you vote Wednesday. Once again, I urge you to vote against HB 2572.

Thank you.

Sincerely,
Jana Ekbaugh

March 26, 1985

Dear House Education Committee,

My name is James Tulbach and I am a gifted student at Fort Scott Middle School. When I moved to Fort Scott, I was happy to see that they had a good gifted program set up. Please help by voting against HB-2572.

I am gifted and have a talent, but it will do me no good unless I am able to use that talent to its fullest ability. By cutting funds for gifted, you are depriving me of a full education. So I ask you to think of me and the other thousands of students and not the money.

Sincerely,
James Tulbach
Fort Scott Middle School

Dear House Education Committee Members:

I am writing in reference to the bill HB 2572. This bill, which you are currently considering, would take away the gifted mandate from Kansas special education law. I encourage and plead to you not to pass this law. If it were passed, the thousands of Kansas gifted students would be deprived of the advanced education they have a right to experience as guaranteed by the Constitution of the United States. Please do not take this right away from us.

I am a member of the gifted class and have been for five years, and it has been a major part of my education. Please do not deprive us.

Sincerely,

Jeff McConnell

Jeff McConnell,
Eighth Grade Gifted Student
Fort Scott Middle School

ATTACHMENT 62

3-27-85

House Education Committee

Dear House Education Committee:

As a member of the gifted program in Fort Scott, I would like to share with you the advantages of the gifted program. This program promotes creativity which the gifted student may not experience in the normal classroom. It also develops logical thinking and research skills which we will use as long as we live.

By cutting off the aid for the gifted program, you are not giving us a chance to live life at its fullest which is stressed in the article, "A Nation at Risk."

Please vote against HB 2572 and let the gifted children have the chance to reach their potential.

Sincerely,
Michelle Smith
Fort Scott Middle
School

Dear: House Education Committee:

I am a gifted student at Fort Scott Middle School. I feel that this school has a very strong gifted program. I hope you see the importance of keeping our gifted program in Kansas. Please vote against HB 2572.

I feel that we need to exercise our gift or it will soon not be a gift anymore. The gifted class is a very strong and successful way of doing that. Please find other ways of cutting the expenses. I think of the students as you vote Wednesday.

Sincerely,
Tom Delkins

March 26, 1985

Dear House Education Committee,

My name is Doug Mahmben and I am in the eighth grade gifted program at Fort Scott Middle School.

I feel that the kids in the gifted program here really enjoy it, so please vote against HB 2572.

Many people don't think that the gifted person is special in anyway. Many people are gifted, but since their schools don't have this program, they go unnoticed and may soon lose this gift.

On Wednesday please vote against HB 2572. Please remember us, the kids in the program, not just the money. Thank you.

Sincerely,
Doug Mahmben

March 24, 1985

House Education Committee

I am writing to you in reference to the bill HB 2572 to remove the gifted mandate from the Kansas special education law.

As parents of a child who is a part of the gifted program we do not want to see the mandate lifted. These special classes have helped to make our son feel challenged in school.

Most teachers are so busy keeping up with large classes that they don't have the time to really challenge a gifted student. School soon becomes boring and we as parents get called in because our children talk too much.



Our son is an "A" student, not because he spends a lot of time studying, but because it all comes easy for him. If it wasn't for a gifted program making him think he probably would be unprepared for college because he'd never be pushed.

We have a four year old daughter who is already writing her alphabet, reading some words, counting to 50 fluently, familiar with all colors and learning to tell time.

She has a year and a half yet before she will start school. I hope that when she starts school a gifted program will be there to encourage her while others are still learning the above basics.

Please do not cancel the gifted mandate

Gary + Cheryl Clingman

1808 Richards Rd

Fort Scott, Kansas 66701

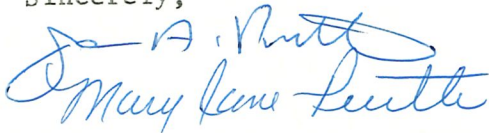
316-223-3122

March 25, 1985

Attn: House Education Committee

It is our desire that you vote against HB2572. The gifted education program should continue to be mandated by the State of Kansas.

Sincerely,

Handwritten signatures of James A. Purtle and Mary Jane Purtle in blue ink.

James A. & Mary Jane Purtle
702 S. Crawford
Fort Scott, Kansas 66701

Fort Scott Middle School

412 South National

Fort Scott, Kansas 66701

(316) 223-3262

DALE E. HAMMONS, Principal

BILL SAILORS, Asst. Principal



House Education Committee
State of Kansas Statehouse
Topeka, Kansas 66612

Subject: Gifted Education Program

To: Committee Members

I have been advised that the education committee is considering the elimination of the gifted mandate from Kansas special education law and makes gifted education discretionary with school boards.

I feel that this is a mistake and gifted education will suffer. Gifted education has made a big difference in the lives of many of our students at this school. These children are different and in need of this program. Regular programs for the majority of our students do not meet the requirements of these gifted children.

Most other states have this requirement and this would put us farther down the list in the rankings of the other states.

Sincerely,

A handwritten signature in cursive script that reads "Dale E. Hammons".

Dale E. Hammons
Principal

ATTACHMENT 68

3-27-85

House Education Committee

Darrel D. & Janice L. Barr
406 W. 8th.
Fort Scott, Ks. 66701

House Education Committee
RE: Bill # HB2572

March 26, 1985

We, as parents of child presently participating in a "Gifted" program, would like to encourage you to support the Gifted Mandate and vote against Bill #HB2572 which would do away with the state supported "Gifted" program in our public schools.

It is our understanding that there is a need to trim the Special Education budget by approximately 3.8 million dollars, however, we feel that the "Gifted" program is every bit as necessary as any other form of Special Education. Many school districts would find it economically taxing to support such a program on it's own.

We totally support the need for Special Education in our schools, not only for those with physical and mental handicaps, but for those at the other end of the spectrum, whose needs are often over-looked. A "Gifted" child often has problems adjusting to the traditional classroom atmosphere. Often they become bored, unchallenged. Statistics show many drop-outs to be what is considered "Gifted" level. This program allows the school, the child, and we parents, working together, to direct the course of study for these children. It teaches them to use their abilities and most of all to THINK. It also helps them learn to deal emotionally with their special problems. The bottom line being--the "Gifted" program helps to bring out the highest potential in our children. As they say, "A mind is a terrible thing to waste."

We urge you to vote NO on Bill #HD2572. Support the Gifted Mandate.

Sincerely,

Darrel D. & Janice L. Barr

3-26-85

Honorable Richard Harper
House of Representatives
Statehouse
Topeka, Kansas, 66612

Dear Richard,

Pat and I have 3 children in the gifted program at Fort Scott. I feel that it is making the difference between just going to school and realizing their full potential. I believe we have an obligation to support the full spectrum of special needs in education. It would be a shame to terminate such a vital program. I urge you to vote against HB 2572

Sincerely,
Larry Jones
742 National
Ft. Scott

Wings The Children's Day School

March 26, 1985

The Honorable Richard Harper
House of Representatives
Statehouse
Ropeka, Kansas 66612

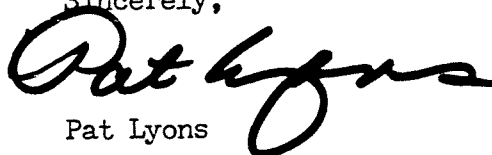
Dear Richard,

In the past three years I watched as a little boy called 'slow poke', 'day dreamer', 'immature', and 'slower than average' became successful, working to potential, and career oriented. The difference was made in elementary school when U-234 implemented gifted education. My son Joe's teacher recommended that he be tested by the psychologist. In a short time my husband and I were astonished that our child was exceptional in many ways and the labels he had earned were incorrect. Our 'slow poke' is highly creative, very intelligent, excels in vocabulary and reading comprehension, and is very mature. In the regular classroom the signs were there but misread; the day dreamer spent time developing story lines and plots when challenged by a one page story; the slow poke drew and colored elaborate designs when a picture of his house could have been a square with a triangle on top; copying lines from the board was painfully slow as the 'immature' child struggled with eye hand coordination and hands that worked slowly in fine motor activities. Working with Pennie Province, gifted facilitator, Joe gained confidence in himself, found a place where his creativity in art, ideas, and design were appreciated not only by Pennie but by his peers. No longer 'weird' his abilities and talents were explained and allowed to develop. Working with Joe's classroom teachers, our gifted education program facilitators help to accomodate both his abilities and disabilities. Moving into high school, Karen Hedges continues to guide and encourage Joe as he learns to use his gifts and manage his disabilities. Without question Joe was destined to particate in special education, without the availability of education for gifted children his future was at risk. In gifted education Joe has learned that different is not bad, that other people his age think like he does, and that there is value to new and novel ideas.

Currently there are three of the Lyons' children participating in gifted education in Fort Scott. Our daughter, now a junior in high school, has discovered a creative side to herself that she never knew. By participating in exercises and projects that encouraged discovery she has found new potential and amazing inner confidence. Preecia treasures the few hours in I.I. where anything you say is understood and accepted by peers, where her problems and aspirations are shared. In kindergarten, Bennett participates in Mrs. Province's class twice a week, learning to read and developing his extraordinary abilities in math.

My professional background is in special education: my work was in speech therapy working with children with cerebral palsy, children with learning disabilities, children with very low intelligence. As a parent participant on our Special Education Board I support all areas of special education. It is unrealistic that the classroom teacher can educate to potential all children in a particular age group, hence Special Education was born. The availability of education for all children with special needs is critical. Is the child with exceptional talent and intelligence any less important than his classmate with dyslexia? Can we deny the intellectual the opportunity to stretch his mind in a special class any more than denying the child with aphasia a special class in speech? Special education for all children is essential, Richard, you must vote AGAINST HB 2572.

Sincerely,

A handwritten signature in black ink that reads "Pat Lyons". The signature is written in a cursive, flowing style with a large, prominent initial "P".

Pat Lyons

To Rep. Harper:

I am writing because of the bill to remove the Gifted Program from schools. Why do you want to do this? All of us, who are in the Gifted Program at Fort Scott Middle School, really enjoy the class. We learn things here that we probably wouldn't in any other class. Take poetry, for example, or Mythology. And what about expressing our views (which maybe more developed than our peers)? Adults always seem to drown us out, and were the ones going to ^{have} something very important to us taken away.

I know that I may not be very old, but I am old enough to know what I want. I also know that the few others in my group want it, too. Not to mention the older and younger groups here.

I hope you will vote against this bill

Sincerely,

Alvinia Zamora (7th G.P.)

To Richard Harper,

We are writing in regards to Bill HB 2572. We think it would be a grave mistake to remove the gifted program from the Kansas Special Education law. We have a daughter who has been in the gifted program for four years both in grade school & middle school. We feel she has benefited greatly from this program. She enjoys the special projects & extra challenge this program provides. We would appreciate it if you would vote against bill HB 2572.

Sincerely Yours,
Tom & Roxalie Zamzow
760 So. Clark
Ft. Scott, Ks. 66701

March 25, 1985

Honorable Richard Harper,

This letter is a follow up of my phone call to Don Crambalk's office today about HB 2572 before the committee he chairs.

I wish to express my concern about HB 2572 which is scheduled before the House Education Committee at 3:30 P.M. on Wednesday, March 27, 1985, in Room 519-S, Statehouse.

The removal of the mandate for gifted education would be a real blow. Gifted Education has been a real blessing for our son, Mike Hiron in the 234 district.

One group of students who are different and have special needs beyond the regular classroom, should not be singled out. We had no gifted program in our district until it was mandated, and some districts will surely lose it if the mandate is removed. Please talk to your fellow congressman and tell him HB 2572 in the Education Committee.

Sincerely Yours,
Robert E. Hiron
Fort Scott, Mo 66701

March 26, 1985

House Education Committee
House of Representatives
Topeka, Kansas

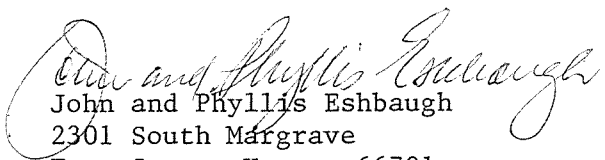
Gentlemen/Mesdames:

We are the parents of two children who have been identified as gifted and placed in gifted educational programs. We are fortunate that our children have been able to participate in these programs as regular classroom situations often do not provide challenge and stimulation for the gifted child.

Our children have participated in gifted programs in two different school districts and we are firm believers that the gifted program is a viable and integral part of the educational process in the State of Kansas. Perhaps the greatest benefit of the gifted education program has been for our children to accept and feel good about their abilities and talents and not be intimidated by other students.

We respectfully request that your committee vote against HB 2572 as passage of this Bill would result in a great disservice to education and the gifted children in the State of Kansas.

Sincerely,


John and Phyllis Eshbaugh
2301 South Margrave
Fort Scott, Kansas 66701

3-26-85

Honorable Richard Harper,

I am writing this to ask you to vote "NO" on HB 2572. I have a 16 yr. old boy in the gifted program at Ft. Scott High School. He has been in this program for 4 years. He thoroughly enjoys the class because of the stimulation for thinking and using his mind.

Allow me to brag a little and tell you that our son is in the 97th percentile for students his age. He has an IQ of 140. This program has made him use his talents and develop them in ways that ordinary classroom work would not.

As the television commercial states "a mind is a terrible thing to waste". Why let students with the ability to do more waste away in the classroom.

Mike has had the opportunity to study solar energy, robotics, and the nuclear arms race. Who's to say that one of these students won't come up with an answer to many of the world's problems.

As parents of a gifted child, we are asking you to please vote "NO" on HB 2572.

Thank you for your time and representation

M. & Mrs. Raymond Barker
924 Osburn
Ft. Scott, Kansas

Dear House Education committee:

I would like to encourage you to vote against HB 2572; introduced on Wednesday, March 20, 1985, by the House Ways and Means committee.

I believe that it is vital that we retain the gifted mandate. I, as a gifted student, feel that this program has made a significant change in my education and my life.

The gifted program in Fort Scott began in the fall of 1980. Since then it has been continually improving for the good of the gifted student.

As a member of this program I have experienced many things that I otherwise would not have. I also have been encouraged to use my creativity both in the classroom and outside of it.

Many people do not think of being gifted as having a learning disability, but if these children are not allowed to use their gift to the maximum potential, this could result in boredom in the classroom;

therefore indirectly increasing the high school dropout rate.

Many famous intellectual people were identified in school as low achievers and were called, "hopeless, stupid, unfit, and failures".

Einstein did not speak until he was four years old. Isaac Newton did poorly in grade school. Thomas Edison's teachers said he was, "too stupid to learn". Walt Disney was told that he had, "no good ideas". Winston Churchill failed the sixth grade.

These are just a few of the creative and imaginative people who were not identified as being gifted until later in life. They took it upon themselves to prove their abilities. With the aid of the gifted program, early screening is possible; thus avoiding some of the problems that gifted students may incur.

As a student who is presently participating in the program, I urge you to vote against HB 2572 so that

future students can receive the benefits
that I have had.

Sincerely,

Tricia Barr

Fort Scott Senior High School

10th and Main
Fort Scott, Kansas 66701-2697
(316) 223-0600

JIM LENTZ, Principal

DON NELSON, Asst. Principal



March 26, 1985

Gifted Hearing
House Education Committee
Kansas State Legislature

To Whom it May Concern:

This letter is to encourage continued state support of the Gifted Program.

The Gifted Program serves a special group of students, the best and brightest, in our public schools.

With our emphasis on excellence, what better place to put tax dollars than with a program designed to help the best be better.

Again we urge your continued support

Sincerely,

A handwritten signature in blue ink that reads 'Jim Lentz'. The signature is written in a cursive style.

Jim Lentz
Principal

cg

ATTACHMENT 78

3-27-85

House Education Committee

March 26, 1985

House Education Committee

As parents of a young man involved in the gifted program we urge you to vote against HB 2572.

At an early age our son was tested for a learning problem in school only to find he was gifted and could not be helped. At that time there was a program for children with learning problems but nothing for gifted children. Later when the gifted program was introduced he became a student in the program. We have watched a very insecure boy who felt he could not achieve and felt little self worth turn into a young man still a little insecure but feeling his worth and already planning a career. I feel this would not be happening if it were not for the teachers he has had

in the gifted program. They have helped him through friendship and stern guidance.

The gifted child has special needs. We believe if this program is not available for others like him we will all lose.

Please vote no HB 2572.

Sincerely

Ann Wheeler
At. Scott, Ar.

March 26, 1988

House Education Committee

As parents of a young man involved in the gifted program we urge you to vote against HB 2572.

At an early age our son was tested for a learning problem in school only to find he was gifted and could not be helped. At that time there was a program for children with learning problems but nothing for gifted children. Later when the gifted program was introduced he became a student in the program. We have watched a very insecure boy who felt he could not achieve and felt little self worth turn into a young man still a little insecure but feeling his worth and already planning a career. I feel this would not be happening if it were not for the teachers he has had

Fort Scott Middle School

412 South National
Fort Scott, Kansas 66701
(316) 223-3262

DALE E. HAMMONS, Principal

BILL SAILORS, Asst. Principal



3-26-85

I am very concerned about the possibility of your not funding, or reducing funds, for gifted education. As a classroom teacher, I feel this is an area we are just now beginning to reach! These are the students who should be able to solve the problems the world faces, but they need help. There are many reasons gifted is under special education as I'm sure you're aware.

Regular classrooms cannot fully meet the needs of these children. Local budgets will not be able to fund this program. Please consider carefully before removing the help these students are receiving.

Sincerely,
Susan Foster

House Education Committee,

I believe that you would be making a big mistake by passing H.B. 2572. It would deprive many children of learning beyond the point of regular classes. Many districts would not continue gifted programs if they were not state funded. I strongly encourage you not to pass H.B. 2572.

Sincerely,
Tom Billionis
8th grade Gifted
student

Dear Members of the Education Committee:
I am writing you because you are thinking of not making Gifted Education mandatory. I have enjoyed Gifted Education very much. It has helped me cope with difficult problems on tests and on decisions in life. This is my fourth year of Gifted Education. I learn more and more each year and get to like it more and more each time.

Please don't make people who have potential suffer. Vote against HB 2572.

Sincerely,

Mike Heron
8th Grade Gifted Student
St. Scott, Kansas

House Education committee:

I have been in the gifted program for four years now. Before I started this class I was never very self confident. Now I can make decisions for myself much more easily. If you remove the gifted program from the state, many students will suffer. For this reason I urge you to vote against HB 2572.

Sincerely,

Rex Wheeler eight grade gifted student, Ft. Scott Ks.

Dear House Education Committee,

I am a student at the Middle School in Fort Scott, Kansas and I belong to the gifted program there and I was just writing to tell you that you are all deciding on this HB 2572 issue but you haven't stopped to think that it's us you are taking the program away from and now it's our turn to tell you what we think!

We all like this program and if we wouldn't ever be going - it's not required you know - but we are going and that's what counts! Now if no-one was going it would be different. We like this program because we can discuss and exchange our ideas with other people. You can also be who you want to be, you can be yourself and not the perfect little robot dummy that sits in class and says "yes ma'am", "no ma'am". Please, we are not robots we are people and we need to

Learn and that's what is
important right? Developed
minds and developed skills?
Now what do you think? Is
it really worth all the trouble?
we want to learn and succeed,
please help us!

Sincerely,

Arqaj

L. Purje
(7th G. P.)

3/25/85

Mr. Cumber

I am addressing you on the issue of the gifted students program. I feel that the program is a worthwhile program. Without this program I would be bored.

I feel that the continuation of this program is vital. Without this program some kids would quit trying and some might drop out. I am asking that you will support the gifted funding so that this doesn't happen.

Sincerely,
Bennett Gibbons
8th grade GTC
Derby Middle School

Rec'd
3-26-85

Jill Krebs
RR 2 Box 61B
McLouth, KS 66054

March 25, 1985

The Honorable Don Crumbaker
House of Representatives
Statehouse
Topeka, KS 66612

Dear Rep. Crumbaker,

Please support the programs for gifted education in our schools by voting against H.B. 2572.

We are parents of a child in the gifted program and my husband is a high school math and computer teacher who works closely with the gifted program. We have seen that the gifted program is extremely beneficial to our most able students. In the gifted program they have the opportunity to learn with the initiative and speed of which they are capable.

Our son meets only 1 1/2 hours per week in his gifted class, yet the projects and expectations developed there carry over into his other classroom work. He feels that he can take the regular classroom work farther, and he contributes ideas and work that exceed the normal expectations.

In our small high school, which

doesn't have the staff to provide the diversity of courses the larger schools do, the gifted program gives the best students the opportunity to learn about a broader range of subjects, at a faster pace, with more emphasis on independent learning. These students will be some of our most capable leaders in the future, and the gifted program gives them the opportunity to excel that is often not provided for them in the regular classroom.

The gifted program exists in order to provide a challenging education for our brightest students, and their minds and abilities are one of our nation's greatest resources.

The gifted program is an investment in them that will pay back society in the future. Please continue to support this program.

Sincerely,

Jill Krebs

Please distribute copies of this letter to all the members of the House Education Committee.



WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208

PHONE 316-689-3325

COLLEGE OF EDUCATION

box 123

March 22, 1985

*Recd
3-25-85*

To: Members of the House Education Committee
From: Myrliss Hershey Ph.D.

Please be advised that in the opinion of many special educators across the country Kansas has been viewed as a particularly enlightened state because of its support for our nation's most precious natural resource-- our gifted and talented children. I suggest that those who would vote for HB 2572 will support a position that discriminates against our state's finest minds. To remove the gifted mandate from Kansas special education law would set back the educational clock and undo years of groundbreaking work that is yet to bear fruit. While many programs are still undergoing "birth pains", there is ample evidence to show the positive effects of the gifted mandate.

Before you cast your vote, I hope you will consider a basic tenet of democracy: There is nothing as unequal as the equal treatment of the unequal. Research has shown that gifted students are often among the most retarded for they are capable of achieving far beyond the level of academic work related to grade level placement. They NEED special education as much as those who have needs based on deviation from the norm because of mental handicaps.

I trust you will vote gifted!

Sincerely,

A handwritten signature in cursive script that reads "Myrliss Hershey".

Myrliss Hershey, Ph.D.
Associate Professor

Rec'd
3-26-85

1116 S. Hickory
Ottawa, KS 66067
March 24, 1985

Dear Chairman Crumbaker, Vice-Chairman Apt, and members of the
House Education Committee;

I am writing to you in reference to HB2572, introduced last week, which, if passed, would remove the gifted education mandate from Kansas' special education law and make gifted education discretionary with local school boards. I urge you strogly to vote NO on this bill, for reasons stated below.

First I would like to share my view of the purpose of education. I hold a very deep-seated belief that the job of public education and educators, as well as parents, is to help each child progress as far as possible toward the goal of achieving his or her God-given potential to be a valuable, fully-functioning member of the human race. To me it is unacceptable to view the task of education as simply to help a child master a basic minimum of skills.

TO WASTE A MIND IS A TERRIBLE THING! As legislative leaders and civic-minded public servants you, even more than the general public, should recognize the importance of providing the proper environment for the development of the minds and abilities of the potential leaders of future generations--not only governmental leaders, but also scientists, lawyers, doctors, religious and moral and ethical leaders, teachers, businessmen etc.

It has been estimated that at least 25% of high school drop-outs in past decades (before gifted education was instituted) were youths who would have tested in the gifted range of intellectual ability, had there been such testing. Many intellectually gifted students have dropped out or turned to drugs for excitement, due to boredom arising from the lack of intellectual challenge in their lives.

I realize that you and other supporters of this bill aren't necessarily trying to discourage gifted education, but rather to return it to local districts for individual decisions. However, in many--if not most--school districts the major criterion influencing decisions on programs not mandated is cost. Since a gifted program demands some money, time etc., most are likely to drop it. There are not enough parents and teachers of the gifted or informed members of the general public to successfully counteract such moves. Does this mean gifted education should be cut off? NO, NO, NO! If so, mediocrity would most often have full reign over all aspects of our lives in the future. As elected and appointed guardians

of our children's education, I believe you have a moral and ethical mandate that transcends monetary, convenience, and even public opinion issues to prevent this backward step in the education of the future leaders of Kansas.

As a trained teacher (B.S. in Education from Boston University; currently teaching pre-school) I am highly aware there is little or no way a regular classroom teacher of 20 to 30 pupils can even hope to meet the individual, and very different from the norm, learning needs of children who test out at either end of the IQ spectrum, even if he or she has the desire or ability to do so. In my experience many have neither! The common thing is to teach to the norm or average intellectual ability level of the class, insuring that a fairly large number of children attain at least some basic knowledge and skills. Meanwhile the gifted child has often already mastered the subject area before the teacher begins and needs only minimal practice at it, so his time is wasted and his mind does not grow.

As the parent of two boys in the Ottawa Middle High Lyceum (gifted) program, I have personally witnessed the benefits of gifted education. One of our boys finds his regular classes boring and consequently is often not motivated to do his best. The activities at Lyceum not only challenge and motivate him in special areas of his interests, but also involve higher level work in regular subject areas. In addition it seems to prevent him from giving up on school altogether. Some might suggest advancement in grade as a solution, but both of our boys have already been advanced. Their social and emotional growth has only kept pace with their age, not grade, level, which can present serious drawbacks for them and others.

Our other son is highly motivated to do his best in all areas. Although he enjoys his regular classes, he says they rarely challenge him, but Lyceum regularly does. It is especially helpful that there are no grades assigned to projects worked on there. This allows them the freedom to experiment with unconventional ideas, take risks etc.-- to carry an idea as far as their minds can imagine and resources permit, without having to worry about failure, others' opinions, or grades.

In conclusion, therefore, to leave the matter of gifted education in local hands is almost certain to guarantee that gifted students will come nowhere near achieving their potential, and may even become bored and drop out of society as well as school. Witness the large number of dropout who turn to crime for thrills or challenge. I wonder also what percentage of the increasing number of teenage suicide victims were gifted (or would have been, if tested)?

Sincerely,

Louise S. Nelson

R.R.#3, Box 44
Ottawa, Kansas
March 24, 1985

*Need
3-26-85*

House Education Committee
Statehouse
Topeka, Kansas 66612

The Honorable Don Crumbaker and all members of the House Education Committee:

As a regular classroom teacher and the parent of a gifted child, I am concerned over the proposed HB2572 which would remove the gifted mandate from Kansas special education law and leave the program up to the discretion of the local school districts, I fear that dollars and cents will prevail over what is best and needed for the children.

Professionally, as a first grade teacher who has had gifted children in my classroom, I feel that these special children need and deserve more than they get in the regular classroom. Granted, they do well in the academic area, but, because of that, they often become bored with the everyday work and need to be challenged in more ways than a regular classroom teacher can possibly provide. Hence the need for a gifted program.

As a parent of an identified gifted child, I am distressed that the leaders of this state would put such a low value on the education of the potential leaders of the next generation that they would even consider the removal of the gifted program from state mandate. These children are as special as learning disabled children and also have very special needs that are not always understood by everyone. Thus the need for a gifted program that will enrich the standard curriculum and encourage them to make the most of their potential.

I urge you to vote NO on HB2572.

Sincerely,

Lynda Alderman

Lynda Alderman

Hayes
601 Fairview
Newton, KS
67114

Recd
3-26-85

March 25, 1985

Dear Madam:
Dear Sir:

I am writing in reference to the discussion of continuing the state mandated Gifted Education Program. The loss of these programs would be a great loss to our state and nation. Educating these students to the fullest extent should be a priority for it is through these highly talented and motivated youth that our nation will be able to solve its greatest problems.

As parents of one of these exceptional children we have seen how much the program here in Newton has meant to his progress. We have tried to provide him with other stimuli and experiences out side of his schoolwork. To keep him interested and motivated in his work at school, the Extended Learning Program is essential. The program in our school is set up to benefit not only the highly gifted but also a good number of students that do not qualify for the program itself.

There are many children who will be affected by removing the mandated programs. Ultimately such a loss will be felt by all of us as a nation.

I hope you will study this question carefully and be aware of how far reaching a decision made today will be for our future and the future of our brightest and most promising youth.

Thank you.

Sincerely,

Mr. & Mrs. Robert Hayes

ATTACHMENT 90 3-27-85
House Education Committee

ADRIAN & EPP
ATTORNEYS AT LAW
SUITE 300
OLD MILL PLAZA
NEWTON, KANSAS 67114
316 283-8746

*Recd
3-26-85*

THOMAS A. ADRIAN
E. LAVERNE EPP
RANDALL J. PANKRATZ

HESSTON OFFICE
105 NORTH MAIN
HESSTON, KANSAS 67062
316 327-2389

March 25, 1985

House Education Committee
State Capital Building
Topeka, Kansas 66612

Dear Mr. Crumbaker and Committee Members:

As parents of an identified gifted daughter, we are concerned and interested in the future of gifted education in Kansas. Kansas has been progressive in its provisions for gifted education. Kansas has been committed to meeting the needs of the gifted and talented students in the state. To remove the gifted mandate from the Kansas Special Education law as proposed in HB 2572 would close the door on one of Kansas' most precious natural resources - the gifted and talented students. These students need special education.

Please consider the many positive effects of the gifted mandate and vote against HB 2572. Don't take away this important program from our state's finest minds.

Sincerely,

Tom & Ann Adrian

Tom and Ann Adrian

/bf

ATTACHMENT 91

3-27-85

House Education Committee

1725 West Purd
El Dorado, Ke. 67042
March 25, 1985

House Education Committee
Kansas State Capitol
Topeka, Ke. 66612

Rec'd
3-26-85

Dear Representative Cumbaker:

As a parent, grandparent, and educator, I question the wisdom of House Bill 2572, which discriminates against gifted students. Certainly these students differ from the norm, and their needs often are not met within the regular classroom. This is especially true of the small towns and rural areas where honors classes, independent study, and advanced programs are rarely offered.

These times call for strengthening education. Thus HB-2572 seems ill-advised. Please reject it.

Sincerely,
Dr. Norma Pearce

Dear Sir or Madam, ^{Recd 3-26-85} Mar 22, '85

I like the gifted program.

And I speak for others as well as myself.

I am in the gifted program, and school would not seem the same without it.

The gifted program is a very important part of my daily life. And I really, really, really like it.

So I just wanted you to know I would not like it if you took it away.

I just wanted to express my feeling. Thank you for your time

Sincerely,
John M. Herbert ^{Cover}

P.S. I hope you change your mind about taking away the gifted program.

I am in the gifted program and school would not seem the same without it. The gifted program is a very important part of my daily life. And I really really really like it. So I just wanted you to know I would not like it if you took it away. I just wanted to express my feelings. Thank you for your time.

Sincerely,
John Williams



DR KARL PFUETZE
10910 WEST 120TH TERRACE
OVERLAND PARK KS 66213 25PM

Western Union Mailgram®



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*read
3-26-85*

REPRESENTATIVE DON CRUMBAKER
CHAIRMAN HOUSE EDUCATION COMMITTEE
HOUSE OF REPRESENTATIVES
STATE HOUSE
TOPEKA KS 66612

I AM WRITING AS THE MOTHER OF A GIFTED CHILD AND AS A BOARD MEMBER OF THE BLUE VALLEY ASSOCIATION FOR THE GIFTED. I STRONGLY URGE YOU TO VOTE AGAINST HB2572 AND SUPPORT THE CONTINUATION OF GIFTED EDUCATION IN KANSAS. GIFTED CHILDREN HAVE SPECIAL NEEDS THAT GO FAR BEYOND WHAT THE REGULAR CLASSROOM CAN OFFER THEM. ENRICHMENT CLASSES PROVIDE THEM WITH THE OPPORTUNITY TO DEVELOP THEIR POTENTIAL AND CREATIVE ABILITIES WITH A TEACHER WHO UNDERSTANDS AND SUPPORTS THEIR INDIVIDUAL UNIQUENESS. GIFTED CHILDREN NEED AND DESERVE THE GIFTED MANDATE.

SINCERELY,

MARY JANE PFUETZE
10910 WEST 120TH TERRACE
OVERLAND PARK KS 66213

19:00 EST

MGMCOMP

ATTACHMENT 94

3-27-85

House Education Committee

5241 (R 7/82)

WRITTEN TESTIMONY AGAINST HB 2572
House Education Committee, 3/27/85
by Ruth E. Annis, Oakley, KS.

My husband and I were first introduced to the Gifted Program five years ago when our youngest son was in the fifth grade. He was the first in our school to be tested for the gifted program because his Iowa Basic Skills test score at the end of fifth grade was 99+%.

Ironically, at the time Douglas was tested, his teachers had noted that he was falling behind in his hand-in paper assignments, not completing them on schedule. He had always brought home A's, but was facing marked down grades simply because of late work. Fortunately, his teacher realized that the problem was not that Douglas could not do the work, but simply that he was trying to do each paper perfectly, erasing numbers and words which were not excellent penmanship, and spending much too much time just thinking, and not doing.

After Douglas was accepted into the Gifted Program, his special education teacher told him he could select virtually anything he wanted to do as his gifted project for the year. Douglas already knew what he wanted to do--he had been wishing for a couple of years that he could build a computer. His special education teacher was not at all ready for this reply, and after looking into the matter, came back with the reply that because of the highly technical matter of building a computer, he could put in virtually months of work, and have it fail to operate because of only one bad solder joint, for example.

Therefore, it was decided that the school would rent a computer which would be brought to the classroom each Tuesday for Douglas to use. Another classmate was chosen to be included in this hands-on computer experience so that Douglas would not be singled out and therefore subject to ridicule and jealousy by his classmates. The other positive objective was that in order for this plan to continue through the school year, Douglas had to get caught up on his back papers, and stay on a current basis, which forced him to give up some ground in the area of perfectionism, and gain ground in time management.

We are happy to say that the program worked very well for Douglas. He has thoroughly enjoyed his varried experiences with computers through the gifted

program, including two summer sessions for gifted students at Colby, a month-long college opportunity for gifted students at Fort Hays State University, where he stayed in the dormitory during the week, and earned 3 hours of A in math on computers.

In addition, Douglas learned to manage his time more adequately, and maintains an A average, even though he has accelerated his classes above his grade level in school.

Our second experience with the gifted program was with our oldest son, who was introduced to the program when we told Douglas' special education teacher that when we first received the letter about the program with regards to Douglas, we really thought it was in reference to his brother, Thomas. Thomas has, since early childhood, always tended to appear brighter even than Douglas. His test scores in school, however, would not indicate that he was brighter, as he consistently received lower scores in the verbal areas, while he did very well in math, science, space relationships, etc. In addition, he had for the prior three or four years started school off in the fall excelling in his studies, and invariably, we were called in about February or March because Thomas was falling behind in his work, not turning papers in on time, not paying close attention in class, daydreaming, etc.

It was decided that Thomas should be tested for giftedness that year, his seventh grade, and as it turned out, he is a Gifted/LD---in fact the first who had been identified in Northwest Kansas. Sure enough, his gifted areas are in math and science, and his learning disability falls within the verbal areas. (It should be noted here that Thomas had two birth injuries, due to a difficult forceps-assisted delivery, and received paralysis of both the fifth and sixth cranial nerves. This affected his sight and hearing, and very likely distorted not only his visual perception, but also his audio perception as a very young child, thereby impairing his verbal skills.)

Thank heavens Thomas was accepted into the gifted program in the seventh grade. He was allowed to select an area he was interested in, but also his teachers began working on improving his verbal skills. His reading is still not close to his abilities in math and science, but his writing skills have improved to where his college English teacher (a course high school seniors can take as an elective) told him this fall that he wrote well enough, and did well enough in grammar that he could easily consider English as a major

in college. It is almost unbelievable what that one comment did to bolster the spirits of a young man who, even though he understands the reasons for his learning disabilities, has been continually frustrated and pushed very near the limits of his control because there was so much discrepancy between the ease with which he accomplished some of his studies, and the seemingly incomprehensibility of such subjects as geography, history, literature, biology, etc., which required a lot of reading. He also has been very challenged by spelling; I think because as a pre-schooler, and likely after he started school, that he did not hear correctly.

We are struggling again this year with Thomas. His father and I have had a very difficult time knowing how much pressure to exert in regards to homework and when to stop and give him his head. Because of his eye injury, Thomas has a condition called latent nystagmus, which simply means that he cannot control his eye movements at times, and this condition is worsened when he is tired, ill, or frustrated and nervous. There has been a very fine line between exerting enough pressure on him to get him to complete his homework, and exerting too much pressure so that his eye control was lost. Sometimes, it seemed as though there was no line at all between the two!

If it had not been for the gifted program coming to Thomas' rescue at the time it did, providing him an opportunity to excel in areas of his choosing, and allowing him to attend the same computer schools, summer schools, and college opportunity at Hays with his brother, I truly believe that we would not be making out high school graduation announcements for him at this time. I think that given a couple more years with the frustration he was under, and with a lack of understanding on both the part of his teachers and his parents, that we certainly would have lost him from school, and possibly from life itself by now.

I am convinced that giftedness is definitely a mixed blessing. It opens avenues for students only to the extent that adults, parents and teachers alike, recognize what is going on with these special children, and provide for them avenues to express their giftedness, challenges for minds which can so easily stagnate if their educational opportunities do not go beyond those provided for the average student in the average school system.

All of us have heard about young people who were at the head of their classes all through grade and high school, only to drop out a few weeks or months into their college careers. I believe that in many instances these were probably bright kids, for whom school was always a breeze, until they suddenly were enrolled with equally bright students and given assignments which challenged them in ways they had never before experienced. If they had been identified as gifted earlier in their educational careers, if they had been exposed to mind broadening experiences, if they had been introduced to problem solving situations such as are available through gifted seminars and mini-schools, perhaps they would not have wilted at the first hint of challenge in college.

What a waste it would be to allow our schools to choose not to recognize and challenge the gifted students among us. And I truly believe that if given the choice, some schools will choose to do what is easiest----which is not to be bothered with what to do with these special children.

Ruth E. Annis

Ruth E. Annis
328 Maple
POB 755
Oakley, KS. 67748
913-672-4761 - (home)
913-672-3143 - (office)

I agree completely with the above testimony written by my wife, and want to voice my opposition to HB 2572 also. Please do not allow it to become law.

Maurice A. Annis

Maurice A. Annis
328 Maple, POB 755
Oakley, KS. 67748

TO: Members of the Kansas House Education Committee
Re: House Bill 2572: removal of mandate from gifted education
From: Elizabeth Caldwell, 1520 Massachusetts St., Lawrence

I did not attend Kansas elementary or secondary schools. I grew up in Winnetka, Illinois, in a school district that was then considered one of the finest in the country. I spent most of my time in that school system bored silly.

In the elementary schools there were no provisions for gifted students, and in the high school the 'level' system ended up penalizing those who had tested well, by placing them with the teachers who had the least patience with creativity or originality.

It was early in my elementary school career that I learned that I could bluff my way through school, not working, not caring, and not learning. I never considered myself "gifted," but I did figure out that I was smart enough not to have to work very hard to complete assignments or satisfy my teachers' minimum requirements. I was never challenged, and, in many ways, my years in those schools were wasted.

If this seems somewhat bitter, it's because I am bitter. In all of those years of public education, I was never taught how to learn, how to really study anything. It was not until I entered the school of journalism at KU that I discovered just how much I might be capable of doing with a little work. I still, however, struggle with work and study habits that should have been developed in elementary school.

But without a mandated or specific program such as the current gifted program, all that was done, for years, was for my teachers to tell my parents how wonderful my test scores were, and that they wished there was some way to get me to work up to my potential.

When my older son entered elementary school, I saw the same thing begin to happen to him. This child, who had been reading since the age of three and writing his own simple stories since the age of three and a half, was being told to trace letters of the alphabet, identify colors, and occasionally recite his numbers. In less than three weeks he had become bored and had begun asking why he had to go to school. His attitude toward everything changed. He began to lose his inquisitiveness. His excitement at learning new things and discovering the world around him began to fade. My child's enthusiasm for his own education was disappearing.

After consultation with my son's teacher and the school principal, my son's testing for the gifted program was moved to an earlier date than originally planned. The tests confirmed what I, as a mother, of course already knew. His scores placed him at or above the 98th percentile. When my younger son entered the school system and was tested the next year, his scores placed him in the 99th percentile.

A schedule was arranged with the gifted consultant, and she began meeting with my son within a couple of weeks. His attitude turned around immediately, once his regular classwork was augmented with work he found challenging. Both of my sons now have the opportunity to work at a level more closely attuned to their abilities. They can look forward to going to school, knowing that each day it will be possible to discover

something new and exciting and maybe even fun. They like school, and for them, now, each day counts. I wish I could have said the same for my own education.

I realize that there is concern that some school districts may be over-identifying students for gifted programs at the expense of students who need other special education programs. I don't know whether that is happening or not. I sincerely hope it isn't. There is nothing at all acceptable in under-educating any child. The costs of under-education are too high, the potential loss to any community is too great, whether we under-educate a the developmentally handicapped who might have been able to live on his own or a gifted child who might, with early encouragement, have been the one to discover a way to prevent cancer or a means of feeding the world.

Removing the mandate from gifted education programs in Kansas won't solve other special education problems, but will create problems that have not existed in the state in recent years. My education was delayed for fifteen years. Without the mandate from the state, the educational years of hundreds of Kansas children could be wasted, and we could lose our potentially best researchers, scientists, writers, entrepreneurs, civic leaders and teachers. Can we in Kansas really afford that?

Joseph P. ...
3/27/1975



THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66045

DEPARTMENT OF SPANISH AND PORTUGUESE

25 March 1985

Linda Homerratha
Administration Center
Unified School District # 497
Lawrence, Kansas 66044

Dear Ms. Homerratha:

I am writing to express my concern over the introduction of Bill 2572 to the House Education Committee. As all three of my children participate in the gifted program, this bill particularly affects me and my children.

Because of the nature of the educational system, most students who are precocious or gifted traditionally have found themselves bored in the average classroom because their potential has not been fully challenged. With the gifted program, these young minds are free to explore new avenues, to partake in the full meaning of the word "learning", to challenge themselves to achieve more. I would like to point out that a student pursues the goals of his teacher; a learner pursues goals for himself. These children will be our future leaders. I cannot believe that we wish for a future of mediocrity, of status quo, of fear of pushing ourselves to the limit of our abilities.

I firmly support the gifted education program as it has helped my three sons to develop keen inquiring minds, in essence, to become learners. I cannot testify in person at the hearing on Bill 2572, but I should like to strongly emphasize my opinion that the bill is a grievous mistake with far-reaching negative implications. I would like to see the funding for gifted education continued and I would like to encourage our representatives to vote "NO" on House Bill 2572.

Yours truly,

A handwritten signature in blue ink that reads "Silvia Pites".

Silvia Pites
Department of Spanish & Portuguese

ATTACHMENT 97 3-27-85
House Education Committee

WICHITA PUBLIC SCHOOLS
Educational Services Building
640 North Emporia
WICHITA, KANSAS 67214

*Division of Research, Planning,
and Developmental Services
(316) 268-7882*

March 27, 1985

HOUSE EDUCATION COMMITTEE

Testimony on HB 2572

A.W. Dirks, USD 259

Mr. Chairman and members of the House Education Committee, I am pleased to have the opportunity to appear again before your Committee.

Unified School District #259 supports the testimony presented by K.A.S.B. I would also like to amplify two major points. First, since Wichita has had a program for gifted children that predates any state mandates, our intentions are clearly to continue to serve these Special Education pupils with or without a mandate. However, without the mandate we fear the full burden of excess costs may fall on the local district at some future time, and this we oppose. It is recognized that the current bill (HB 2572) does not propose altering the funding but that may be the next step. Secondly, we oppose HB 2572 because we feel it would send the wrong signal to concerned parents and their children who now qualify under the mandate. They may perceive this act as non supportive rather than one of voluntary participation.

For these and reasons previously stated, we oppose the passage of HB 2572 and request that you not approve HB 2572.

Thank you for the opportunity of hearing USD #259 on this matter.

March-26
1985

Dear Honorable Don Crumbaker

I have been in gifted for almost three years now. The gifted program has helped me in reading math and language. It has helped my progress in problem solving, brainstorming and other gifted activities. I know that you have heard this from many children and parents, but will be disappointing for many people, so PLEASE vote against HB 2572.

A concerned student

Strom Ketch

March 26, 85

Dear Honorable Don Crumbaker,

I've been in the gifted class for a year now and I am learning a lot more now that I am in gifted. If you drop gifted classes a lot of kids would be disappointed and even the high classes would be too easy for us. Math Olympiads are a good source of education for us we learn more math skills. In gifted we have a challenge against us. I really like gifted and so do other kids. If you took this challenge away from us we would be very disappointed.

Very disappointed,
Aimee
Beth
5th grade

March
26
1985

Dear Honorable Don Crumbacker

I'm writing this letter because I think if you close down the gifted program you will make many kids disappointed.

If you do we can't practice things that were real good at that we couldn't do in our regular classroom. Because if you don't use a part of your brain it's just there, you don't use it.

In the gifted class I use more of my brain and not as much of it is unused.

Please do not close down the gifted program.

The gifted people of today will be the Mayors, Governors, and Presidents of tomorrow. Don't ruin it for them.

Sincerely, Jerod Bower

March 26, 1985
Tuesday

The Honorable Don Cumber,

The Gifted Education is a very good program. We have been learning a lot of things about sign language. I have been in this program since second grade. In second grade Mrs. Province, my Gifted teacher, taught me how to do double digit multiplication and how to do long division.

This program also gives a lot of kids a chance to open up and express their feelings about certain things. It is a great challenge that you don't usually get from a regular classroom.

If you shut down this program we would probably have no challenge at all and we would learn less. Try to think of what we are feeling

Here is my advice. You should take a state vote.

A very disappointed student,
Patricia Ann Hartman

Please think about it.

March 26, 1985

Dear Honorable Don Crumbaker,

I have written this letter to tell you I really enjoy having gifted it has helped me in most of my subjects such as Math, Language, Social Studies, and Science. Would you PLEASE vote against HB 2572

Disappointed,
Josh Dickerson

To whom it may concern: March 25, 1985

We wouldn't be learning as much as we would with the gifted program. And just think how many sad kids there would be. And it would put gifted teachers out of work.

Sincerely,

Andrew Shephard

To whom it may concern: B-25-85
If I didnt have this class I wouldnt
be lost I wouldnt learn very much.
School wouldnt be as fun, Tara Neil

March 25, 1985

To Whom It My Concern:

If you take the gifted program out it will not be fair to the kids in it.

Some of the kids in the gifted program need a bigger challenge. The class lets us ~~learn to cope with life.~~ learn to cope with life.

Sincerely

Nathan Thomas

To whom It may concern:
I've only been here a year and I like it a lot. The gifted class is a special class for me. My dad is proud of me. I do deductive reasoning, problem solving, creativity brainstorming, Current events, and work on my self-esteem

Henry Kemp 3/25/85

March 25,
1985

To Whom It May Concern:

I haven't been in Mrs. Province's class very long. And I like it a lot. I think it's helping me too. I like everything we do. Sometimes, the things I didn't think I could do I could. (some of them)

Please don't take the gifted program away from us. It makes school more fun.

Sincerely,

Jammy Sinn

March 25, 85

To Whom It May Concern,

I think that gifted is really neat because it gives me an extra good feeling about myself, and more of a ~~challenge~~ challenge and helps me cope with life.

Sincerely,
Shannon
Mattson

To Whom It May Concern

March 25, 1985

If we could talk to you in person, you would see how we feel and how it would hurt us if you stop gifted

I've been in gifted for 4 years and I enjoyed every day of it. In fact I always hoped to have it every day.

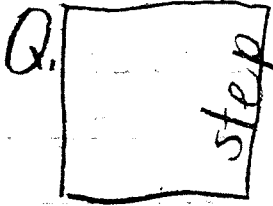
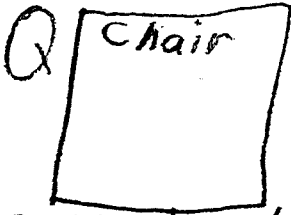

If you were to take it away. You'd be telling us that we're not allowed to use the gift God gave us. I guess that you would be telling at least 100,000 kids they can't use their gift from God.

Mrs. Province taught me to cope with life and has had fun things for us to do every time. This is the only thing I've never wanted to do. Cause this is my favorite class. She helped us with our work and didn't get mad when we did wrong things. She likes

this class alot, You would be taking her job away,

I wish I could come up to Topeka and tell you about the current events. She makes it fun to brainstorm and you dont want to take that away from so many of us.

I wish you would let all the gifted kids vote about this. And maybe then would you see how we all feel. (Would you please let us show you how we feel by voting. (And by the number of votes (Yes or No) decide if you will stop gifted or not. (I really don't know to show my feelings in words.) We've done puzzles like this:

Q. 	Q. 	
A. side step	A. High chair	out on the town

Q. - question
A. - answer

Sincerely
Chris Harry

Dear ^{10/20/1985} Honorable Don Crumbaker:
I do not want you to shut off
our program because it helps me learn
more. And it helps me get my work
done. By Emily Dickerson

3/24/85

Dear Honorable Don Ciambaker,

I don't want you to shut off
our program because it helps me
learn more. I wasn't that smart in
Kdg.

By,
Weather Cook

Brooke
Peterson

To Whom It May Concern:

We, the kids of the Gifted classes, are writing these letters because we are mad, and think it's unfair, that you are trying to take the classes away. I think this class helps kids open up, and it helps us do things that we thought we never could do. Some people are scared to talk in front of other people, the gifted class helps people overcome those fears. I know for a fact that this class does things like that, and it makes you think. We do like math olympiads, problem solving, career events, and creative thinking, these are just some of the fun things we do. If you take away this class you will make me, other kids, and parents mad! So please don't take this class away! Please! Please! You will break my heart if take this class away.



P.S. I'LL BE SAD IF YOU TAKE MY FAVORITE CLASS AWAY!

P.S. - Make the right choice. Let us have our class!

Brooke
Peterson

Mar. 25, Chris Armstrong

To Whom it may concern: The reason I want to keep the gifted class is because I like to do the things that Mrs. Province gives me. I have been in Mrs. Province's class for 2 years. We watch educational movies and we do Deductive reasoning, Problem solving, Creativity, Brainstorming, Current events, Self-esteem. I hope that you decide to keep the program even if it cost money because I think it helps the children of America.

To whom it may concern:

We love this class.
It's the best. I don't want to lose
it. I'd give up my savings account just
for this class. I mean it, too.
I like all the classes, especially
the brainstorming.

Sincerely,

Emily Walters.

To whom it may concern,

I am writing this letter to tell you how I feel about gifted education. I think gifted is a great opportunity if you qualify. Gifted is very important to me because in gifted we share our feelings. When I come down for gifted, I'm not afraid to share my feelings. I know everyone is listening when I talk.

I came into gifted while I was in kindergarten. I always look forward to gifted. I think if you have a gift you should be able to use it. The gifted program allows you to use your gift. All the other kids that go to gifted like to share their feelings too.

There are many children in gifted and it

would be a waste to just drop it. If you took away gifted where would the teachers of gifted be? My teacher for gifted has trained and trained and now you just want to forget about all the time and expense she has done to be our teacher.

Carey Hammons
5th grade
Fort Scott

March 25, 1985

To who it may concern:

Gifted classes separate the

children into different

levels so they are given

harder work to challenge

them. Other children do

their level of work.

We learn to cope

with life for

when we are grown

up.

sincerely,

Matt D. Simpson

To whom it may concern,

March 25

I'm writing this letter to let you know how I feel about 'gifted education'. Getting to come to Mrs. Province's class has helped me, because I couldn't talk about how I really felt until I started coming. 'Gifted' is a big opportunity for me, if I didn't come to 'gifted' I'd be bored stiff.

If you want to take the opportunity away, fine, but you'll be taking something valuable away from a lot of kids.

Look, I know you've gotten lots of letters about this. Will you please give it some more thought? You are taking lots of privileges from lots of kids, if you take 'Gifted' away.

If you take 'Gifted' away, you'll have teachers, students, parents, principals, superintendants, districts,

and families mad at you. You might even be sorry yourself.

Everybody has some kind of gift, they use it. If you take the 'Gifted' program away, we won't get to use our gifts. That would spoil many kids' fun, friendships, and their feelings. There are some brilliant, and do I mean brilliant, kids out there who enjoy being gifted, just like I do, who have dreams of being the smartest gifted person alive. Would you like to be the one to spoil that dream? Think about it, okay?

Thanks,

Stephany Kimball

5th grade

Fort Scott

To Whom It May Concern:

This class is one of the best classes I've ever been in because it gives me a challenge. I like this class because it helps me with some of ~~my~~ problems. This class gives me things that make me think all the time. This program is good for the kids that are capable of doing harder work than the other kids in their grade. I ~~first~~ shut down this program, you will disapoint about 100 kids in this program in Kansas. Even though I've only been in this program for about $\frac{1}{4}$ of a year, it's already helping me know stuff I never knew! The math olympiads is another good thing for ^{the} people who are doing above average work, like me. I've been in it since I was in the 3rd grade. (3rd grade was the youngest you can be.) It gives you problems that you have to figure out. And you have to think! That's what makes it hard.

So, if you want to shut this program down, fine.
But I think you should give a big thought, a real big,
big thought.

Sincerely,

Ryan Province

March 26
1985

Dear Honorable Don Crundaker,

We have wonderful times in this class and we feel awful that you are taking this away from us. We might still be able to have the program but that is a very small chance.

Do you really want to do this to us? Please don't! All of us will get awfully bored in regular classes, and we won't get to learn more sign language, designing bulletin boards, and thinking questions through thoroughly. Think about this please! We really need this program!

Truly and Sincerely,

Christine
Sparenberg

March 25, 1985

To Whom It May Concern:
I like the Gifted program because we get to do a lot of fun things that help us. Please, don't take it away. I don't know of one person who doesn't like being gifted.

Gifted is a group of Gifted people that are allowed certain challenges that they don't get to do in regular rooms. And if you take the Gifted program away, the people that are in it won't get to use their gift that they have.

I like being Gifted and I think if you were in our place you would be doing the same thing.

Sincerely,
Brandi Graham

March 26, 85

Dear Honorable Dan Crumbaker,

I've been in gifted for 2 years. Gifted helped me to learn more, open up and tell people more about my feelings, it's even making me think faster on my toes. Gifted is fun, but it's also challenging.

Gifted has made me want to read more and learn harder things than before.

People are always saying kids are the biggest part of the future. So why not give the kids a chance to become something important? You never know, one of us may become President for all you know. How would you like to deprive us of that?

Julie Sinn

Dear Honorable Don Crumbaker:

March 26, 1985

This program is good for kids that are in it. Kids that are gifted have to have something harder to do and learn things that would take us a year to learn. If you shut this down, a lot of people are going to be mad at you, and the president of the United States and schools, parents, teachers are trying to improve schools and add things rather than to shut them down. I think this should be given a lot of thought, think of all the kids who really like this program and that you would be taking something really special away from

Sincerely,
Ryan Musch

To Whom It May Concern: March 25th 1985

This is a special class to me, it's a class where I get to know myself better, and it also gives me a chance to know about other people and to understand more about life, and the way we live. I've had a lot of fun learning more about our world. If you take gifted away, the many people that are in it will be very sad, but I understand that you need to save money for other things, but maybe if you cooperate you might be able to afford the gifted program for children. We all want to save gifted, because we like our teachers, and we like to learn more about life. Everyone is gifted in one way, but still the people that are in gifted wish to make a goal to do something when they grow up, and they learn more about

how to reach that goal when they're a kid,
so when they get older they can be the best
at it.

The gifted class has done a lot for me,
I hope you re-consider this.

Sincerely,
Jamie Freed

To Whom it may Concern,

3/27/85

Please excuse the paper and composition of this letter but I only found out about the situation last evening and am under severe time and supplies constraints at this writing.

I am deeply concerned about the discontinuing of the gifted Children program. I, as a parent, only became aware of this program last spring, when as a result of a very difficult school year for my son, the staff at Winfield Scott recommended he be placed in the program. The results were outstanding. My son was bright but he would not finish his work or would do it incorrectly, or even erase someones name from their work and sign his. He further was a terror in class and socially at school. At one point a survey was taken of his classmates and absolutely no one wanted to have anything to do with him.

This year he has been a different person. He is doing his work well, on time, complete, and enjoying it. Although he has had a time or two where he would revert back to his old ways, for the

most part he has become a much happier boy, he is now socially accepted by his classmates, in fact on one occasion he was defended by his classmates when it was thought that he had done something wrong by the teacher.

I feel that as a responsible parent, taxpayer, and citizen I must voice myself for the average, hard working, intelligent, back bone majority who "pays the bills" of this community and nation. If we are to "give it all away" to those less fortunate, mentally or physically deficient, or whatever reason we find and ignore those who have the potential to excel and possibly do great things, then we will have a society of mediocracy. I wonder how many young people over the years we have wasted because they were gifted and bored and turned the wrong way to satisfy their inner drive to be active and challenged. I know that I could not have recognized my sons ability without the gifted program and I shudder to think what

torment we as a family would be going through this very moment without its help. I know it works.

This is my experience with the gifted program. In some 27 weeks of school this year my son has completely turned around. I must give credit for the teachers who have done so well. Mrs. Peck has been a guiding light that leads him through the maze of do's and don'ts. Mrs. Provence has been the rewards he works so hard to achieve and at the same time the stimulus for his active and inquiring mind. Mrs. Braun has been his friend, confidant, and disciplinarian if he needed it. I cannot begin to express the appreciation I have for these people and the program. In my opinion to disband the program would be a major mistake. These children who are benefiting from the program are not the ones that we will have to continue supporting throughout their lifetime. They are the ones who will pay us back thousandfold.

They are not the ones destined to live
in public institutions, welfare programs,
or in need of society's handouts
to exist. They are the ones who very
well might become great in some way
and will contribute to society instead
of bleed it. In fact, I as a
business man, cannot see how you
could possibly discontinue such an
investment in the future. I would be
looking for more ways to get that kind
of returns on my investment.

June Kemp
117 So Crawford
Fort Scott, Mo. 66701

Mar 25, 1985

To whom it may concern:

Children of exceptional academic ability have special needs in the realm of our educational process. For many years this need has been overlooked. The gifted program was developed to meet these needs. And it has been quite successful in challenging these special students and in meeting these special individual needs. We have one such child and we are excited about the benefits we have received through the special gifted program for students in Kansas. We have seen how this special program has allowed our gifted child to remain ⁱⁿ the classroom among her peers and yet her special needs as a gifted student are being met through the gifted program.

The quality and standards of education in Kansas has come a long way throughout the years. As a Kansas citizen and taxpayer I am glad for the improvements and gains we have made in education. To abolish the gifted mandate from Kansas special education law would be a step backwards for Kansas. I sincerely urge you to vote against HR 2572.

Gratefully,
Charles Sim

March 25, 1985

Dear Sirs:

As parents of a fifth grade child involved in the Gifted Education Program in Kansas, we wish to urge you to continue state mandated support for the program. As a result of this program our daughter has made tremendous strides forward in her academic growth. Her self-esteem and confidence in her abilities have both grown tremendously during her participation.

We are not casual observers of the education process. Both of us have a background in teaching; one at primary level at the present time and one with college credit in education.

We feel strongly about this issue. If it is passed we will campaign against those members of the committee who allowed its passage.

Please do not discriminate against the gifted segment of our population. We can expect great things from these students, if they are given the proper chance to develop their abilities fully.

Sincerely,

Mr. & Mrs. Alec Beth

March 26, 1985

Dear Sir,

It has been brought to my attention that the state of Kansas is about to make a grave mistake in regard to the education of its future commercial, industrial, artist and educational leaders. That is why I felt an urgent need to express our views on this matter.

At a time when America's educational system has been under scrutiny, and many states are making giant strides to improve their program, it looks as though Kansas is about to make a giant leap backward! In an area where we have been able to stand tall among others we are about to fall once again into laughing stock status in yet another category, the very important one of education.

The importance of "gifted programs" for our young cannot be overstated. Not only does it give the best young minds the stimulus and challenge that they need, but it turns a child who is often times a chronic under-achiever into an above average

student who eventually becomes an above average adult.

Our interest in retaining the gifted program is sparked by the fact that we have two children in the program. Both our children have made rapid and noticeable improvement since being in this program.

Josh is a 5th grader and has developed a keen interest in science and reading and is now in a 7th grade reader. If this program is abandoned he falls backwards instead of going forward. The challenge is gone, the interest is gone and he once again becomes bored with school. The result of all this is an under-achiever.

Our daughter Emily is a 2nd grader only one month into the gifted program and suddenly she enjoys school. Her improvement and her attitude changes have been nothing short of remarkable.

So we urge you to make the reasonable and intelligent decision. Don't allow "mind cuffs" to be put on our children. Don't let

their progress and achievement be retarded by not letting them use their minds.

Give our future engineers, writers, scientists or even artists a chance to create. Give them the tools they need to become the best they can. Everyone deserves a chance. One shouldn't have to be rich to provide the proper education for their child. Don't allow the gifted program to be abolished in our public schools. It would be a serious and senseless mistake. Vote against HB 2572

Thank you for your time in considering my letter and views contained herein.

Sincerely Yours,
Douglas D. Dickerson
Nancy E. Dickerson

Dear Sir :

We're writing in regard to HB2572. We respectfully urge you to vote against this particular bill, which would in effect eliminate gifted education from Kansas schools. Local school boards, when forced with budget trimming, would eventually do away with the program, labeling it as an extravagance and an unnecessary expense. Gifted children need special tracking just as kids on the opposite end of the spectrum, which we rightly help with funding from the tax payers. Our daughter has benefited greatly from her limited gifted education. We wish there was more money set

aside for this purpose, not the
possibility of losing what
we already have. Again, we
ask you to vote against HB2572,
and for special education for
gifted children

Sincerely,
Randy & Andy Spahn

The following USD 290 personnel support the retention of the Kansas special education law that mandates gifted education. We are against HB 2572.

Claudia Bartlett - parent + teacher - 585 E. Park, Olathe, Ks. 66061

Lynn Becker - parent + para - Rt 1 Box 80, Pomona, Ks 66076

Cynthia Montague - classroom teacher, sixth grade
Rt 1 Box 9, Pomona, Ks. 66076

Alanna McKenzie - parent + teacher 1104 W. 7th Ottawa, Ks. 66067

Jaleen Macy Thompson - teacher - 134 South Elm, Ottawa, Ks 66067

Lauren J. Gaddi - sub-teacher - Rural Route 2, Box 78, Ottawa, Ks. 66067

Barry Robinson - teacher + concerned tax payer - 20 1/2 W. 2nd,
Ottawa, Ks. 66067

Edie Weston - Paraprofessional teachers aid 845 E. 8th Ottawa
66067

Mason Hach - special ed. teacher - Box 353

Jack Shepard 6th grade teacher & "gifted parent" Among Kans. 66076

Brian Olson 7th & 8th Science 2141 Princeton Rd., Ottawa, Ks.
66067

Susan Neuman - Music teacher - 2146 Tean. Lawrence, Ks. 66046

Susan Fess - G. Host. Teacher 820 S. Hickory -

Gloria Kruse - Librarian - 1704 C Maple, Ottawa.

Miriam Lemp - English teacher - 1027 Cottonwood Ottawa, Ks.
66067

We, the undersigned, hereby petition the members of the Education Committee of the Kansas House of Representatives to vote against House Bill 2572 which removes the gifted mandate from Kansas special education law and makes gifted education discretionary with school boards.

Danell McCune

Linda McCune

Cawl Liffin

Angie Strub

Jessie Black

Warren Black

James McKenzie

Dianna McKenzie

Mrs & Mr. Hunt

Mary J. Mainer

Nelson C Little

Roy O'Dea

Louise Nelson

Editorials/Features

Step carefully

Now comes word from Joyce Hudiburg, Director of Special Services for the U-234 Board of Education, that education for gifted students in Kansas could be in jeopardy.

Last Wednesday the chairman and vice-chairman of the House Education Committee introduced a bill that would remove the mandate for gifted education in Kansas schools, making the decision to provide gifted education discretionary with school boards.

The suddenness of such proposed change, which comes beyond the midpoint of the legislative session, should be enough to give our legislators pause. We suspect that it will.

Education for the gifted is in its infancy in Kansas, and like any newborn is feeling its way still to determine the right direction. In some school districts, although certainly not in U-234, it may be thought of more as a problem than a solution. If that is the case, we would suggest that the problem requires more attention, not deletion. Special attention for the gifted surely is as much in the best interest of every district and the state of Kansas as it is for the benefit of the students affected.

We're troubled, too, by legislation that lands on the fast track at such a late point in legislative deliberations. Except in rare instances — and this surely isn't one — this state stands to benefit from the full and open discussion of proposed legislative changes.

Hearings begin Wednesday afternoon on this bill. With any luck, it will quietly die in committee.

THE TOPEKA ASSOCIATION FOR THE GIFTED

P.O. Box 4011

Topeka, Kansas 66604

To: Kansas House of Representatives Committee on Education
Representative Don E. Crumbaker, Chairman
Representative Denise Apt, Vice Chairman

From: The Topeka Association for the Gifted
Adrienne V. Prokop, Legislative Chairman

Subject: Opposition to HB 2572: Removal of services for gifted children from the Exceptional Children Act mandate.

Recognizing that gifted students "differ in educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities or capacities," (1) the Kansas Legislature enacted the Special Education for Exceptional Children Act in 1974, mandating programs to meet the needs of gifted students as well as those of children in other exceptionalities.

In 1980 gifted programming was implemented on a state wide basis. Now, five years later, many excellent programs have been established throughout our state. Thousands of gifted students have been served. The benefits and results are exciting and gratifying.

Unfortunately, there appears to be a lack of understanding on the part of some, who fail to accept the fact that the gifted are indeed different, requiring education of a qualitative difference under the guidance of educators trained in understanding and providing for their needs. Have the needs of exceptional children changed during the past ten years? Have the educational needs of the gifted become less during this time? Of course not!

A gifted child with an I.Q. of 130 is as far removed from the education program which is planned for the average child with an I.Q. of 100 as is the retarded child with an I.Q. of 70. Both desperately need specialized education. Gifted students can no more be described as "average plus" than a retarded children can be described as "average minus". As both ends of the bell shaped curve of intelligence are approached the need for special programs becomes more critical.

- The facts are:
1. Gifted children learn faster and retain more than their classroom peers. They function 2,3,4,5, and 6 years above their grade level. (2)
 2. Due to boredom and lack of challenge, 50% of gifted children become mental drop-outs by age ten. (3)
 3. The report on Education of the Gifted and Talented by the U.S. Government revealed that one in five gifted students were high school drop-outs. This figure was lower than that which was found by others, who placed the number closer to one in three. Turned-off by the the traditional lock step system that is geared toward the average child, the gifted student all too often just gives up.
 4. A recent survey informs us that approximately 19% of our students fail to graduate from high school in Kansas. (4) We must conclude that we are experiencing a tremendous loss of potential right here in our own state. Nationally the figures are even more discouraging, with a drop-out rate of nearly 25%. (5)
 5. Peer association is an important experience for the gifted. Interaction with intellectual peers is one of the best means of challenging the mind and gaining more realistic understanding of ones abilities. When gifted children view themselves as different psychological trauma frequently occurs. Many will hide their gifts so as to appear more like their classmates and be accepted by them.

The isolation of the gifted in rural areas with low population can cause loss of potentially highly productive and achieving minds. Every child has a right to expect an education that is commensurate with his needs. Gifted education can provide for this particular need, as there are numerous models appropriate for all situations.

At the present time, twenty states have mandated programs for the gifted, up from sixteen five years ago. The trend is clearly to provide the very best education to stimulate and challenge the most capable of our youth.

May I remind you that Kansas has always been a leader in the area of Special Education. We are justifiably proud of this.

In my capacity with the Topeka Association for the Gifted, I am frequently called by parents moving into our area asking which school districts have the best programs for gifted children. With gifted programming so common, parents are concerned and knowledgeable about advantages available to them. If we hope to attract high tech industry to our state, as the Governor has set as a priority, now is not the time for the duly elected legislators of Kansas to announce that Kansas is indifferent to the needs of our brightest children. We must continue to develop our own natural resources as well as attract new leadership. The human mind is the best of all natural resources. It is well known that in areas where gifted programs are successful the level of all education is raised.

As a resource person for parents of identified gifted children throughout the state I have observed the results of gifted programming for over ten years. Thousands of gifted Kansas students have been given the opportunity to progress toward the maximum of their abilities, guided by those possessing the expertise necessary to provide education of a qualitative difference. We must not permit a lack of understanding and prejudice of some individuals in positions of leadership in selected communities to deprive Kansas children of the education this state has mandated. Let us make certain that assistance is offered where the need is the greatest.

We ask that you, as leaders of our state, express your confidence in the merit of special programming for the gifted and cast your votes in opposition of HB2572.

Adrienne V. Prokop
5041 West 23rd Street
Topeka, Ks. 66614
March 27, 1985

REFERENCES

1. State of Kansas Special Education for Exceptional Children Act: 1974
2. "Education of the Gifted and Talented" Report to the Congress of the United States by the Commissioner of Education, Washington, D.C. 1972
3. Ibid
4. U.S. Department of Education report: Topeka Capital-Journal May 12, 1983
5. Ibid

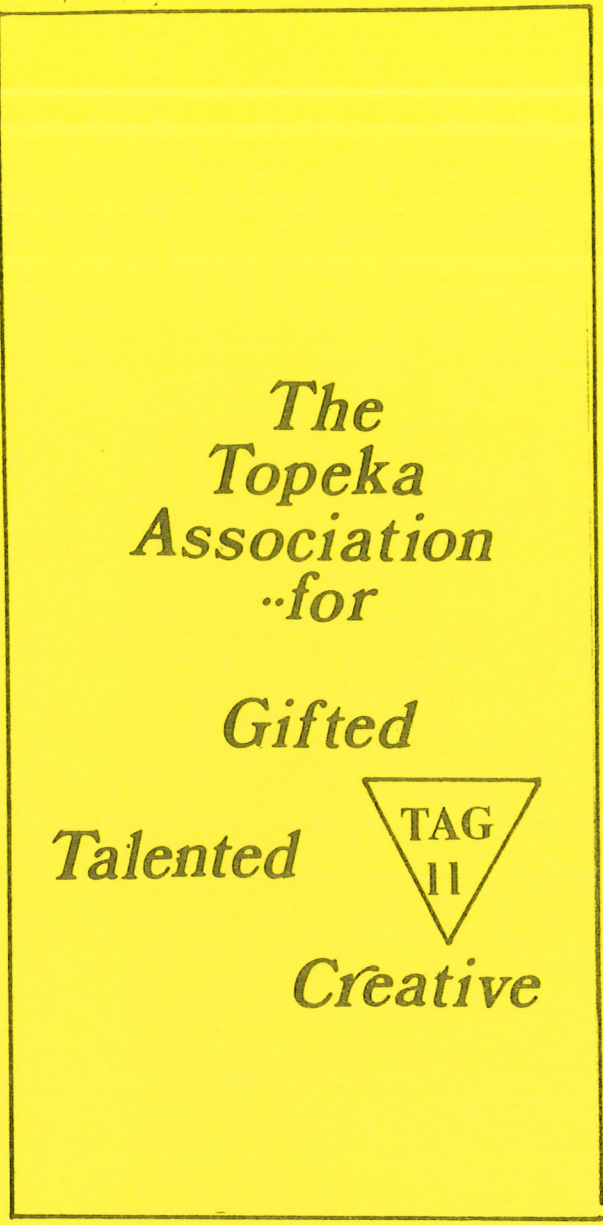
As a member of the Topeka Association for the Gifted you will:

- * Join with others who are actively working for better opportunities and quality education for gifted/talented/creative children.
- * Receive our newsletter keeping you informed on activities for members and their children and developments in the area of education for the gifted, nationwide, statewide and locally.
- * Benefit from the programs and materials for members which assist parents in understanding the special needs of the gifted.
- * Have the opportunity to contribute to the development of our greatest natural resource

OUR GIFTED TALENTED AND CREATIVE CHILDREN

Monthly meetings are held at the Capper Foundation for Crippled Children
 3500 West Tenth Street
 Topeka, Kansas

For further information call 272-4747 or 232-1907
 Mailing address:
 TAG II
 P.O. Box 4011
 Topeka, Kansas 66604



Chartered in Kansas as a non-profit organization

MEMBERSHIP APPLICATION

Mail along with your check or bring to membership meeting.

Name _____ Phone _____
 Address _____ City & State _____
 School(s) attended by child(ren) _____ Check _____ Cash _____
 Family membership dues for one year \$12.50
 I am, We are; Parent(s) _____ Educator _____ Interested Citizen _____
 TAG WANTS NEW MEMBERS AND IDEAS

I, We, are interested in helping on the following committees:

_____ Liaison to my School	_____ Hospitality	_____ Public Relations
_____ Liaison to my District	_____ Legislation	_____ Scholarship & Opportunities
_____ Newsletter: Typing/Mailing	_____ Membership	_____ for GTC Students
_____ Programs for Meetings	_____ Telephone	_____ Special Education Advisory
_____ Out of school classes	_____ for students	_____ Committee

OUR PHILOSOPHY

- ...All children benefit from resources developed for gifted talented and creative students.
- ...Parents, educators and the community must share the responsibility and work together to assure that G/T/C children have the opportunity to achieve their potential.
- ...Gifted, talented and creative children are found in every ethnic minority, economic group and in families with diverse educational backgrounds.
- ..."There is no more searching or difficult problem for a free people to identify, nurture and wisely use its own talents. Indeed on its ability to solve this problem, rests its fate as a free people... But a free society nurtures the individual not alone for the contribution he may make to the social effort but also and primarily for the contributions he may make to his own realization and development."

OUR GOALS

- * *To involve community leaders and especially parents, in working for identification and appropriate educational experiences for the gifted.*
- * *To establish avenues of communication with those knowledgeable on and supportive of the gifted so that we might increase our own effectiveness.*
- * *To learn from the experience of other states and communities who have programs and associations for the gifted/talented/creative and to share our knowledge with them.*
- * *To assist in the organization of new groups in our area.*
- * *To support programs, legislation and funding for the purpose of educating gifted children.*
- * *To work with those responsible for programs in the schools to assure a combined effort on behalf of the gifted.*

A SUMMARY OF OUR ACTIVITIES

TAG II.....

Holds monthly membership meetings during the school year to bring together parents, educators and others interested in developing educational opportunities for the gifted/talented/creative students in our community.

Obtains qualified speakers for membership meetings to educate and challenge the parents and friends of the gifted.

Provides information on the gifted by means of newsletters, programs for groups, television, radio and newspaper interviews.

Participates in community, regional and national conferences and workshops for teachers and parents of the gifted.

Consults with parents and educators in other communities concerning supportive groups and associations.

Appears in support of gifted programs before the State and Local Boards of Education, and State Legislative Committees.

Serves in an advisory capacity to the Directors of Special Education.

Co-sponsors out-of-school classes for gifted students with USD #501 and Washburn University.

*
midstates

Gifted & Talented Conference

ATTACHMENT 136

3-27-85

House Education Committee

Dodge City, Kansas

April 19 & 20, 1985

HELIX AT: Holiday Inn Holidome
2408 West Wyatt Earp Blvd.
Dodge City, KS

MIDSTATES GIFTED AND TALENTED CONFERENCE

April 19 & 20, 1985

SPONSORED BY: Colorado
Kansas
Nebraska
Oklahoma
South Dakota
Wyoming

Thursday, April 18 Preconference

9:00 - 6:00 Key Teacher Model: Various Activities and Demonstrations by Southwest Kansas Teachers and Students (No Charge) Dome
1:00 - 5:00 Elementary Session: "Learning Centers and Independent Studies," (\$20.00 session fee) Harvest Room
Patricia A. Leadbeater, Engine-Uity, Ltd.
1:00 - 5:00 Secondary Session: "Creative Strategies for Secondary Gifted Programming" (\$20.00 session fee) Apache Room
Mary F. Cole, Engine-Uity, Ltd.
5:00 - 7:00 Boot Hill Tours (Sign up at Registration Desk) Wagon pick-up at Holidome
5:00 - 8:00 Registration and Packet Pick-up Dome

Friday, April 19

7:00 - 7:30 Late Registration Dome
7:30 - 8:00 Continental Breakfast (Included in Pre-registration Fee) Dome
8:00 - 8:30 Conference Welcome and Announcements Dome

Workshop I
8:45 - 10:15

"Playgrounds of Their Minds" Carol M. Norberg (Harvest Room)	"Gifted Plus: A Unit Designed To Teach Gifted Children About Their Abilities" Dr. Reva Jenkins-Friedman (Longhorn Room)	"Applying Barbara Clark's Integrative Education Model: Regular Classroom and Resource Room" Sharon Greenlee (Sante Fe Room)	"Curriculum Compacting: A Successful Approach in Small, Rural School Districts" Gwen Ristow (Apache Room)	"Targeting on Type III Enrichment: Creative Productivity Through the Pursuit of Real Problems" Dr. Joseph Renzulli (Dodge House Room)	"Gifted Behavior: A Developmental Concept" Judy Eby (El Capitan Room)
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Workshop II
10:30 - 12:00

"The Young Gifted Child" Dr. Shirley Weddel (Harvest Room)	"Administering A Gifted Program: How to Handle The Hassles" Dr. Carolyn Cooper (Longhorn Room)	"Gifted/Talented Education: An Exercise in Measured Enthusiasm" Dr. William E. Roweton (Sante Fe Room)	"Enrichment in the Regular Classroom: Practical Ideas and Materials You Can Use on Monday" Nancy Drege (Apache Room)	"Jonathan, You, Me, and Other Great Seagulls" Dr. Bruce Milne (Dodge House Room)
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12:00 - 2:00 Lunch (Included in Pre-registration Fee) Dome
Entertainment: "You're Something Special" sung by Kerrie & Jim Sherer
Keynote Speaker: Dr. Joseph Renzulli, "Making A Difference: New Roles and Responsibilities for Teachers of the Gifted and Talented"

Workshop III
2:15 - 3:45

"The Young Gifted Child" Dr. Shirley Weddel (Harvest Room)	"Administering A Gifted Program: How to Handle The Hassles" Dr. Carolyn Cooper (Longhorn Room)	"Gifted/Talented Education: An Exercise in Measured Enthusiasm" Dr. William E. Roweton (Sante Fe Room)	"Enrichment in the Regular Classroom: Practical Ideas and Materials You Can Use on Monday" Nancy Drege (Apache Room)	"Jonathan, You, Me, and Other Great Seagulls" Dr. Bruce Milne (Dodge House Room)
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Workshop IV
4:00 - 5:30

"Playgrounds of Their Minds" Carol M. Norberg (Harvest Room)	"Gifted Plus: A Unit Designed To Teach Gifted Children About Their Abilities" Dr. Reva Jenkins-Friedman (Longhorn Room)	"Turning Gifted Writers Into Wordsmiths" Jim Bankes (Sante Fe Room)	"Assessing American Indian Students' Gifts and Talents" Stuart Tonemah and Mary Ann Brittan (Apache Room)	"Curriculum Compacting: A Successful Approach in Small, Rural School Districts" Gwen Ristow (Dodge House Room)
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5:00 - 7:00 Boot Hill Tours (Included in Pre-registration Fee — Sign up at Registration Desk) Wagon pick-up at Holidome
6:00 - 7:00 Cash Bar Dodge House Saloon
6:30 - 7:30 Gina Ginsberg Riggs meets with Parents, "Joys and Problems with Raising Gifted Children" Sante Fe Room
7:30 - 9:00 Chuck Wagon Supper and Long Branch Saloon Show (Included in Pre-registration) Dome
9:00 - 12:00 Afterglow Entertainment and Cash Bar: Don Pray Musical Group will play for listening and dancing (learn to do the country swing!) Harvest Room

Saturday, April 20

Workshop V
8:15 - 9:45

"Gifted Behavior: A Developmental Concept" Judy Eby (Harvest Room)	"Turning Gifted Writers Into Wordsmiths" Jim Bankes (Longhorn Room)	"Applying Barbara Clark's Integrative Education Model: Regular Classroom and Resource Room" Sharon Greenlee (Sante Fe Room)	"Assessing American Indian Students' Gifts and Talents" Stuart Tonemah and Mary Ann Brittan (Apache Room)	"The Private Sector: New Answers to Old Budget Questions" Gina Ginsberg Riggs (Dodge House Room)
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10:00 - 12:00 Brunch (Included in Pre-registration Fee) Dome
Keynote Speaker: Gina Ginsberg Riggs, "Being Comfortable with Gifted Children"

Midstates G/T Conference REGISTRATION

April 19 & 20, 1985
Holiday Inn Holidome
Dodge City, KS

Only one person per form: Please make copies for additional registrants.
(Dr., Mr., Mrs., Ms.)

Name _____ (Last) _____ (First) _____ (Middle) _____
Home Address _____
City _____ State _____ Zip _____
Phone (____) _____ Business Phone (____) _____
Position _____ District _____
City _____ State _____

I plan to participate in:
Preconference options

- 1.) Key Teacher Model (no charge)
- 2.) "Learning Centers & Independent Studies" (\$20.00)
- 3.) "Creative Strategies for Secondary Gifted Programming" (\$20.00)

Conference (Circle one)

Pre-registration by April 4th \$75.00 or

Registration after April 4th or at door \$85.00

Amount Enclosed _____ Check # _____ P.O. # _____

(Transactions must be completed by date of conference)

Please make checks payable to **Midstates G/T Conference**.

For verification, enclose stamped self-addressed envelope.

Reg. # _____
For Office Use Only

Cost: Pre-registration by April 4, \$75 (Includes, Friday Continental Breakfast, Lunch, Chuck Wagon Supper, Saturday Brunch, Boot Hill Tour, and bound book of all session handouts)

Registration following April 4 or at door: \$85.

Preconference Amount \$ _____

Conference Amount \$ _____

Mail to: Midstates G/T Conference

c/o Nancy Drege, Conf. Coordinator
4506 Glendo Avenue
Cheyenne, WY 82001
(307) 634-4506

CONFERENCE HIGHLIGHTS

- Keynote presentations by recognized authorities in the area of gifted & talented
- Knowledgeable session leaders sharing a varied background of experiences and topics
- Timely topics in the area of gifted and talented
- Education of various grade/age levels addressed
- Special session for parents only
- Conference meals provided through preregistration
- Authentic Chuck Wagon Supper
- Boot Hill Tours with wagon transportation provided from the Holidome
- Band to provide music for your listening and dancing pleasure
- Country Swing lessons will be given
- Plus time to:
 - Renew old acquaintances
 - Make new friends
 - Share ideas and feelings
 - Provide a support system
 - Renew enthusiasm & motivation

"To miss Dodge City would be quite a pity!"

PRECONFERENCE OPTIONS

THURSDAY, APRIL 18, 1985

9:00 — 6:00 Key Teacher Model: Various Activities and Demonstrations by Southwest Kansas Key Teachers and Students

Activities will include:

1. A round table discussion of the Key Teacher Model for serving gifted students
2. Demonstration lesson using great books materials
3. Demonstration of the use of computers and other media in gifted education
4. A counselor serving as a key teacher will discuss how he serves students by working with regular classroom teachers
5. A student-produced video tape on creative problem solving
6. Student-coordinated quiz bowl
7. A project fair of student-produced independent work
8. Using gifted techniques in regular classes
9. Bloom's Taxonomy: making more effective use of it
10. Reading techniques that make a difference for gifted students
11. Applying brain research/learning styles to serve students

Cost: No Charge

Reservations are requested in order to prepare enough handouts. PLEASE INDICATE YOUR INTENT ON THE REGISTRATION FORM.

1:00 — 5:00 Preconference Sessions presented by Engine-Ulity, Ltd. representatives

Elementary Session:

"Learning Centers and Independent Studies"

Patricia A. Leadbeater

Learning centers, in order to be effective tools for the development of specific research skills, must be carefully organized and presented to the gifted student. The Centers should be designed around broad-based issues, themes, and problems with activities which give the students practice in problem solving techniques. Included in the framework should be time management skills, library and associated research skills, reporting skills (oral, written, and visual), and a variety of evaluation techniques. Part I of this workshop will include the design, construction, and evaluation tools associated with a Learning Center. Part II will be concerned with the organization and implementation of Independent Studies. The topics to be discussed include: scope and sequence, contracts, choosing a topic, project design, visual aids, the term paper, oral presentation, evaluation, and record keeping.

Secondary Session:

"Creative Strategies for Secondary Gifted Programming"

Mary F. Cole

Secondary source research (traditional accumulation and reporting of information) is exciting when students are allowed to pursue topics which interest them. Yet many Independent Study Programs in grades 7-12 flounder because students coming into the program lack basic skills in information retrieval and reporting techniques and have had no experience in selecting and narrowing a topic. This presentation teaches how to design and implement tasks which immediately involve students in meaningful, short-term research projects and presents a method for initiating guided, yet open-ended independent studies. Participants learn the hows and whys of this two-step procedure and receive instructions and models for designing materials. Seminar studies — their concept, design, and development — will be introduced as the ultimate phase of gifted programming.

Cost: \$20 per session

Reservations are required by April 4th. PLEASE INDICATE YOUR INTENT ON THE REGISTRATION FORM.

SESSION LEADERS

- JIM BANKES**, District G/T Coordinator, Sheridan County School District #2, Sheridan, Wyo.
- MARY ANN BRITTAN**, Vice President, American Indian Research and Development, Inc., Norman, Oklahoma
- DR. CAROLYN COOPER**, Coordinator of Gifted Programs, Wichita Public Schools, Wichita, Kansas
- NANCY DREGE**, Elementary Teacher and School G/T Facilitator, Laramie County School District #1, Cheyenne, Wyoming
- JUDY EBY**, Gifted Resource Teacher, Barrington School District #220, Barrington, Illinois
- SHARON GREENLEE**, G/T Instructor, Kearney State College, Kearney, Nebraska
- DR. REVA JENKINS-FRIEDMAN**, Associate Professor of Educational Psychology & Research; Co-Director, Graduate Training Program for Educators of G/T/C Students, University of Kansas in Lawrence, Lawrence, Kansas
- DR. BRUCE MILNE**, Professor of Education, University of South Dakota, Vermillion, South Dakota
- CAROL M. NORBERG**, Gifted Program Coordinator, Adams County School District #12, Northglenn/Thornton, Colorado
- DR. JOSEPH S. RENZULLI**, Professor of Educational Psychology, University of Connecticut, Storrs, Connecticut
- GINA GINSBERG RIGGS**, Executive Director, Gifted Child Society, Inc., Glen Rock, New Jersey
- GWEN RISTOW**, Coordinator of Gifted Education, Northeast Educational Services Cooperative, Brookings, South Dakota
- DR. WILLIAM E. ROWETON**, Associate Professor of Education and Psychology, Chadron State College, Chadron, Nebraska
- STUART A. TONEMAH**, President, American Indian Research and Development, Inc., Norman, Oklahoma
- DR. SHIRLEY WEDDEL**, Counselor/Gifted Resource Teacher, Poudre RE-1, Fort Collins, Colorado

STATE G/T CONSULTANTS

Colorado:	DR. JERRY VILLARS	303-866-5721
Kansas:	WOODY HOUSEMAN	913-296-3866
Nebraska:	DR. SHEILA BROWN	402-471-2446
Oklahoma:	DR. DOROTHY DODD	405-521-4287
South Dakota:	ROBERT R. GEIGLE	605-773-3678
Wyoming:	SUSAN L. HOLT	307-777-6238

REGISTRATION COST

Pre-Registration by April 4, 1985: \$75 (Includes Friday Continental Breakfast, Luncheon, Chuck Wagon Supper, Saturday Brunch, Boot Hill Tour, and bound book of all session handouts).

Registration following April 4, 1985 or at door: \$85.

Mail To: Midstates G/T Conference
c/o Nancy Drege, Conference Coordinator
4506 Glendo Avenue
Cheyenne, Wyoming 82001
(307) 634-4506

Registration fees must be paid by the date of the conference. If P.O./Vouchers are used a check must be provided by the date of the conference or the registrant should pay with a personal check and be reimbursed. Initiate P.O./Vouchers early!

MOTEL ACCOMODATIONS

Each registrant will need to make their own arrangements by April 4, 1985. Specify you will be attending the Midstates G/T Conference to receive these special rates. Please indicate names of roommates.

After 6:00 p.m. arrivals are required to be guaranteed reservations.

Headquarters Hotel:	Holiday Inn Holidome (Indoor Pool)	\$36.00 Single
	2408 W. Wyatt Earp Blvd.	\$42.00 Double
	Dodge City, KS 67801	
	(316) 225-9900	

Other Motels Close to the Holidome:

Dodge House Motel	\$30.00 Single	Super 8 Lodge	\$23.88 Single/1 person
2406 W. Wyatt Earp Blvd.	\$6.00 Each Additional Person	1708 W. Wyatt Earp Blvd.	\$26.88 Single/2 persons
Dodge City, KS 67801	(Guests may use Holidome Facilities)	Dodge City, KS 67801	\$31.88 Double/2 persons
(316) 225-4196	Can Call Collect, Ask for Veronica	(316) 225-3924	\$33.88 Double/3 persons
			\$36.88 Double/4 persons
Silver Spur Lodge	\$37.00 Single	Welcome Inn	\$23.00 - \$26.00 Single/1 person
1510 W. Wyatt Earp Blvd.	\$40.00 Double	1610 W. Wyatt Earp	\$28.00 - \$36.00 Single/2 persons
Dodge City, KS 67801	\$3.00 Each Additional Person	Dodge City, KS 67801	\$30.00 Double/2 persons
(316) 227-2125		(316) 225-0231	\$2.00 Each Additional Person

Prices vary due to location of the room.

FOUR KEY FACTS TO KEEP IN MIND ABOUT PROGRAMS FOR GIFTED STUDENTS
RELATIVE TO HOUSE BILL 2572

MYTH #1: Gifted students don't need special services. Ordinary schooling is enough to meet their needs.

FACT: In a recent University of Denver study, researchers compared I.Q.s of delinquents and nondelinquents. A much higher percentage of the delinquents had I.Q. test scores of over 130 than did the nondelinquents.

IMPLICATION: Without benefit of special services, a significant number of gifted students become underachievers, struggle with depression (even suicide) or drop out of school.

MYTH #2: Programs for gifted students don't have any measurable impact.

FACT : The Florida State Department of Education found that gifted students who took part in a special math program increased their Scholastic Aptitude Test scores by as much as 300 points.

IMPLICATION: In special programs, students work hard and learn more.

MYTH #3: Programs for gifted students take away time and energy from students' regular studies.

FACT: In a study in the Kansas City area, researchers found that despite the extra work students were assigned in the gifted program, their standardized achievement scores remained in the 95-99% range.

IMPLICATION: Gifted students continue their achievements in the general education program.

MYTH #4: Programs for gifted students are elitist and alienate gifted students from their peers.

FACT : In a study of the Kansas City gifted program, researchers discovered that gifted students in a special program reported better social relations with other students than was shown in nonidentified students' reports.

IMPLICATION: Gifted students who get special services learn to be more accepting of themselves and others.

Submitted by

Reva Jenkins-Friedman

Reva Jenkins-Friedman, Ph.D.
Associate Professor, Educational Psychology
and Research
University of Kansas

ATTACHMENT 137
House Education Committee

3-27-85

March 27, 1985

Mr. Chairman and Members of the Committee,

I am Vicki Shinliver, parent of two sons who have been identified as intellectually gifted and an advocate of excellence in education for all students.

The decision before you to remove the gifted mandate from the special education law, as written in HB2572, will have far-reaching effects. We, the parents, educators and legislators, have a responsibility to the students to provide the best preparation possible for their future. These students will be making decisions someday that will affect us in our later life, as well as future generations. I, personally want them to be knowledgeable and well-prepared to handle the responsibility of quality decision-making.

As parents, we encourage our children to be the best they can be and to achieve their full potential. As the special education program helps other exceptionalities to reach this goal, it is vital that the gifted students not be denied the same encouragement. It is essential that gifted children receive the needed nurturing of the gifted classroom experience. The gifted student must have an atmosphere of being around others that are gifted, so they will understand they are not abnormal; it is alright to be gifted. This atmosphere can help overcome the detrimental comments made about the students because they have learned early in school from peers and teachers that they are "different".

Even though both of my sons are in the gifted program, they represent both ends of the spectrum - the achiever and the underachiever. I have watched my underachieving seventeen year old virtually be kept alive by an expanded skills program which encouraged him to explore special interest areas not available in the regular classroom. He is fortunate that he is not a statistic - a gifted high school drop-out. I now watch my nine year old son delight in expanding his learning and thinking skills, especially eager to attend school on the day of gifted classtime. The gifted program serves as a lifeline to our exceptional children, providing appropriate and quality education.

I urge you to defeat HB2572 in committee, and take a stand for excellence in education for all students.

Thank you for allowing me to speak on this issue.

Vicki L. Shinliver
316 North "F" Street
Wellington, Kansas 67152

Mr. Chairman and Members of the Committee: My name is Cindy Fisher. I have come today, as a gifted student, to speak to you in opposition of HB 2572 which removes the gifted mandate from Kansas Special Education Law.

First, let me tell you a little about myself so that you can see why gifted education is so important to me. I am currently a second semester sophomore at Ft. Hays State University. I am double majoring in Accounting and Data Processing with a minor in Math while maintaining a 4.00 GPA. Some of my goals for the future are to become a Certified Public Accountant and to someday hopefully own my own accounting firm. There is something that draws me apart from most college sophomores, though. The fact is, I am just barely 18 years old and by most standards I should be considered a senior in High School, in Bucklin, Kansas.

All this would not have been possible for me without gifted education. Gifted education has lifted me out of the drudgery of the average classroom and placed me on the higher learning level where I am both challenged and motivated. Before gifted education was made available to me, I hated school. It was always so boring, I didn't even want to try to learn to the best of my potential. When I did try, I always came out feeling frustrated because I couldn't get the answers to the questions I asked. I honestly felt like throwing in the towel sometimes.

Today, because gifted education was made available to me, things are different. I get excited over my College Calculus class. In my College Accounting Class I got the highest test score in the class. Pretty good for a kid who used to hate school, huh?

A lot of people tell me that I am a good influence on them because I have a good attitude about school and it rubs off on them. It always makes me laugh to hear that because I used to spend my time devising ways to get out of schoolwork. My life has been made somewhat a success story because of gifted education. But mine is not the only success story there is. Gifted education DOES make a difference and will continue to make a difference to a lot of kids if you only allow it to continue. If you stop gifted education now you are going to hurt a lot of kids who are just like I was. In fact, when I was discussing this with the Dean of Education at Ft. Hays, he said "you know what they're doing, don't you-- they are discriminating against you." "They are?" I replied. "Yeah, they're discriminating against outstanding minds if they pass that bill. You tell 'em that, Cindy". So please don't discriminate against us gifted kids. Vote in opposition to HB 2572. Just give us a chance - - I guarantee we won't blow it.

Thank you for your attention.

Cindy Fisher



ATTACHMENT 139

3-27-85

House Education Committee

TO: Education Committee of the Kansas House of Representatives
FROM: Peggy Dettmer, Ph.D., university instruction in gifted education
DATE: March 27, 1965 RE: House Bill #2572

Please accept the following concerns about HB #2572. They are presented from a teacher educator perspective. They are not presented as the official position of any Kansas university or college.

1. Teacher shortage has been cited as a rationale for rescinding the gifted program mandate. I must point out that recruitment and retention of good teachers in gifted education are extremely difficult in a climate of yearly overtures toward disbanding funding or legislation.
2. The new competency standards for special education teachers are intended to allow greater flexibility in certification procedures that can be expected to improve teacher competency through expanded practicum requirements and emphasis on consulting skills. This will help rural areas in troublesome matters such as off-level certification for K-12 facilitators and consulting models of service delivery.
3. It must not be assumed that gifted education personnel support gifted programs to preserve coveted jobs. On the contrary, many might enjoy greater acceptance, more rewards and less stress in other areas of education or in commercial fields.
4. School district philosophies typically include a pledge to educate all students to the fullest of their abilities. However, we must consider the next point--
5. The ever-widening range of student abilities in the compulsory school setting, the exponential amount of material to be mastered, and burgeoning demands on regular classroom teachers make it highly unlikely that the learning needs of gifted students can be met in those regular classrooms.
6. The "Nation At Risk" report specified needs of gifted students, directly or indirectly, at least 18 times.
7. The cost of gifted programs ranks very low in terms of per pupil expenditure, with returns high when considering potential for community and national gain.
8. Without the unrelenting pressure of a gifted education mandate, rural areas most likely would be first to lose gifted programs, yet remain the most needy in terms of providing differentiated curriculum for gifted students. In rural and isolated areas, distances and staffing constraints inhibit opportunities for extended coursework, appropriate learning materials and options, and interaction with mental peers.
9. General popularity need not be a criterion for success of gifted programs. Gifted programs never have been, and probably never will be, popular. Powerful variables that influence the success of gifted programs include: administrator support; regular teacher commitment; availability of resources; student peer pressure; community support and involvement; parent satisfaction; quality of special education personnel, planning skills of special education administrators; and decisions of policy-makers such as yourself that include matters of legislation and funding.
10. Hard data for gifted program evaluation are difficult to gather. Philosophical and statistical artifacts render the contribution of objective data questionable when measuring gifted program success. However, formative evaluation can, and should, be accomplished. Progress has been made in this critical area, and more is forthcoming.
11. Many gifted program gains blend with the general success of the school. Positive ripple effects from gifted programs in our conservative, rather self-effacing state include: increased respect for academic excellence and student productivity; greater use of resources beyond school walls to enhance learning; staff development in curriculum design and learning theory; more student ownership and motivation toward learning; wider development of higher thinking skills; more creative production by students and teachers; greater parental involvement in school programs; national visibility and respect in the area of gifted education.

I believe that these points reinforce a mandate to continue gifted programs in Kansas. Thank you for your time.

ATTACHMENT 140
3-27-85
House Education Committee

SHAWNEE MISSION SCHOOL DISTRICT - SPECIAL EDUCATION DEPARTMENT

GIFTED SCREENING AND PLACEMENT CRITERIA

1. Screening

Information presented by school or Gifted Ed. teacher at time of screening:

1. Group or individual achievement test at or about the 95th percentile (e.g. ITBS Composite for elementary, 2 of major areas for secondary).
2. Group intelligence test (CAT) at the 97th percentile or above on district norms on at least two of the subtests.
3. Teacher recommendation of the student as potentially gifted.
4. Evidence of intellectual giftedness or potential such as demonstrated accomplishments, pupil products, etc.
5. Evidence of some of the following:
 - a. Ability to learn rapidly and easily
 - b. Retention of learning without much repetition
 - c. Originality of thought and expression
 - d. Ability to generalize, see relationship and make logical associations
 - e. Knowledge and/or appreciation of things of which peers are unaware
 - f. Problem solving ability
 - g. High level of leadership
 - h. Creative reasoning ability
 - i. Unusual curiosity

II. Identification

To be assessed by the Diagnostic Team:

1. Standardized test of achievement (group or individual) at or above the 95th percentile nationally
 - a. Elementary - Composite at or above 95th percentile - national norms
 - b. Secondary - At least 2 major areas (i.e. language arts, math, work study) at or above the 95th percentile - national norms
2. Individual test of intelligence (preferably a WISC-R) with a full scale IQ of 135 or above

District/Coop Shawnee Mission #512

School Year 1984-85

III. NUMBER OF STUDENTS RECEIVING SERVICES

	<u>Number of Students Served (most recent Dec. 1 count)</u>	<u>Percent of Total Dist./Coop./Private School Enrollments</u>	<u>FY83 Percent of KS School Enrollment Receiving Services</u>	<u>FY83 Percent of National Enrollment Receiving SP ED</u>
EMR	218	.611%	1.548%	1.93%
TMR	104	.291%		
PSA	366	1.026%	0.987%	0.88%
LD	1,239	3.472%	3.699%	4.33%
HI	51	.143%	0.176%	0.18%
PI, OHI	143	.401%	0.176%	0.27%
SMH	28	.078%	0.177%	0.16%
Sp/Lang	956	2.688%	3.259%	2.83%
VI	17	.048%	0.063%	0.07%
Total handicapped	3,122	8.758%	10.080%	10.67%
Gifted	984	2.760%	2.31%	--
Total Exceptional	4,106	11.518%	12.39%	--

Total Enrollments of Private Schools Served 5,122

Total District/Cooperative Student Enrollment 30,566
(ages 5-21)

For the year corresponding to Dec. 1 count above.

KC/SEMM/11

Gifted kids: Shortchanged by schools

By Felicia Lee
USA TODAY

USA schools aren't doing nearly enough for gifted students, concludes the first comprehensive study of programs for the academically talented.

Most schools not only lack the resources to identify gifted students, they also don't have the teachers to teach them or the necessary curricula and materials, the four-year study shows.

An estimated 1 in 20 children in elementary and secondary schools is gifted.

"The Richardson Study: A National Investigation of Educational Opportunities for Able Learners," by the Texas-based Sid W. Richardson Foundation, surveyed every public and parochial school in the USA. Final recommendations are based on responses from 1,572 school districts.

"Overall, what happens to gifted students who are not challenged is that there is a fairly high percentage of drop-outs," says Joy Brown, study director. "And some who are bored become behavior problems. For most, it's a matter of drifting through the education program without being challenged."

The five best programs for gifted students:

■ **Internships and mentor programs.** Students work with business and professional people in their area of interest. Illi-

nois, for example, has the Illinois Governmental Internship Program for students interested in government. Students go to the state capital in Springfield for a semester to learn how government agencies work.

■ **Collaborations between high schools and colleges.** Students take advanced courses for college credit or college courses while in high school, or enroll early in college after an enriched program.

■ **College summer programs.** At Northwestern University's Medill School of Journalism, aspiring journalists can enroll in a summer program that gives students "hands-on" experience writing news stories.

■ **Specialized schools.** Schools such as the Bronx High School of Science or Cincinnati's Walnut Hills School for college-preparatory students offer specialized programs.

■ **International programs.** Students follow an advanced curriculum that meets the standards for a diploma in any country. Bel Air High School in Houston and the Armand Hammer United World College of the American West in Montezuma, N.M., are two examples.

"The whole thing is somewhat fragmented," says Neil Daniel, one author of the study, who recommends that programs be "coordinated from beginning to end" over the 12 years of education.

Stop Accepting, Start Demanding!

DANBURY, Conn.—“If the state took our children from us when they were 5 or 6 and fed them until they were 16, giving them nothing but potato chips, we know what we'd do. We'd fight. We'd sue. We'd do anything we had to do to get them the nourishment their lives depend on,” exclaimed Stephanie Tolan, coauthor of *Guiding the Gifted Child*.

“But all our lives may depend on their getting the educational nourishment they need,” she told the audience in her keynote address at the Connecticut Association for the Gifted conference held recently.

Some of Tolan's remarks, which should provide good ammunition for parent advocates, have been excerpted from her speech and are presented below:

“Gifted children are different, and that difference is in the way they learn—in the efficiency, complexity, sophistication, and speed of their thinking processes. Thus it is in schools that their difference is most critical . . . [But] where gifted programs exist at all, they are usually pull-out programs: resource rooms run by part-time gifted coordinators; Saturday, after-school, and summer classes. Most school hours are still spent in regular classrooms with the regular curriculum.

“Parents must stop accepting these part-time approaches that fail to deal with the underlying problems—inappropriate material, inappropriate methods and rate of presentation, and lack of depth and breadth in the basic school curriculum . . . It makes no sense to keep [gifted children] learning at a rate that is slow motion for them and may turn them off or shut them down.

“One of the reasons ‘band-aid’ approaches to gifted education are popular may be that they let us pretend that gifted children really aren't very different. But it's our responsibility as adults not to help them deny, but to accept and deal with, their differences. When we propose full-time programs for gifted children, we must not be deterred by the buzzwords ‘undemocratic’ and ‘elitist.’ We accept Harvard law, Wharton business, Yale drama—all schools for the gifted. *It's time to accept full-time special classes for gifted first, or fourth, or seventh graders.*”

Get Your Free Bumper Sticker!

Be the first on your block to convert the family car into an *advocacy wagon!* It's easy and it's cheap! How cheap? The price of a first-class stamp and a #10 envelope! That's right, friends, you can get a bona fide bumper sticker of Charlene Knadle's award-winning slogan—*Boredom Can Kill! Support Your School's Gifted & Talented Program*—just by sending a self-addressed, stamped envelope to: Bumper Sticker, c/o GCM, P.O. Box 115, Sewell, NJ 08080. Supplies are limited. Send for yours today!

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House Education Committee

HOME AND SCHOOL BRIEFS

Future Problem Solvers Now 100,000 Strong

Now in its tenth year, the Future Problem Solving Program, founded by creativity expert Dr. Paul Torrance (a member of the GCM Advisory Board), serves approximately 100,000 students in all fifty states and seven foreign countries.

Teams of four students in grades 4-12 (broken into three competing divisions) train during the year with coaches to gather information, use problem-solving skills, and communicate their ideas. Two of this year's problems concern drunk driving and nuclear war. For a third problem, students were invited by President Reagan to help him solve the nation's education problems. When completed, students' work is mailed to evaluators, who critique it and return it with suggestions for improvement.

Teams with the most outstanding solutions compete at State Bowls each spring. Winning teams are then invited to participate in the International Future Problem Solving Bowl, which is held in the late spring at Coe College in Cedar Rapids, Iowa. Approximately 500 students attend this four-day meeting.

Other options the Future Problem Solving Program offers capable students include a scenario writing competition, a summer leadership institute, and Coe-Ed, a two-week educational summer camp for gifted students in grades 5-9.

For further information about the Future Problem Solving Program, contact Dr. Ann B. Crabbe at (319) 399-8688 or write c o Future Problem Solving Program, Coe College, Cedar Rapids, IA 52402.

For information on Dr. Torrance's research on creativity, giftedness, and future studies, write: Torrance Studies, 325 Aderhold Building, Suite 422, Department of Educational Psychology, University of Georgia, Athens, GA 30602.

Good Books Foster Good Thinking Skills

Good literature may not directly teach thinking skills, but it is a way to practice them, says Evelyn Winfield, a Maryland reading supervisor. For those parents and teachers who want to help preschool and early elementary school children [Note: except where older ages are indicated] practice higher-level creative thinking skills through good books, she has organized a recommended list around four goals—fluency, flexibility, originality, and elaboration.

Wordless picture books, says Winfield, in a recent *PTA Today* article, encourage a reader to ask many questions—a sign of a developing fluency. Two excel-

Mr. Chairman and Members of the Committee,

I am Sylvia Whitney from Wellington, a parent of a child receiving gifted education and a classroom teacher for thirteen years - five of those in gifted. As a parent and teacher, I have seen the positive results of children who have been helped because of the mandated gifted program. Before the benefits of this program, my own child felt frustration with school. He had too much repetition of daily work and "more of the same" if he finished early. He didn't need more work. He needed different and appropriate work. Since the program has started, he has been challenged. He has had opportunities to take part in quality learning situations that previously had not been available. His education has become more appropriate for his needs.

As a regular classroom teacher for eight years, I have worked with all ability levels, grades K-6. I am concerned for the welfare of all children and all exceptionalities. I know the massive responsibilities that the regular classroom teacher must face because I've been there. I know the limitations in the classroom. Even in the best of circumstances, it is difficult to meet the unique needs of the exceptionalities. Either time, knowledge or resources are lacking. I've experienced first hand the frustration and inability to completely serve the needs of all - especially the gifted minority. I wanted to do more for these students but couldn't. Their need was there but it could not be met. I have watched some students through the years when their needs had not been met develop negative attitudes, fail to achieve, turn to drugs, or drop out of school. Maybe it's idealistic but I want all children to reach their full potential. It's because of this concern that I entered gifted education.

As a teacher of the gifted these past five years, I have watched the positive results of gifted education developed because of the mandate. Children and parents are excited. Parents tell me it is their child's favorite time at school. Some students say they hate school but they wish that our class met all the time. Parents are pleased and supportive. They say they never have trouble getting them to school when we have class. In fact, they have trouble keeping them home if they are sick. Their special and unique needs are being met.

As a taxpayer and citizen, I want excellence in our schools and our country. I want our country to be able to compete in this world. Society must value and insure the development of our future leaders or society loses. As schools get concerned about cost effectiveness and their budgets they want to cut. But we had better beware of where we chose to cut. We are mapping our country's future. Our gifted children have become "students at risk." As the Nation at Risk report states "Excellence costs, but mediocrity costs more."

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THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something to meet the problems of a new world, so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and to make it easier to administer, all of the animals took all of the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running. Since he was so slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were so badly worn that he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class, where his teacher made him start from the tree top down. He also developed charlie horses from overexertion and then got a "C" in climbing and a "D" in running.

So at the end of the year, an abnormal eel who could swim exceedingly well and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the ground hogs and the gophers to start a successful private school.

Dr. G. H. Reavis
Former Assistant Superintendent
Cincinnati Public Schools

Mr. Chairman, Members of the Committee,

I am Kathy Vickers, Wellington, parent of a designated gifted child. I am speaking in opposition of HB2572.

Most gifted children manage to get through school, go on to higher education and make their way unassisted. Why do todays children need special help?

In most cases, gifted children are certainly gifted enough to succeed in spite of whatever discouragement they encounter. It is estimated that half of all gifted children do well in a normal classroom. It therefore, must also be estimated, that half of all gifted children do not do well in a normal classroom. What is the legacy of overcoming an imperfect educational system, even when a gifted person manages to become a productive adult and realize their goals? Dr. Robert Frezise, former coordinator of Michigan's Gifted and Talented Program sums it up well in the Roper Review. "I don't know of a more critical and bitter group of Students than very gifted high school students who have accumulated years of frustration in the regular classroom and have ended up as disenchanted with the school scene as they could possibly be. For unlike youngsters who resent school because they are failing the system, very gifted youngsters resent school because they feel the school has failed them."

Many times, gifted children become the teachers helper in the regular classroom. There is nothing wrong in allowing or encouraging children to help others, but many gifted students are ask to become teacher's aides against their inclinations and to no educational benefit to themselves, and most likely, none to the children they are ask to tutor. They feel resentment at being used instead of helped by their teachers.

Our society and electorate often do not care about the emotional and intellectual neglect caused by a system that does not provide any incentive for teachers to recognize, reward, and feed the accelerated learning capacity for the gifted child.

All children deserve an excellent education. We must include the designated gifted child in this philosophy. We must not let the gifted children become the neglected minority of our school system. We must nurture these children that hold the seeds of greatness, and allow them to grow. In a high tech society, these intellectually gifted children hold the keys to our nations future. We must help them, and allow them to be everything excellent, that they can possibly be. I appreciate this opportunity to speak to you on behalf of the gifted children. Thank you.

Kathy Vickers
Wellington, Kansas 67152

Mr. Chairman and members of the House Education Committee, I stand before you today addressing a serious problem concerning the education of the gifted students of Kansas. The proposed bill of which I speak (HB 2572) removes the gifted mandate from Kansas special education law and makes gifted education discretionary with school boards. House Bill 2572, if passed would result in adverse consequences concerning gifted education.

While in high school, I became bored with the curriculum because it seemed unchallenging and inadequate to my needs for education. I felt at one point that I didn't belong in school and considered dropping out. My friends often ridiculed my intellectual ability and as a result I felt that I did not belong academically and socially. My interests did not fit the mold that my peers deemed acceptable. I felt that no one understood my need for learning or cared. In 1980, when I was a junior in high school, the gifted program was implemented at my school and things began to change. For the first time in a long time I felt challenged and began to rediscover learning. As a gifted student in high school during the first years of the program I began to see the benefits of this most needed program. The gifted program at my high school inspired me and rekindled my interest in learning.

I feel that all gifted students share the need for quality, challenging, stimulating and advanced education. I feel that there are talented students out there who require the special education that the gifted program provides. Without this education, many gifted students will never realize their academic potential. I am here today because I care about gifted education. I care because it affects the single most important resource our country has: its youth. Its importance cannot be overstated because our future as an intelligent society depends upon its gifted minds for its very survival. The gifted mind if not challenged is wasted, sending a message to our society promoting mediocrity in educational standards. I feel that HB 2572 would result in limiting young gifted minds through the limiting of gifted education. School districts, without the gifted mandate will have no reason to continue the programs. Einstein when asked what the most important part of genius was, replied imagination. Einstein contended that imagination was limitless in its application to education for it allowed all concepts to be explored. To limit the imagination by limiting education is counterproductive to the gifted mind. Gifted education inspires

the imagination to explore and develop their higher academic potential. I can think of no greater goal or aspiration than that of promoting the very highest standards in education that we are capable of as students, educators, and public policy makers. This program depends upon your support to make it work.

I challenge you as legislators to retain the gifted mandate by opposing HB 2572 to allow all gifted students, not just the fortunate ones whose school boards support gifted education, but all gifted students the chance to develop their academic potential, to explore the unlimited world of education, and to promote the highest standards in education that are possible. I wish to thank you for allowing me the chance to speak in behalf of gifted education.

Thank you,



Todd Patrick Kee
Woodston, Kansas

March 27, 1985

RE: HB 2572

To the Members of the House Committee on Education:

I am a resident of Jefferson County, within USD 341, which is served by the Atchison-Jefferson Educational Cooperative. My son, Stephen, was in the gifted program while in high school. My daughter, Alex, a fourth grader, is in the elementary gifted program. I also have a mentor relationship with a high school student in the USD 501 gifted program.

My interest in special education extends beyond the gifted program. I am presently employed by The Capper Foundation, where I work primarily with the applications of current technology to the needs of the handicapped. Prior to my employment with The Capper Foundation I worked as a substitute teacher in five school districts in Jefferson County. (I am not a certified teacher, but I have a degree and I was available.) Much of my substitute time was in special education classrooms. I have spent many days in PSA, LD, EMH, TMH, and SMH classes, and learned a few hard lessons.

One of the lessons I learned is that giftedness is a learning exceptionality that requires careful management, just as any other exceptionality. My daughter is a heavy consumer of gifted services, my son was not, but both of them have honestly needed some special services in order to progress adequately. Gifted students sometimes need more than just motivation to learn, they need to have their learning experiences interpreted within the context of their exceptionality. They sometimes need enrichment programs that can transform isolated data into a rich fabric of knowledge.

Is it possible to provide adequate educational opportunities in a mainstream classroom for gifted students? IF the teacher is talented and IF the administration is supportive and IF supplemental materials are available and IF consultative services are available and IF the class size is very small, there there might be little need for the separate classrooms and programs. However, classes are often crowded, teachers are not always talented, and the rest of the system might be worse. In the real world situations the exceptional students lose out first, and the gifted are no exception.

Sure, there are lots of stories about people who "made it in spite of", but is this an excuse for us to step back from providing high quality education? Some kids will survive and succeed after almost any kind of education, but does that lessen our responsibilities? Our purpose should be to provide the best possible education for every student, not to create an obstacle course that produces a few heroes.

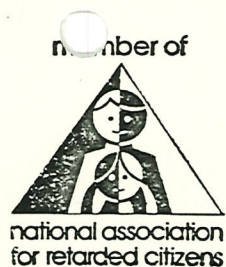
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It is often said that the gifted kids can take care of themselves. The only children whom I have seen who could take care of themselves were street smart inner-city kids, and they generally weren't doing too well. Children are not responsible for their own educations, we are. We have set as our goal to provide educational opportunities appropriate to each child. There is no reason to set aside that goal for one exceptionality, the gifted. Please reject HB 2572.

James L. Ware



DOUGLAS COUNTY ASSOCIATION FOR RETARDED CITIZENS

P. O. Box 3304, Lawrence, Kansas 66044

I am Elaine Oruch, Executive Director of the Douglas County Association for Retarded Citizens, a parent group which has been in existence for thirty years. We feel that House Bill 2572 making education for the gifted voluntary discriminates against those children whose school districts choose not to serve them. It may be difficult for some school districts to provide programs for children who are gifted, severely handicapped, blind, or emotionally disturbed, but these children have equal rights to be given a quality education which challenges them to reach their full potential.

This is not a time in our country's history to slow down progress, but a time to produce creative and caring leaders of tomorrow. It may be these very students who will find a way to prevent mental retardation. Kansas children are raised in a state that lends itself to nurturing and producing children with high ideals. One never knows what tiny child growing up in Kansas will have answers for our troubled world. Thank you.

Elaine Oruch

Thoughts, Considerations For Gifted Education In Kansas

- Without a mandate only those communities with appropriate fundings could address the gifted population. What could be done to pick up the hopes of bright students who attend educational systems unable to give them the best educational opportunity Kansas used to offer?

- Without a mandate the following will fall through:
 - A gradual erosion of services for all gifted populations in the state of Kansas.
 - Kansas will no longer be a perceptive national leader in this field, certified teachers will leave the state to work in other locations where the educational systems serve the abilities of the entire population.

- It should behoove the state of Kansas to take care of their talented sons and daughters before those very sons and daughters begin to feel that talent is not rewarded - or worse - that Kansas doesn't need their talents in the future.

Patrick Mulvaney

Patrick Mulvaney, Gifted Consultant
USD 320 Special Services Cooperative
USD 320, USD 323, USD 329

The Blue Valley Association for the Gifted feels that it is imperative that we retain the gifted mandate in Kansas. As parents, we have seen the difference that gifted education has made in our children. There have been opportunities for varied and beneficial experiences with teachers who have been trained specifically to develop divergent thinking skills as well as creativity. Often these teachers have served informally as counselors to our children because they knew them well and also understood the characteristics of giftedness and the possible accompanying problems and idiosyncrasies.

The benefits of mandated gifted education can be shown by an example of a recently-held "Olympics of the Mind" competition which involved students K-12 in our district. This event, co-sponsored by the Blue Valley School District and the Blue Valley Association for the Gifted, afforded students the opportunity to compete in long-term as well as spontaneous problem solving. It also involved creativity, imagination, divergent thinking, diligence, and hard work--all traits needed by our students now as well as in the future. By having the classroom time and format in which to work, these students participated in these mental games with the same gusto that we often see in our athletic teams.

It is the opinion of our organization that mandated gifted education benefits the regular classroom student as well as the gifted child. The gifted teacher often assists the classroom teacher with supplementary materials, ideas, and techniques. The gifted student benefits as he has the necessary guidance furnished by a trained gifted teacher who not only has the necessary skills and knowledge but also the awareness of the gifted student's uniqueness and potential. With the high-technology competition that is present among nations of the world today, it especially is crucial that we encourage and support the development of our talented students.

Our association feels that to eliminate mandated gifted education is to establish discriminatory public education where only those school districts with a generous tax base will be able to fund adequately gifted education. We are fearful that removing the mandate will be only the first step of many which eventually will eliminate totally gifted education. The Blue Valley Association for the Gifted feels a deep commitment that all students throughout Kansas must have an equal opportunity for developing to their fullest potential, both for themselves and for our nation. We urge you to vote against House Bill 2572!

Ann Martin
Sara Colt

Ann Martin and Sara Colt Co-Presidents
Blue Valley Association for the Gifted
Blue Valley Unified School District No. 229
Stanley, Kansas 66223

March 25, 1985

STATEMENT TO THE HOUSE EDUCATION COMMITTEE

From: Ronald G. Schmidt
1536 Alvamar Drive
Lawrence, Kansas 66046
Parent of school aged students

Regarding: House Bill 2572

The student age population of the great State of Kansas deserves the maximum education for all, regardless of ability or disability. Would any of you consider removing the mandate for mentally retarded children, for blind children, or for deaf children? Then why would you ever consider removing the mandate for gifted children? The identified gifted population is a special population, no more or less special than any other population, but still special and deserves special programs for their special needs. The needs of the gifted student are just as different from the "average" student, on one end of the ability spectrum, as the severely retarded are from the "average" on the other end of the spectrum.

Our children are the future of our State and of our Nation. They deserve every opportunity to have the very best education that we can provide. The maximum opportunity in education can only be provided when we have the support of our local patrons and of our State legislators. Kansas has been a leader in our Nation in the field of special education. Why would you now consider removing a mandate that keeps us in that leadership position? We, as Kansans, can be proud of the educational opportunities that we have available to our population.

The identified gifted population of our State comes from all socio-economic backgrounds. They are in our largest communities and they are in our very smallest communities. If you remove the mandate, but still fund programs for this special population, you are not assuring that all students will receive equal opportunity for maximum education. You will be making it easy for any school board to selectively ignore the needs of a special population. If you would remove the mandate for the deaf student or the blind student, very likely some districts would remove their programs for these populations. If you make taxes optional, how long do you think this State will collect taxes? If you make quality education optional, how long do you think our children will receive a quality education?

As a parent, I do not expect the classroom teacher, no matter how competent or efficient he or she may be, to be able to meet every need of every student in his or her classroom. I do expect the school district to provide special auxiliary personnel to support the classroom teacher in providing maximum education to each student. I do expect the district to investigate and pursue all avenues developed to enable each and every student to meet his or her maximum potential, whether the student is retarded, average, a high achiever, a low achiever, deaf, blind or gifted. I expect every child in Kansas to be challenged in such ways that lead to maximum gains, so that each and every child will be a maximum production adult.

For many gifted students, the bright point of their day is being challenged. Without gifted facilitators many of the gifted students won't be challenged! Without the mandate, many districts won't have specially trained facilitators to consult with the regular classroom teacher or to work directly with the student.

As a parent of two daughters, I want the maximum educational opportunities for both of them. Both of them happen to qualify, by State standards, for the gifted program. Therefore, since the State set the standards, and they qualify, I want them to have the program available. Only with the Legislative Mandate are they guaranteed this special education program. Without the mandate, I am not assured that the program will be in place.

The population of our State looks to our state leaders to lead — to take us into the future with optimum opportunity — to provide us with guidelines and laws that will benefit each and every citizen of our State. I am proud to be able to say that I'm a citizen of Kansas — where our leadership has excelled in mandating special education laws so that our children have more opportunity than those children in many other states. Please do not step backwards now. Do not remove the mandates that protect our children's education. Do not place our State in a position where we are known as the state that doesn't care about our children's needs — Keep us a caring population — Keep us a progressive State. Meet all of our children's needs through complete and quality educational programs! Do not remove the special education for gifted mandate.

March 27, 1985

Mr. Chairman and Committee Members:

Upon learning of my husband's transfer to Kansas this summer, I was elated. I had always heard that education in Kansas was very progressive. When I found out that gifted education was mandated, I felt that my prayers had been answered. For you see, I had spent the last two years as a frustrated parent in a state where gifted education was available, but not mandated. My daughter was denied entrance into the local gifted program, even though she had been in gifted programs in 2 other states. We were told at the State Education Department that she definitely qualified for gifted education, but their hands were tied since it was not mandated. I personally experienced the fact that when a state has no control over gifted education, the parents have no rights.

In contrast, this year has been a dream! Upon enrolling in Fort Scott, my daughter was re-evaluated by the psychologist, I participated in the I.E.P. Staffing, and she is now functioning in the gifted program -- with a renewed self-esteem.

Gifted education is not a privilege for the elite, but rather the molding of our future leaders. Gifted children, in a regular classroom setting, are just as handicapped as those children at the other end of the spectrum. They are often ridiculed or told, as my son was, to not raise their hand anymore to answer questions because they will not be called on. They are often not encouraged, or many times not even allowed, to live up to their potential. This constant juggling of roles leads to damaged self-esteem. They will then quit trying to excel, and their gifts are lost. A high percentage of our teenage dropouts and teenage suicides are in fact gifted children who have not been allowed to express themselves. Therein lies the significance of the gifted classroom for these children. Even if it's only one hour per week -- it's a time when they are allowed to be themselves and associate with their intellectual peers.

The State of Arkansas has always said, "Thank God for Mississippi!", because it was the only state in the union behind them in educational standards. Arkansas this year has mandated gifted education, with a first year budget of \$6 million. I urge you to not put Kansas in the position of having to say, "Thank God for Mississippi."

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The report "Nation at Risk" talks of striving for excellence -- making the most of our potential. Yet, H.H. 2572 will remove the opportunity for excellence from the children who have the most potential. The report further states, "when you give only a minimum, you get only a minimum in return!" Let's not give a minimum education to our future leaders in the State of Kansas.

Submitted by Gail Douglas
Fort Scott, Kansas

March 27, 1985



The Honorable Don Crumbaker Chairman,
House Committee on Education
House of Representatives
State Capitol Building
Topeka, Kansas

Mr. Chairman and Committee Members,

I am here to speak in opposition to HB 2572 on behalf of the Topeka Public Schools, the Kansas Association of Special Education Administrators (KASEA) and the United School Administrators (USA). We are all familiar with the work of this committee and its strong support for education in Kansas. We are also familiar with the current fiscal limitations that are imposed on the state and the struggles the legislature has been engaged in to manage the state's budget. Of the many scenarios we have heard discussed to cut the cost of special education, HB 2572 is perhaps the most innocuous. In its favor, gifted staff positions would continue to receive categorical reimbursement, local options for service would be retained and perhaps some of the growth in this area would be restrained. Why then are we opposed?

This bill represents a retreat from what we have viewed as the progressive and proper role of the state in education. We view gifted students as special and feel it is the proper position of the state to insure that these students have an opportunity for an equal education with all other students. The presentation of a regular curriculum is not providing an opportunity for an equal education for gifted students. Just like LD students, EMH students, PSA students, special and individualized curriculums are required. We will not argue with you that the program can be improved. However, we believe that the program can be improved without denying this service to all the appropriately identified gifted students in Kansas.

I applaud your examination of this program but urge you to reconsider removing the gifted program from the mandate for special education in Kansas. Thank you.

Sincerely,

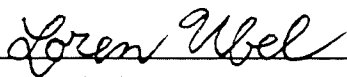
Robert D. Wittman, Ph.D.,
Chairman

Kansas Association of Special Education Administrators
Legislative Committee

Honorable members of the committee, I would like to thank you for giving me this opportunity to speak on the issue of HB 2572 which would remove the gifted mandate from the Kansas Special Education law and make gifted education discretionary with local school boards.

I am a senior at Wamego High School and have been in the gifted program since the start of the second semester. I am strongly opposed to this bill. Passage of this bill would be a step backwards during a time when improvement of education has taken on the status of national importance. The gifted program is new for Wamego High School and I only wish that this program had been around when I was a freshman. I feel that if it had been, it would have greatly benefitted my high school education. Unfortunately, I was not given this chance. However, I am grateful that I was allowed to participate in the gifted program, even though it is for a short period. I feel it has been helpful to the advancement of my learning and to have a class that is actually challenging.

I fear that if this bill is passed it will deny many gifted students the opportunity to be unrestricted in their learning. If the state does not require gifted education, several school boards will use funds for other projects they consider more "worthy". I would hope that this committee would stop this bill and insure that Kansas students can receive the best quality education that can be acquired.



Loren Ubel
Senior, Wamego High School

Charlotte Buterbaugh
720 East 10th
Winfield Ks. 67156
(316) - 221-3099

Concerning House Bill # 2572

Recently, in a local t.v. interview our high school students interviewed the newspaper editor. They asked, "Why doesn't the newspaper have an academic page?"

Naturally the editor was shocked. He had never thought of it before. The students went on to point out that the paper had a sports page, but nothing to recognize achievements.

Why is it that we don't think about an academic page? Is this not one of our priorities? Our editor has certainly taken this into consideration.

From talking to one of the committee members the cost factor - the escalation since the conception of the gifted program has somewhat influenced the initiation of this bill. Again we are talking about priorities. If we had a factory come to any one of our towns and say, "I would like

to locate here, but I want your town to give me the land to build my factory on and I want it outside of the city limits, so I don't have to pay city property taxes. Would we do it? Sure we would!

It means more money, more jobs, more prosperity. And we know if we don't - the factory will find some other town that will give them land and a tax break. Aren't our schools - factories? You bet they are, but they don't have the power to barter. Only congress mandates can achieve that. Now you are proposing to take away part of that mandate.

Do any of you committee members feel that you are average in intelligence? Of course not. Why? I am not trying to patronize you by making this statement.

It is because no matter if you are a retired farm manager, Chairman Crumbaker, a teacher, a real estate or insurance agent, a civil engineer, a student, a salesman, a farmer or a corp. exec., you have that special gift to be able to run for office and represent our state in making decisions. No voter elects a dummy, they trust in your intelligence. * You are also involved in a vast variety of volunteer work like Ks. children's service league, Ks. livestock assn., Shriners, historical societies, school board, Ks. assn. for retarded citizens and countless more, yet you are able to serve in all areas. Surely education is a top priority with all of us.

Yet we all have our priorities. All of you that drove cars and farm vehicles paid that \$1.40 for a gallon of gas a few years ago. We know the education of our gifted children is a greater priority than that. And Kansas has a good foundation - let's not ruin on it.

Let me tell you of one of our Ks. students. A Gore scholarship winner at Wichita State, grad. in 3 yrs., masters degree the 4th year, intern in Doles office. Wanted to go to Harvard Law School and they wouldn't accept a midwesterner. In this student's 3rd yr. at Northwestern Univ. Law School, Harvard admissions asked this person why "he/she" hadn't come to Harvard. Certainly, we do not let the influence of the "Ivy League" mandate the quality

of our education and yet all of us are guilty at one time or another of not accepting the quality that Kansas offers and enhances with the gifted programs.

In 1959 and 1960 there was an accelerated math program introduced into 9th grade algebra. Twelve per cent of the students in our local school were involved - not 3% but 12%.* The program was dropped because the local school board wouldn't continue to fund it. Last month our local school board would not pick up the tab for funding the already existing media center and the parent counseling program for the exceptional children. Gifted education is not only a priority, but an instrument to the future of Kansas' economy.

Our economy on the farm depends on that gifted future farmer that may discover better soil utilization, that insurance agent who works on creative IRA's, that teacher who works with our retarded citizens, that salesman who that works with creative financing, that scientist who will discover better methods than pasteurization, that corp. exec. or civil engineer or countless others that are to mold our future,

I come as a parent of a child in the local gifted program, and also as a friend of education. I believe our children are our most important potential state and national resource. I say potential because learning to learn and learning to think creatively are the keys to making this potential resource a reality.

The current gifted program is a first limited attempt to focus consciously on this kind of education. It is the research and development in our educational system. Due to the fact that techniques are only now being developed, and the fact that we do not yet have a large pool of trained and gifted teachers, there have been complaints that the system is not working, and should be scrapped.

While this attitude is understandable, in the short run, it is contrary to the long range purpose of education; to make our children competent adults, able to think creatively in seeking answers for our worlds problems.

Respectfully submitted,

Paul Krumm
529 S. Chestnut
Lindsborg Ks.

El Paso Elementary
900 E. Crestway
Derby, Kansas 67037
March 27, 1985

Dear Representative *Ed. Committee*

I am very concerned about the bill which was introduced in the House Education Committee last week (HB 2572) which would remove the mandate of gifted education in Kansas. Without the mandate I am afraid that a pull-back on funding may follow, and without funding many districts would probably have a problem retaining their gifted programs. Without adequate education for the gifted, we all would be the losers. Many of our countries' future leaders will come from this segment of identified gifted students. By enhancing their abilities through special programs in problem solving, creative thinking, as well as many other high levels of thinking we can look toward future leadership which will improve our nation's well-being. By dropping the mandate we would be de-valuing the importance of the gifted mind.

Having been a classroom teacher for nine years, I understand their plight of trying to meet the needs of all students. The classroom teachers are doing a tremendous job of working with the broad range of abilities in each classroom of 25 to 35 students. Meeting the needs of the remedial levels, the learning disabled, those with personal and social problems, and the many varying needs of the average learner, it is impossible for them to provide everything the gifted student needs as well.

Not providing differential programs for the gifted students on their level of abilities is not only doing an injustice to their intellectual well-being, but also damaging on the personal and emotional levels. To help understand the meaning of this, remember a time when you had to sit through a long series of instructions on something you already knew how to do. Now imagine students having to sit in classrooms, period after period, day after day, year after year listening to and working material they already know. Can you understand the frustration which develops, the lack of interest, the lack of motivation, not to mention the emotional strain of not having their needs understood? Is this what we want to do with our students with the most capable, brightest minds?

Gifted programs around the state have weathered many of the initial developmental problems through the last five years since the mandate was enacted, and have progressed into a strong educational asset for the state and for the many brilliant students in their schools. Let's not step backward, but rather continue to improve the educational system of our state to enhance the needs of students of all levels!

With this rationale, I urge you to do your part to kill this bill before it leaves committee! Thank you.

Sincerely,

Eleanor Balzer

Eleanor Balzer
Teacher of Gifted Education in Derby

ATTACHMENT 158

3-27-85

House Education Committee