

Approved Thursday, March 20, 1986
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~4:30~~ p.m. on WEDNESDAY, FEBRUARY 26, 1986 in room 254-E of the Capitol.

All members were present except:

Senator Salisbury, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department

Ms. Avis Swartzman, Legislative Revisor's Office

Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SCR 1634 - Proposition to revise article 6 of the constitution of the
state of Kansas (Education)

Proponents:

Mr. Jim Murphy, legislative liaison, Governor's office

Mr. John Koepke, Executive Director, Kansas Association of School
Boards

Opponents:

Representative Denise Apt, former member, State Board of Education;
former president, Kansas Association of School Boards

Ms. Connie Hubbell, legislative chairman, State Board of Education

Dr. Gordon Schultz, former member, State Board of Education

Comments:

Mr. Craig Grant, Director of Political Action, Kansas-National Educa-
tion Association

Dr. W. Merle Hill, Executive Director, Kansas Association of Community
Colleges

SB 650 - Preschool handicapped children; affecting the definition of pupil
for the purposes of school district finance (Education)

Proponents:

Ms. Joan Wesselowski, Executive Director, Kansas Association of Rehabili-
tation Facilities, Newton

Mr. Bryan Thompson, Salina, parent of a preschool handicapped child

Mrs. Feryl Russell, Galva, parent of a preschool handicapped child

Mrs. Pat Nystrom, Burns, parent of a preschool handicapped child

Mrs. Gail Beale, Berryton, parent of a preschool handicapped child

Dr. Don Herbel, immediate past president of United School Administra-
tors; Director of Special Services in Lawrence

Ms. Marla Mack, Wichita, lay member of the Governor's Cabinet Subcom-
mittee on Early Childhood Developmental Services

SCR 1634- The Chairman called the meeting to order and recognized Mr. Jim
Murphy of the Governor's office who testified that SCR 1634 is intended
to strengthen the leadership needed in our state today to maintain and ex-
tend the excellence of our public school system. He stated that the Gover-
nor supports passage of SCR 1634. (Attachment 1)

Mr. John Koepke of the Kansas Association of School Boards stated that
his organization is strongly in support of the change to make the powers
of the State Board of Education subject to legislative delegation so as
to bring the State Board of Education in line with every other state agency
by removing its self-executing power status. He said, however, that he is
opposed to the language which would change the State Board from an elective
to an appointive status. (Attachment 2)

Representative Denise Apt, former member of the State Board, qualified her
testimony by saying that she is speaking only to the language in the resol-
ution which relates to the appointment of the State Board members by the

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-B, Statehouse, at 1:30 ~~xxx~~/p.m. on WEDNESDAY, FEBRUARY 26, 19 86

Governor. She urged retention of an elective Board and maintained that only through the election process can the Board best serve the broad spectrum of interests represented in Kansas. Also, she added, since the Commissioner of Education is appointed by an elective board, he truly is spokesman for the people of Kansas. Likened to agriculture, she said, which is considered the number one industry in Kansas, the State Board of Education represents the number one product, the educated youth of Kansas; and she urged the Committee to keep the State Board out of the political arena.

Ms. Connie Hubbell of the State Board expressed opposition to SCR 1634 in her testimony found in Attachment 3 and explained how the State Board had responded to the needs of education in Kansas prior to the educational reform movement precipitated by the release of the "Nation at Risk" report.

Dr. Gordon Schultz' testimony (Attachment 4) reiterated earlier testimony urging that the State Board remain out of the political arena by keeping it an elective rather than an appointive body.

Mr. Craig Grant of Kansas-National Education Association testified that he is supportive of the change in SCR 1634 which would remove the self-executing powers of the State Board of Education but said he is not supportive of making the State Board members appointees by the Governor.

Dr. W. Merle Hill of the Kansas Association of Community Colleges said he recalled a similar bill in the Senate Education Committee twenty-five years ago. Dr. Hill recommended an amendment to SCR 1634 whereby a third board of control pertaining only to the community colleges would be established.

Following testimony by Dr. Hill, the Chairman announced that the hearing on SCR 1634 was concluded and that the resolution would be considered by the Committee at a later date.

SB 650 - The Chair then called upon the first conferee to testify on SB 650, Ms. Joan Wesselowski, Newton. Ms. Wesselowski stated that four out of five of the preschool children needing special education do not have services available to them and urged the Committee, on behalf of the Kansas Association of Rehabilitation Facilities, to support SB 650. (Attachment 5)

The Chair then announced that due to a time constraint and out of deference to those conferees who had driven a great distance to attend the meeting, he would request that the conferees from the Topeka area return tomorrow to present their testimony regarding SB 650, and they agreed to do so.

Mr. Bryan Thompson, Salina, was the next conferee to testify for passage of SB 650, and his testimony is found in Attachment 6. Mr. Thompson also brought written testimony from other persons urging passage of SB 650, and this testimony, also, is listed as part of Attachment 6.

Mrs. Feryl Russell, Galva, the mother of a preschool handicapped child, urged passage of SB 650, and her testimony is found in Attachment 7.

Mrs. Patricia Nystrom of Burns related the experiences she has undergone as a result of her handicapped daughter and urged passage of SB 650. (Attachment 8)

Mrs. Gail Beale, Berryton, the parent of a handicapped child and a former occupational therapist who worked with preschool age handicapped children, related how educational services prior to kindergarten for a handicapped child can make a difference in the child's education achievements in later years. Her testimony in support of SB 650 is found in Attachment 9.

Dr. Donald W. Herbel, Lawrence, noted that the merits of the provisions contained in SB 650 had been presented to the Legislature many times over the past several years in response to other bills establishing a state mandate

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
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for preschool handicapped children. He continued by saying that studies have verified the value of preschool services to handicapped children and that he had included this as part of his written testimony. (Attachment 10) Dr. Herbel then described the funding strategies that have been used in the city of Lawrence to establish a preschool program for handicapped children ages two and one-half through five years of age.

Ms. Marle J. Mack, Wichita, parent of a handicapped child, identified the other roles she has had in her experiences with working on the issue of preschool handicapped children. Ms. Mack's testimony in support of SB 650 (Attachment 11) noted the growing demand for provision of statewide services. She urged that the state support policies that encourage districts to take on more preschool responsibility, and these, she said, could conceivably bring about full services and render a mandate approach unnecessary. Ms. Mack reminded the Committee that SDEA funds that would be available under SB 650 would go only to those districts which choose to serve preschool children. She affirmed that this legislation is consistent with existing state policy which supports the provision of early education services for handicapped children.

Following testimony by Ms. Mack, the Chairman announced that due to the time element the hearing on SB 650 would be continued tomorrow, and he adjourned the meeting.

(Additional written testimony submitted on behalf of people who were unable to be in attendance is found in Attachment 12.)

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, February 26, 1986

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Lila Paslay	Lepeka	AKC / Kansas
Brenda Wallace	809 W. South, Salina	Parent
Dawn Memman	2515 Rockhurst, Salina ⁶⁷⁴⁰¹	Parent
Bryan Thompson	1611 Osborne, Salina	Parent
Judith L. Alad	604 HAROLD, SALINA, 67401	PARENT
Irene Hatch	2546 S.F. Peck Topeka, 66605	Grandmother
Lorena Church	25416 SE Peck	aunt
Janelle Dastor	8900 SW 35th	Friend
Al Ames	St. Office Bldg	MHRS/SRS
Jan C. Houshank	136 W 6th Newton Mo	Kansas Dept. Sec.
Elizabeth E. Taylor	129 N Broadman	Kansas Dept. Education of Young Children

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, February 26, 1986

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Connie Hurrell	2028 W. Edward	St. Bd. of Ed
Key Cole	Topeka	KS-NEA
Joyl Russell	Box 517, Galva	parent
Patricia Nyström	Byssis Ks	parent
Shirley Harris	117 So. Tenside Marion, Kan.	Regional Service Council
Oliver Moran	Topeka	KACC
Larry N. Clark	117 N. Emporia Valley Center, KS	Sedg. Co. Sp. Ed. Ctr.
Linda Homeier	901 W. 22 nd Lawrence	USD 497, KASEA
Donald W. Hubel	2017 Linnin Lawrence	USD 497, KASEA
Lucile Pader	Topeka	KSDE
Terry Bachus	514 N. Main	McPherson Sp. Ed. Ctr.
Janelle Mulvenon	KRHE	Topeka



OFFICE OF THE GOVERNOR

State Capitol
Topeka 66612-1590

John Carlin Governor

Testimony to
Senate Education Committee
on Senate Concurrent Resolution 1634
by Jim Murphy
on February 26, 1986

Mr. Chairman, Committee Members:

Public education is the second most widely accepted function of government--second only to the maintenance of law and order. Ideally public education should be viewed as a whole with students beginning in kindergarten, progressing through elementary and secondary school, and culminating their formal education with the opportunity for postsecondary education. This view of public education requires general guidance and oversight by a single entity.

Article 6 of the Kansas Constitution tasks the Legislature to provide such guidance and oversight. However, the current construct of our Constitution has been interpreted by the courts to give general supervision of public schools at the elementary and secondary levels to the state Board of Education. Senate Concurrent Resolution 1634 would restore the Legislature to its appropriate oversight role.

In addition, Senate Concurrent Resolution 1634 proposes to change the method of selection of the state Board of Education. This amendment would change the composition of the State Board from ten to nine members. These nine members would all eventually be appointed by the Governor and confirmed by the Senate. The amendment also provides for both regional and bipartisan representation. This selection procedure improves the ability of the Governor and the Legislature to select board members with the knowledge and expertise required to supervise the operation of our public school and maintain a closer, stronger relationship with the Legislature and the Governor.

The appointive selection procedure proposed in this amendment is not intended to disenfranchise the people, but, rather, to strengthen the leadership needed in our State today to maintain and extend the excellence of our public school system. An appointed State Board, working in concert with the Governor and the Legislature, offers the most effective means to articulate the needs of public education in our State.

The Governor supports the passage of Senate Concurrent Resolution 1634.



TESTIMONY ON SCR 1634
before the
Senate Education Committee
February 26, 1986

by
John W. Koepke, Executive Director
Kansas Association of School Boards

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the 303 member boards of education of the Kansas Association of School Boards regarding SCR 1634. The resolution makes two major policy changes regarding the Education Article of the Kansas Constitution.

Our organization is strongly in support of the first major change, which would make the powers of the State Board of Education subject to legislative delegation. We have had a policy position supporting this change since the Peabody decision was handed down by the Kansas Supreme Court in 1972. This change would bring the powers of the State Board of Education in line with every other state agency and would remove their self-executing power status. Such a change would, in our opinion, remove what has become an increasing source of friction between the legislature and the State Board.

We must, however, oppose the proposed change of the State Board of Education from an elected board to appointive status. Our delegates, in each of the past two years, have overwhelmingly supported policy statements which would retain the elective method of choosing the State Board of Education. Our

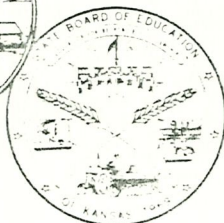
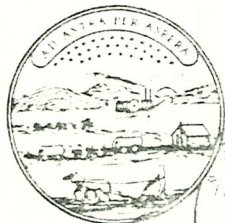
members believe that the elective process for choosing State Board members provides greater opportunity for citizen involvement in the education policy development process.

We would urge, therefore, that you remove the appointive process provisions from SCR 1634 and report the remainder of the resolution favorably for passage.

Kansas State Board of Education

Kansas State Education Building ATTACHMENT 3

120 East 10th Street Topeka, Kansas 66612-1103



Kay M. Groneman
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Sheila Frahm
District 5

Theodore R. Von Fange
District 7

Robert J. Clemons
District 9

Dale Louis Carey
District 3

February 26, 1986

Marion (Mick) Stevens
District 10

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: Senate Concurrent Resolution 1634

My name is Connie Hubbell, Legislative Chairman of the State Board of Education. I appreciate the opportunity to appear before the Committee on behalf of the State Board.

Senate Concurrent Resolution 1634 is an amendment to the Constitution to make the State Board of Education members appointed by the Governor and removes the general supervisory powers of the current State Board.

First, I would like to speak briefly to the elimination of the State Board's general supervisory powers. The State Board has made a concerted effort to acknowledge both the educational needs of the community and the school districts' ability to finance any proposed changes. The educational reform movement began following the release of the "Nation at Risk" report which has initiated a good deal of publicity about the expectations and limitations of education on the national level. However, prior to the reform movement, the State Board of Education had started new programs to meet the state's expectation of education, especially increasing student achievement. During the last few years, with the cooperation of the Governor and the Legislature, we have been able to establish a precertification testing program, an inservice education program, standards to increase graduation requirements, and a plan for implementation of a teacher internship program.

In light of these accomplishments, it is the State Board's opinion that its general supervisory powers have been used wisely to respond to the educational needs of our state.

The State Board of Education has made every effort to obtain public input on any major issues being considered for implementation by holding hearings. Notices of all public hearings are made available to all school districts, community colleges, and area vocational-technical schools prior to implementation to insure that adequate input is received prior to the State Board's action.

Senate Education
Attachment III 2/26/86

We believe amending the Constitution to reduce the State Board's self-executing authority is unnecessary and not in the best interest of education. Education is a very complex and difficult area to analyze and determine the proper decisions which should be made in the best interest of students and educators.

Secondly, I would like to speak to changing the State Board of Education from an elected board to an appointed board. It is generally agreed that ideally, the people should exercise their voting franchise in educational policy making. It is essential that some part of the state educational agency be kept close to the people. It seems logical that the element closest to the people should be the State Board of Education. It also seems logical to elect the members of such a Board and that the Board should appoint the top professional person who should be the administrator. The elective method of choosing Board members provides a democratic means of obtaining members to represent the people and makes the Board more accountable. It gives the ordinary citizen a direct contact when problems arise affecting the local districts.

The State Board contends that it is not necessarily true that better qualified people can be secured through appointment. It is more than likely that on some occasions the political organization that supported the election of the Governor would insist on the appointment of persons who may or may not be well qualified for membership on the State Board of Education. The assumption that appointment would remove the Board from politics is not necessarily sound. Appointment of Board members could be influenced by political rather than educational considerations. The Board could become deeply affected by politics rather than being lifted out of politics.

In summary, we believe that the State Board of Education which is composed of elected members whose major interest is education can adequately respond to those needs in cooperation with the Governor and the Legislature without amending the Constitution. We believe that an elected State Board would be more accountable to the people of Kansas.

TESTIMONY

SCR 1634

Thank you for allowing me this time to share my views with you regarding SCR 1634. My testimony will be short and to the point. Being a legislator is not an easy job in a time that has seen shrinking tax revenues and new budgetary demands virtually every legislative session. The plain fact of the matter is that the Kansas legislature has made education a priority and treated it as such by providing the dollars to meet the educational needs of our young people in the 1980's. In short, when the challenge was there you met it and did the right thing. Now once again you are being called upon to meet a challenge and do the right thing for education in Kansas by voting against SCR 1634, and simultaneously strike a blow for the democratic process.

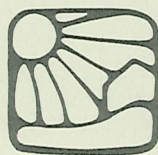
Some in the legislature have gone to great lengths to explain to us why the people should have the right to vote on various liquor or gambling measures, while at the same time many of those same people call for a measure that would not allow the people to vote for their State BOE. Others in the legislature have ardently opposed the Governor, and stood up for democracy in the selection of the State Board of Agriculture, and yet many of those same people call for an appointive State BOE. Such political contradictions will not go unnoticed by the people of this state.

I do not come before you today to tell you that the State BOE has always made the right decisions for they have not. But I can assure you that we stand a far better chance of having a responsive State BOE if it has to respond to the people and not to the politicians. I shudder to

think what would have happened if the State BOE had been appointive during the Carlin years. It is no secret that Governor Carlin owes a great debt of gratitude to the KNEA for his political fortunes. In my opinion part of the pay back would have been virtual veto power by the KNEA as to who was appointed to the State BOE. The tail would have been wagging the dog. If we set our foot on this path, what's next an appointive local board of education beholdng to some centralized political big brother?

Kansas does not exist in an isolated vacuum. Dorothy and the Wizard no longer live here. We are a vital and integral part of the world at large. I urge this great body to extend the same rights of self-determination to its own citizens for which the people of the Philippines and Hati and numerous other democratic loving people are willing to fight and die. To do anything less is to break with the covenant that we have with a democracy. I implore you on behalf of the people of this state to vote no on the ill-conceived legislation known as SCR 1634. Thank you.

Dr. Gordon Schultz
949 Parklane
Wichita, Ks. 67218
316-687-4000



Kansas Association of Rehabilitation Facilities

TownCenter Building 120 West Sixth, Suite 110
Newton, KS 67114 316-284-2330

TO: SENATE EDUCATION COMMITTEE

FROM: KANSAS ASSOCIATION OF REHABILITATION FACILITIES (KARF)

RE: S.B. 650 - SCHOOL DISTRICT FINANCE, DEFINITION OF PUPIL, PRESCHOOL AGE EXCEPTIONAL CHILDREN

DATE: FEBRUARY 26, 1986

Current preschool programs for children with handicapping conditions are provided on an optional basis by unified school districts, special education cooperatives, community-based rehabilitation centers or, in some instance, joint ventures involving all three. In spite of united effort, four out of five (80%) of the preschool children needing special education do not have services available to them. Even those children receiving services constantly face termination of programs on which they depend. Whether fortunate to be receiving services or not, all handicapped preschool children in Kansas share a common dilemma.

Recommendation

KARF recommends the passage of S.B. 650 - Equalization Aid for Age 4 to Kindergarten Exceptional Children.

Justification

- Provision of services to preschool handicapped children is an efficient and cost effective utilization of resources resulting in long range benefits and reduced costs of special education.
- Provides an incentive to school districts to increase programs for the 80% who are still unserved.
- Provides a critical funding source for increasing or maintaining programs for preschool handicapped children.
- Supports and ensures continued and active multi- agency funding base for preschool children.

Kansas Senate Education Committee

February 26, 1986

Senator Joseph C. Harder, Chairman

ATTACHMENT 6

Senator Alicia Salisbury, Vice-Chairman

In addition, during that same time period the brain is still flexible and adaptive. That means that if a certain area is damaged, other areas can take over and pick up. Mr. Chairman and committee members: all age 5 to get any specialized training through the public school system, these opportunities would be lost forever. I hope you can

Thank you for giving me the opportunity to express my feelings on Senate Bill 650. I know there are many others who can and will speak about the technical and financial aspects of this legislation far better than I. So if it please the committee, I'd like to speak about the human impact of this bill, and what special education means to me and my family.

When 1985 first began, my son Ralph was one of the most advanced 1½ year olds I had ever seen, parental bias notwithstanding. Two weeks later he suffered a terrible accident that left him severely handicapped, both mentally and physically. While he was in Wesley Medical Center, the doctors would tell us his recovery would be extremely slow. We struggled with the prospect that it might be months before he could even say "Mama", and that he would have to start from scratch in learning to walk and talk again.

He's been home almost a year now, and hasn't made any sound other than a cry. Ralph is unable to use any of his limbs, and can't even use his mouth to eat except in tiny amounts. In addition, he has trouble concentrating his gaze on any moving object for more than a brief glance. From what I've told you this may sound hard to believe, but Ralph has made considerable improvement and much of it is due to the Kids Connection pre-school in Salina.

A bus comes to our house 4 days a week during the school year, and takes Ralph to the school for a wide variety of theraputic activities all morning. The staff has the training and experience needed to recognize and build upon the subtle indications Ralph gives that some of the messages are getting through. Sometimes it's the direction of his glance; sometimes it's a slight movement of his hand; sometimes it's an expression on his face. The staff has been able to use these cues to determine which color of toy he prefers; what tastes he likes; et cetera. They've even been able to rig up a special switch that can be operated with the slightest motion of a hand so that he can turn a favorite toy on and off. Even though we're his parents, many of these abilities would pass unnoticed without the pre-school. The more we're able to react to his responses, the more he'll learn.

February 25, 1986

Dear Senators:

I would like to request that you give special attention to senate bill 650. The future education of the handicapped children in this state depend on your passing this bill.

From first hand experience I have seen the wonders that the preschools for handicapped children have performed. However, without the proper funding these schools will no longer be able to remain open. I hate to think of what will happen to these children if they have no preschool to attend and then are expected to be able to cope in a normal class situation. Problems that seem very small and unimportant to us are major problems to be overcome by these children. The preschools help them overcome these problems.

Please vote yes on the bill 650, there are a lot of handicapped children who are depending on your help for a more productive life.

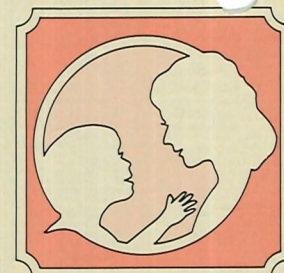
Sincerely,

Cathy

Cathy Hlad

26 February 1986

Senator Joseph Harder, Chairman
Kansas Senate Committee on Education
Kansas State House
Topeka, Kansas



Dr. Ralph Weber
PEDIATRICS

636 E. Iron
Salina, KS 67401
Office Ph. 827-0292
Answering Service 827-4433

Dear Chairman Harder and Committee Members,

Today I appreciate the opportunity of submitting written testimony to you regarding Senate Bill No. 650. The demands of my private pediatric practice have prevented me from attending this hearing in person.

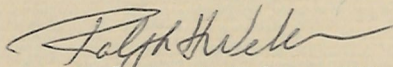
As a pediatrician I am very concerned about the availability of educational programs for preschool handicapped children. It is well recognized in the field of developmental pediatrics that early intervention and training of both physically and mentally handicapped children greatly enhances their ultimate educational achievements and in many cases significantly reduces the need for special education classes later in their formal schooling program. Estimates presented to you in other testimony today have projected that a cost savings of \$7500 per handicapped child can be realized by initiating an educational program at the age of 3 years rather than waiting until the child is traditionally 6 years old.

Practicing pediatrics in Salina, I have been involved over the past 7 and one-half years in a community program which has developed services for preschool aged handicapped children. We have been fortunate to have had the cooperation and support of our local school districts comprising the Central Kansas Cooperative in Education in developing a preschool for handicapped children aged 3 and 4. Unfortunately the majority of the school districts in the State of Kansas have not had either the initiative or the incentive to develop similar programs in their districts. As a consequence it is estimated that there are approximately 4240 preschool handicapped children in the State of Kansas in need of these services. You have also had testimony today from parents whose children have benefited from these programs. Please consider carefully the comments which they have made about the positive impact preschool education has made on their children's lives.

Passage of this amendment to K.S.A. 72-7033 will encourage school districts to provide education for preschool handicapped children by authorizing equalization funds for those children served. With this incentive it is hoped that school districts will begin to develop appropriate programs so that the State's 4240 handicapped children can begin to receive the all important early intervention which will make such a positive difference in achievement of their ultimate potential as Kansas citizens.

I herewith respectfully request your positive consideration of Senate Bill 650 and recommend it's passage to the full Senate for final deliberations.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Ralph H. Weber".

Ralph H Weber MD

112 Millview Road
Salina, Kansas 67401
24 February 1986

The Honorable Joseph C. Harder, Chairman
Senate Education Committee
Kansas Statehouse
Topeka, Kansas

Re: Senate Bill 650

Dear Senator,

We urge you to support Senate Bill 650 which provides for state aid to 4 year old handicapped children.

Our 7 year old son Eric has spastic diplegic cerebral palsy. This means that he has abnormal muscle tone in his legs with some increased tone in his arms and hands as he attempts writing and other fine motor tasks. Eric was diagnosed at 12 months and has been in an infant-stimulation program with a physical therapist and/or an occupational therapist on a weekly basis since he was 13 months old. He started talking at 24 months and crawled until he was 3½. From that time he walked with a walker for about a year. Since then he has been able to walk without a walker. Eric started in the Kid's Connection preschool for handicapped children at age 2½. At age 6 he entered a regular kindergarten classroom, requiring a slightly modified old wooden chair and some modifications in his P.E. program. This year Eric is in 1st grade and is using the classroom's computer and printer to reduce the amount of handwriting he is required to do. He receives one hour of occupational therapy and 4 hours of physical therapy per month. His P.E. program will continue to be modified and he will require a modified chair.

Eric is doing well in school now because of early intervention and the excellent preschool handicapped program and the PT/OT services connected with it. Without the state aid provided through SB-650 our local preschool for handicapped children will see a reduction in services. We realize the importance of early intervention and would hate to see younger handicapped children deprived of the services that have made it possible for our son to be in a regular classroom.

Sincerely,

Gary Welch Sonja Welch
Gary and Sonja Welch

W. REESE BAXTER, M.D.
RICHARD R. BRUMMETT, M.D.
MARK A. KREHBIEL, M.D.
DAVID H. CLARK, M.D.
RONALD E. HUNNINGHAKE, M.D.
FRANK J. GILBERT, Ph.D
LARRY MUFF, BUSINESS MANAGER



SALINA FAMILY PHYSICIANS, P.A.

February 25, 1986

The Honorable Joseph C. Harder
Chairman Kansas Senate Committee on Education
Room 143 N
State Capital
Topeka, KS 66612

Re: Senate Bill 650

Dear Senator Harder:

I feel it is imperative to continue state aid for our local programs benefitting the four year old disadvantaged child. The investment is returned not only in building skills which necessitate lower expenditures in the future but also by building esteem in these children and their parents. It is estimated that without passage of Senate Bill # 650, our local "Kids Connection" will have their program reduced by one-third, which translates into not replacing the twelve to fourteen children who will graduate this year.

Thank you for your time. Your thoughtful consideration is appreciated.

Sincerely,

A handwritten signature in cursive script that reads "W. Reese Baxter, M.D." is written over a large, faint watermark of a family silhouette.

W. Reese Baxter, M.D.

WRB/sfb



February 25, 1986

Kansas Senate Education Committee
Joseph C. Harder - Chairman
Alicia Salisbury - Vice Chairman

R.E. Senate Bill #650.

Dear Legislators,

I have been made aware that the above listed senate bill is being considered. It concerns state aid and funding for programs for handicapped children that are four years of age. I am against reducing this program. The benefits of early help for children with handicaps is tremendous in comparison to the maintenance programs we pay for that are for young adults that ^{were} inadequately trained in their early years.

I have attached an article about such a program at Salina that would suffer if state aid were reduced in the area of handicapped preschool children. It's title is Kids Connection. The benefits from this program are great. It would be an education for all legislators if they would visit this school.

I would be in favor of a tax increase to fund these programs if necessary. Please consider our requests, we speak for the children that cannot speak for themselves.

Sincerely
Linda M. Kohmar CPA.



Pat Cook encourages Brian Hlad, 4, left, and Ralph Thompson, 3, to develop hand skills by pushing objects. Scott Williams

Teacher of handicapped preschoolers strives for

Little victories

By CECILIA HARRIS
Staff Writer

Like a sprinter explodes from the starting block at the sound of the gun, Pat Cook is "off and running" when she opens the door to Salina's Parsons School.

She puts on her blue uniform and trots from room to room, her shoulder-length blonde hair bouncing with every step.

But Cook paces herself like a long-distance runner, for the road ahead is long with many mountains to overcome. A smile, a hug or a verbal exclamation provide encouragement to continue.

A gold medal will never adorn Cook's neck. Watching the victories of others is her reward.

Cook teaches handicapped preschoolers in a free program called Kids Connection. It is a cooperative project of the Occupational Center of Central Kansas (OCCCK) and the Central Kansas Cooperative in Education.

As a marathon runner senses success with each step toward the finish line, Cook and other staff members celebrate every child's accomplishment.

Progress comes slowly. Youngsters struggle to hold their heads erect or to lift a crayon.

"It's a real elating feeling every time we see even the smallest gain," Cook said.

Simple rewards replace trophies and ribbons.

"You see an awful lot of hugging. Hugs and verbal praise are used for reinforcement."

The children return hugs if they can, or they smile or vocalize their joy.

Salinan Mary Miller has seen her 2-year-old daughter, Bess, who suffers from dyskinesia (abnormal movement), improve hand skills at the school.

"She feeds herself now and that alleviates her frustration," Miller said. "She's real proud when she does something right. She needs a sense of accomplishment just like the rest of us."

Kids Connection serves children in Salina, Dickinson, Ellsworth and Ottawa counties through three types of programs. Parsons School is the center-based one for moderately to severely handicapped children between the ages of 2 and 5. OCCCK or the various school systems often provide bus service for the students attending.

Another home-based program provides training for the family in the home environment and serves children under 2, according to Carolee Minor, director of rehabilitative services with OCCCK. Eventually, some of those children are transferred to the center-based program.

From the center, a child may enter an integrated preschool at Salina's



Staff member Lori Chalchans helps Neil Frerking, 4.

Schilling School where six handicapped children intermingle with six non-handicapped peers. A similar setting exists for Dickinson County residents at the Abilene Community Nursery School.

Many of the integrated children are able to enter regular kindergarten classes. Others attend the severely multiple handicapped classroom at Hageman School when they reach 6 years of age.

At Parsons, Cook plans each child's lessons with the aid of her staff.

"I try to think of what regular kids like to do and adapt it. We're trying to show children they can do things for themselves — even if it's just holding their head up longer."

An adaptive crayon, secured with Velcro, allows a child who has difficulty grasping to color a picture.

"Our aim for all children is to get them to function in their home and community to the best of their ability," she said.

Many of the children constantly "have things done to them," such as feeding, but Cook strives to show the youngsters they "can control what's going on."

For example, turning on a light may be difficult when coordination is lacking, but by practicing on a simple homemade push button which turns on a light or activates a toy, the goal eventually can be achieved.

Students attend the school four days a week; on Friday staff members make monthly visits to the children's homes. There is a strong bond between the school and the parents.

"We all want to work harder to see improvement in the child," Cook said.

The staff often takes a learning tool, such as the push button, to the home. The parents duplicate it with household items and then practice

the activity with their child until the next visit. This home therapy is important.

"We at the school are an extension of the home. We only have the children three hours a day," Cook said.

Because the mothers and fathers must deal with their child's struggles 24 hours a day, some may call them "exceptional" parents.

"We weren't born to be exceptional parents, we were forced into the job," Miller said. "We're taught to be exceptional parents."

"I'm not sure we're exceptional anyway," she added with a broad smile.

Miller appreciates the advice school staff members give them.

"We'll sing our praises (of the school) the rest of our lives."

Cook said staff members must be "good listeners" because parents often express feelings of disappointment.

Susan Frerking, whose son Neil is severely multihandicapped, had difficulty coping with his seizures and his disinterest in cooperation.

"I felt totally frustrated before I brought him here," Frerking said.

After enrolling in the school Neil's interest slowly increased, he has learned more self-help activities and he comprehends what other people say.

"It's a lot easier to work with him. He's matured a lot."

Salinan Marilyn Catania also sees a difference in her 2-year-old son, Doug, who is a spastic quadriplegic.

"At home he does it (the activities), but there's a difference at school," she said. "The other kids provide motivation. There's more enthusiasm out here, it's not the same old stuff with the same old person."

"I have great hopes; we're all very positive out here."

Staff members use various activities while working with each child individually. Thus a strong union between the instructor and child de-



Doug Catania, 2, colors with an adaptive crayon as his mother, Marilyn, watches.

velops. Cook said the child's transition into a new program is often "tough on us."

"We get so totally involved because we monitor everything they do. We serve the total child."

Making referrals to other programs is "an anxious time because we all want what is best for the child."

Cook's work is never finished because more handicapped preschoolers replace those who move on.

She is a marathoner in special education; untriflingly, she starts the daily routine of training again.

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I

Senate Bill 650

2-27-86

Kansas Senate Education Comm;

Chairman: Joseph C. Harder

Chairperson: Alica Salisbury

I am writing this letter concerning state aid to 4 yr olds who are handicapped threw out the state of Kansas.

This is a very hard letter to write, and tell people, why "our" kids need special and serious help.

Yes I have a 8 yr. old daughter who has Cerabal Palsey, she has attended school "Kids Connection" in Salina Ks since she was 2½ yrs old.

She left "Kids Connection" at the age of 5. Schools like "Kids Connection" are vital to kids, these kids need physicial and occupational therapy, they also need speech, motor skills, gross motor skills



II

They need this every day not only at school but at home.

A lot of these kids can not express their ideas & concerns or feelings but with our help and the school education program they can achieve their own goals which are so important to them.

Most people think 4yr olds can wait until age 5 for school but between ages 2 and 4 their muscles, bones need constant therapy, without that the muscles will tighten, become to stiff or uncomfortable to move.

They need professionals to teach them and us the parents how and how often. School for these kids does not end at 3:00 or 3:30.

When our daughter turned 5 we enrolled her at "The Capper Foundation" in Topeka, Ks. She stayed with a

teacher who happened to be April's speech teacher. She was a God sent. It is very difficult to have your 5yr. old move out of your & her home. At Cappers they really



III

worked with April, it is a Great Program.

By the time April came home, which was 1 year, she could

1. Dress her self
2. Crawl
3. she was more independent
4. was working a Communication Board that has 5 levels, she is now attending Kennedy School 1st grade, and bring home papers marked with 100% on them.

Also must tell your our April can not walk or talk.

We our so very PROUD of our daughter, she has brought so much sunshine, joy, happiness to our lives and to everyone she meets.

So please have it in your hearts for these very special kids, let them continue to go to school, They need your help, please, a part of their future is in your hands.



Thank You For your
Time

Jeanette

Douglas

Jeanette Douglas
1318 W First
Abilene, Ks 67410

913- 263- 7360



The Honorable Joseph C. Harder
1986 Kansas Senate Education Committee

Dear Senator Harder,

I urge your whole-hearted support of Senate Bill No. 650, State Aid for the Four-year-old Handicapped Population in Kansas. My family has returned to Kansas from Indiana where pre-school education for the handicapped is mandated by law. Our daughter, Elizabeth, is currently enrolled at the Kid's Connection in Salina. This bill would guarantee maintenance of the current programs of instruction and therapy. Without it, drastic cuts will result.

Although my overriding concern is for the rapid development of my own child's potential, I am also concerned for all the handicapped children of this wonderful state. Senate Bill No. 650 would extend services to children in counties in which competent therapy is unavailable at any price.

The benefit of these services to the individual is uncalculable. The state will also benefit from the contributions of handicapped adults nurtured in their formative years. Thank you for your support.

Charles L. Miller, Jr.
Rt. 2 Box 158
Salina, Kansas

February 24, 1986

Chairman, C. Harder:

Vice chairperson, Alicia Salisbury:

In regard to Senate Bill #650:

As the mother of a mentally handicapped child, I know the importance of getting help for children as young as possible. I am a public school teacher and have three children. As an educator, I recognize the importance of early training to form a foundation for higher education.

Due to the great distance involved in transporting a handicapped preschool age child, our son was instructed once weekly by traveling paraprofessionals and teachers, as a Homebound student enrolled in Kids' Connection in Salina, Kansas. He gained experiences that he would otherwise have been deprived. Our family received encouragement and support, as well as suggestions for constructive home activities to help him grow to his full potential. These services are not readily available anywhere else.

At age 7, he now attends special classes in a regular school. I am

satisfied that his preschool activities and experiences prepared him to meet the challenges of this situation and gave him the headstart he needed to work up to his capacity. I regret, only, that the school was not located close enough for full time attendance.

I urge you to support state aid to handicapped 4 year olds across the state of Kansas. Without it, existing programs will be reduced. In actuality, more programs are needed to reach children who are not within reasonable traveling distance of existing schools.

As a parent, educator and taxpayer, I would strongly support a tax increase to fund such a worthwhile program. Why not use state money to educate these future citizens and give them a basis to become self sufficient and productive rather than using the money to support them in the alternative situations for the unfortunate handicapped adults who were denied the benefit of an early education as a basis for successfully reaching adult potential? Please support the future of our youth.

Lynneva Bryan
Herington, Kansas

Pamela K. Haight
410 Hillside
Abilene, Kansas 67410

February 24, 1986

Senator Joseph C. Harder, Chairman
Senator Alicia Salisbury, Vice Chairman
Kansas Senate Education Committee
Re: Senate Bill #650

Dear Senators,

Please support Senate Bill #650 concerning state aid to handicapped four-year-olds across the state of Kansas. As the parent of two handicapped children, I can testify to the benefits to the children and ultimately to society that are derived from their preschool programs. Our children were lucky enough to live in the Salina area where there are some services available to handicapped preschoolers. We knew this is not the case in most of the rest of Kansas, and, in fact, the Salina program faces certain reductions next year without increased funding.

We knew the frustration of having to wait until our children were two-and-a-half years old to enroll them in a program for handicapped children. I would not even like to imagine the despair parents must feel when they have no program available until their children are five years old.

With college degrees and hours in education, my husband and I were totally unprepared to teach our child the simple skills of sucking, swallowing, chewing, grasping, sitting, talking, etc. that just come naturally to the normal child. We were so often caught up in meeting their physical needs that we often failed to begin teaching our children to do things for themselves. Preschool programs can give families valuable guidance before they unintentionally teach detrimental dependent

behaviors. Through their preschool programs, we saw our children advance, and we learned how to help them develop and to achieve areas of self sufficiency and independence.

Our children are elementary aged now so we are concerned with seeing that their current programs are adequately funded. But I cannot turn my back on the needs of those zero to five years old. I would support an increase in taxes to fund service to the preschool handicapped. I ask you again to please support this bill so that the handicapped children of Kansas can reach their potential for independence & productivity.

Sincerely,

Pamela K. Haight

410 Hillside
Abilene, Kansas 67410

Alicia Salisbury
Vice Chairperson
Kansas Deaf Education Committee

We are writing concerning the S.B. 650,
The State Aid for Handicapped 4 year olds. We
would like your support of this bill. We
would be supportive of a tax increase to support
this.

Our daughter Marisa, who was born with Down's
Syndrome, attend our local pre-school from age 2 1/2 to
5 yrs of age. Marisa is no longer in the pre-school,
but without this vital education she would not have
made the progress with her speech and motor functions.
We believe that early education is very important to
all handicapped children.

Sincerely
Linda & Bill Moritt
2206 Shalimar Dr.
Salina, Kansas 67401

1986 Ks. Senate Ed. Committee

To Sen. Joe C. Harder &
Sen. Alicia Salisbury,

I'm writing to you concerning
Senate Bill 650 about Handicapped
Preschool Children. I am the mother
of a 5yr. old boy with Down's Syndrome.
He started going to a Preschool called
"Kids Connection" at age 3, he was not
talking at all and was not very active.

The Preschool has helped him so much
he now says about 30 or 40 words and
is very active, he would not be where
he is today without the Preschool.

I urge you to support Bill 650, these
handicapped kids need all the help
they can get, after all they already
have 1 strike against them.

I know the People that cut these
Services don't have handicapped kids
otherwise they would know how
important they are.

Sincerely,
Brenda Wallace

Joseph Harder

Chairman

Kansas Senate Education Committee

We are writing concerning the vote on S.B. 650, The State Aid for Handicapped 4 year olds. We would like your support of this bill. We would be supportive of a tax increase to support this.

Our daughter Marisa attend our pre-school from age 2 1/2 to 5 yrs of age. Marisa is no longer in the pre-school, but without this vital education she would not have made the progress with her speech and motor functions. We believe that early education is very important to all handicapped children.

Sincerely

Linda & Bill Mondt

2206 Shalimar Dr

Salina Ks 67401

TO SENATOR JOSEPH C. HARDER, CHAIRPERSON
TO SENATOR ALICIA SALISBURY, VICE CHAIRPERSON

DEAR SENATOR HARDER

AS A PARENT OF A HANDICAPPED CHILD AND A TAXPAYER IN THE STATE OF KANSAS. I WANT YOU TO KNOW I STRONGLY SUPPORT SENAT BILL No. 650 AND WOULD VERY MUCH LIKE TO SEE THIS BILL BECOME LAW.

THE REASON I SUPPORT THIS BILL IS BECAUSE MY SON HAS BEEN ATTENDING KIDS CONNECTION PRESCHOOL FOR HANDICAPPED CHILDREN IN SALINA, KS SINCE HE WAS 2 YRS. OLD AND NOW AT THE AGE OF 4 YRS AND IN HIS LAST YEAR AT THE PRESCHOOL. DURING THIS TIME I HAVE SEEN THESE CHILDREN LEARN TO DO THINGS THAT MANY PEOPLE NEVER THOUGHT THEY COULD. IT IS REALLY AMAZING SOMETIMES WHAT THESE CHILDREN CAN DO WITH THE PROPER TRAINING AT AN EARLY AGE.

PERSONALLY I AM APPALLED BY THIS STATES ATTITUDE OF IGNORING THESE VERY SPECIAL CHILDREN AND THEIR FAMILIES UNTIL THE CHILD REACHES THE AGE OF 5 YRS. HAVING A HANDICAPPED CHILD CAN AND OFTEN TIMES IS A VERY DIFFICULT TIME BOTH FINANCIALLY AND MENTALLY AND THINGS CAN GET WORSE IF THERE IS NO HELP OUT THERE FOR THE FAMILIES AND THE CHILDREN.

IF YOU REALLY WANT TO HELP THESE CHILDREN TO IMPROVE THE QUALITY OF THEIR LIVES PLEASE SUPPORT BILL 650. A SMALL STEP IN THE RIGHT DIRECTION TO HELP THESE CHILDREN IS BETTER THAN NOT MAKING ANY STEP AT ALL TO HELP.

PLEASE IF YOU REALLY CARE ABOUT THESE CHILDREN AND THEIR FUTURE AND THE FUTURE OF KANSAS SUPPORT BILL NO. 650.

SINCERELY,
Jerrold L. Hlad
JEROLD L. HLAD
604 HAROLD, SALINA, KS 67401

2-25-86

To

Senator Joseph C. Harder
Elicia Salisbury
Senate Education Committee

I am writing in regards to the bill that would provide money for four year olds. I am a parent of a four year old handicap. I would really like to see this bill pass. I feel that being a parent of a handicap and seeing the work that the Intergrated Program has done for him, it would be a benefit to other four year olds to get a bill passed to help educate other children. I feel we need to help these younger children learn early in there life, instead of waiting till they are old enough to start school. I would really be happy to see this bill pass.

Sincerely,
Linda Blount (Salina Ks)

David Haight
410 Hillside
Abilene, Kansas 67410
February 24, 1986

Senator Alicia Salisbury
Vice Chairman, Education Committee
Kansas State Senate
Topeka, Kansas

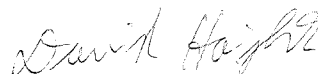
Dear Senator Salisbury:

Please support the passage of Senate Bile #650 which, as I understand, provides funds for educational services for pre-school handicapped children who are 4 years old. As you undoubtedly know, Kansas laws presently do not mandate educational services for pre-school handicapped children although there is much support for legislation aimed at doing so. Senate Bill #650 provides funds for established programs such as Kids' Connection in Salina, and will enable areas in the state currently without services to establish programs.

If this bill is not passed many programs such as Kids' Connection may be discontinued because of loss of funds. As the father of two handicapped children who were served by Kids' Connection, I can vouch for the value of this pre-school special education program. I strongly believe that all pre-school children identified as having handicapping conditions should be given appropriate educational services. Such services may develop the learning potential of many children and possibly reduce the cost of educating them in regular elementary and secondary school special education programs.

I am in favor of a tax increase, if needed, to provide the funding called for by Senate Bill #650. Again, please support the passage of this bill. The education of our children, including those with handicaps, is one of the most important responsibilities borne by the State's government.

Sincerely,



David Haight

Mary Jo Hano
2758 Melanie Ln.
Salina, Ks. 67401
Ph. # 913-827-1026
February 24, 1986

Dear Legislator,

I am writing in regard to the Senate bill #650. I would ask that you lend your support to the funding for four-year-old exceptional children. The quality of life of these special little ones rests solely upon the therapeutic and educational experiences which are made available to them. It is everyone's right as a human being to realize his/her potential, and to experience the joy and rewards of this life. But the exceptional child can't do it alone. These kids need the help of parents, teachers, doctors, therapists — and they need your help, and the help of all the others who set our policies and make our laws.

My own children have been helped immeasurably by the screening process (and the subsequent therapy as indicated) offered through our own local Cooperative in Education.

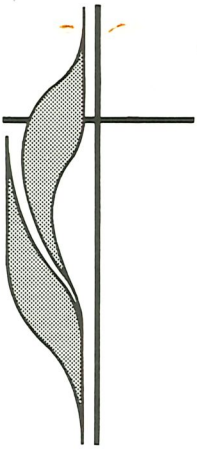
However, I understand that our kids' connection
Pre-school for exceptional children, as well as
other local programs are in real jeopardy
because of lack of funding. My kids' needs
were microscopic compared to the calamities
many children face, and it grieves me to
the core to think that the needs of the
truly exceptional child may go unaddressed.

Again, I ask your support for Senate Bill
650. Please give it your most careful
consideration. Thank you.

Respectfully,

Mary Jo Warner

2758 Melanie Lane
Salina, Kansas 67401



TRINITY UNITED METHODIST CHURCH

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February 24, 1986

Dear Legislator:

I hope you will support Senate Bill #650 -- providing funding for four-year-old children's special education needs.

These exceptional children have special needs, and cannot speak for themselves. They must rely on our vision and sense of human priorities.

The Kids' Connection here in Salina is doing a marvelous job, and would be severely affected by cuts in funding.

A yes vote on this bill will be a vote for hope and care for these exceptional citizens of Kansas.

So many people in this church have expressed their concern regarding this matter that I have felt it most important to write and pass our feelings along.

Cordially,

Nicholas S. Warner
Pastor

The Honorable Joseph C. Harder
Kansas State Senate
Topeka, KS

The Honorable Alicia Salisbury
Kansas State Senate
Topeka, KS

Dear Senators Harder and Salisbury,

After learning of Senate Bill #650, which I understand appropriates money for the early education of handicapped preschool children beginning at age 4, my hopes have again been renewed that preschool education might become available to all handicapped persons in the state of Kansas.

Speaking as a parent of a 4½ year old multi-handicapped son who is finishing his third year of preschool at the Kid's Connection preschool in Salina, I have seen what can be accomplished with these special kids if they can receive education and training at an early age. As a parent, concerned citizen and a tax payer, I urge you to support this bill and all others which are designed for the early education of our special population. By the state investing money during the early years, which will help these kids prepare for a self-supporting lifestyle in later years, the state will receive big dividends later.

We have felt very fortunate that our son has had the opportunity to attend preschool, however there are many families throughout the state who do not have preschool available to them. Also, preschool programs such as the one in Salina are feeling pressure due to reduced funding from several areas.

I thank you for your help and cooperation on this very serious matter and hope to see this bill on the senate floor very soon.

Sincerely,
Robert A. Frerking
Susan D. Frerking
Robert A. and Susan D. Frerking
1039 Scott
SALINA KS 67401

Feb. 25, 1986
1218 E. Ellsworth
Salina, Ks. 67401

Dear Congressman,

This letter is in regard to Bill dealing with funding for preschool education of 4 yr. old handicapped children.

I am not a parent of a handicapped child who would be affected by this bill, but I am a jr. high special education teacher. I have been a sp. ed. teacher for the past 10 years. I have seen the progress made by these students in my classroom. I have watched them accomplish things that other teachers, parents, and adults said they could never do.

I would estimate between 60-80% of the "normal" 4 year olds in Salina attend some type of preschool program. It is almost a necessity, unless you want to be behind in Kindergarten. The handicapped child does not have the opportunity to attend preschool.

It has been proven in research that the earlier a handicapped child's education begins, the more progress can be made later on.

I strongly urge to vote yes on this very important bill. The future of sp. ed. children depend on it.

Sincerely,

Jennifer Storges
(21)

Senator Joseph C. Harder

Dear Sir:

I'm very concerned about Bill 650.

I have worked with handicapped children for about 15 yrs. and have seen how far they can progress with structured programs and I have observed that the earlier they can get started the farther and faster they can progress.

The children need this bill and I would be in favor of any tax increase to support this continued program.

Bethel Mattison
R.R. I, Box 52
New Combs
Kansas
67470

Dear Vice-Chairperson Salisbury,

I am an educator in an early intervention program. I would like to ask for your support of Senate Bill 650.

In my opinion it is criminal to decrease financial aid for the 3 to 5 year handicapped population, thus we need support so badly of this bill.

I have observed such progress in our children because of our classroom experiences we give them.

The children look forward to coming to school and seeing their school friends.

Some of our children will be able to go into regular classrooms later on in their school years because of this early intervention.

I am in favor of a tax increase to fund this bill.

Thank you
Barbara L. Beadleston
934 Highland
Salina
Kansas 67401

Benella Sherwood
RR 1 Box 25
Falun, KS. 67442

Senator Joseph C. Harder
Chairperson
Senate Education Committee

Dear Sir:

I am an educator in an early intervention program. I am concerned about the Bill 650. With my experience these children need to want to come to school. We have seen much improvement when we can work with them early in age. I would be in support of a tax increase in order to fund programs as ours.

Sincerely,
Benella
Sherwood

Dear Vice - Chairperson Salisbury

I am concerned about senate bill # 650. I'm an educator in an early intervention program (Kids Connection, Salina, KS) and work with young handicapped children.

I have seen a child progress from primitive crawling to walking without support within a period of a year and 1/2. The children enjoy coming to school and there would be a great void in their lives if our program was discontinued.

I request your assistance in supporting this bill.

Sincerely,

Jeri Challans

Jeri Challans
905 Custer
Salina, KS 67401

Senator Joseph Harder
Chairperson
Senate Education Committee

Pat Cook
Rt. 1 Box 122
Salina, KS
67401

Feb. 25, 1986

Dear Senator Harder -

I have been working in the field of Early Childhood Education Sp. Ed. for over 15 years. During this time, I have witnessed gains that no one would have believed of handicapped children.

Early Intervention programs serve the "total" child, improving the Quality of Life of individuals, thus enriching our communities.

I will support any tax increase, to help insure programming for these children -

For the Sake of the
Children —

Pat Cook

Dear Senator Joseph C Horder and
Elicia Salisbury

I am a school psychologist for preschool and public
school age children, and see a need to support the
Senate Bill No. 650. Please support this bill
for the preschoolers.

Sincerely

Susan Veatch-Nugen

Dear Senator Joseph C. Harder
Chairperson and Senator
Elicia Salisbury vice-
Chairperson

As a Paraprofessional in
a Pre-School for handicapped
Children I am very concerned
about Senate Bill 650. I
would like your support
very much.

I thank you for your
support and concern.

Sincerely
Carilyn Mage
Kids Connection
Pre-School.

Dear Senator Harder, Chairperson & Senator
Clicia Salisbury, vice Chairperson, Committee
on Education,

As an educator of preschool
handicapped children I am writing
to ask that you and your Committee
Support Senate Bill 650.

I would also say thank you
for your concern in the overall
education of children.

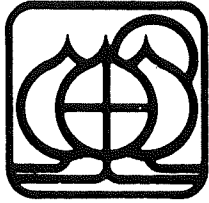
Sincerely,
Stephanie Reese
teacher, Kids Connection
Preschool

Dear Senator Joseph Harder, Chairperson
and Senator Elicia Salisbury,
Vice Chairperson,

I am a paraprofessional in a
handicap pre-school programs. I
am very much concerned with
Senate Bill 650.

Please help our kids and vote
yes on this important bill.

Sincerely
Mary McCall
Kids Connection - Pre School



ST. JOHN'S HOSPITAL

**ROY E. WHITE
ADMINISTRATOR**

February 24, 1986

The Honorable Alicia L. Salisbury
The Honorable Joseph C. Harder
Room 143 North
State Capital
Topeka, Kansas 66612

Dear Senators,

I am writing in support of Bill #650, proposing to continue state aid for four year olds receiving special education services.

I am a physical therapist working with physically disabled school age children. I see the benefits of early intervention as improved abilities and skills for those children entering school who received those services prior to age five.

Removing early intervention services would be likely to increase the significance of the child's disability causing an increase in the need for more frequent therapy at age five, thus causing an increase in the cost for services.

Your consideration of this matter will be appreciated.

Sincerely,

Shirlene Shepard, RPT

Shirlene Shepard, RPT
Registered Physical Therapist

SS/cb



Infant Stimulation & Children's Developmental Evaluation and Treatment Program



Joyce Trower, RPT
Director, Infant Stimulation-Child
Development Program

Sandra Ward, OTR
Director, Occupational Therapy

Nancy Cagle, SLP
Speech, Language, Pathologist

February 25, 1986

The Honorable Joseph C. Harder
The Honorable Alicia L. Salisbury
Room 143 North
State Capital
Topeka, Kansas 66612

Dear Senators,

This letter is in order to voice my support of Bill #650, proposing to continue state aid for 4 year olds receiving special education services.

I am a Speech-Language Pathologist and am providing pediatric speech language therapy services to developmentally delayed and cognitively impaired children, ages 4 months to 5 years. Children with these disabilities need the earliest possible intervention in order to receive the maximum benefits from that intervention. Removing these services would be likely to increase the significance of the child's disability and therefore increase the need for more frequent therapy at age 5, subsequently increasing the cost for services.

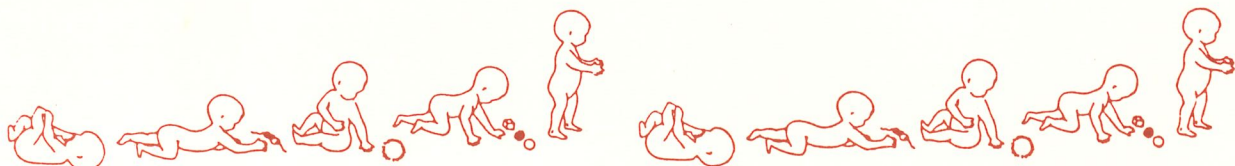
Your consideration of this matter will be appreciated.

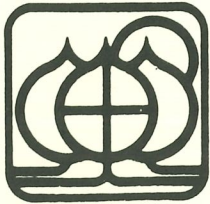
Sincerely,



Faith E. Bledsoe, M.A.
Speech-Language Pathologist

FB/cb





ST. JOHN'S HOSPITAL

ROY E. WHITE
ADMINISTRATOR

February 24, 1986

The Honorable Joseph C. Harder
The Honorable Alicia L. Salisbury
Room 143 North
State Capital
Topeka, Kansas 66612

Dear Senators,

I wish to register my support of Bill #650, proposing to continue state aid for 4 year olds receiving special education services.

I am a registered occupational therapist who is providing pediatric occupational therapy to infants, preschool and school-age children with moderate to severe developmental delays and physically handicapping conditions due to Down Syndrome, cerebral palsy, hydrocephalus with and without myelomeningocele, and other conditions. Children with these conditions who have intervention prior to public school have demonstrated significantly fewer problems which limit their independence or complicate their care (contractures, scoliosis, dislocated joints, decreased movement abilities) than do those children whose intervention did not occur until public school age.

Reducing state aid to children four years of age will increase the intensity and frequency of services needed at age five. Even then can the child catch up for the missed year?

Your consideration of this matter will be appreciated.

Sincerely,

Sandra Ward, OTR

Sandra Ward, OTR
Registered Occupational Therapist

SW/cb



Infant Stimulation & Children's Developmental Evaluation and Treatment Program



Joyce Trower, RPT
Director, Infant Stimulation-Child
Development Program

Sandra Ward, OTR
Director, Occupational Therapy

Nancy Cagle, SLP
Speech, Language, Pathologist

February 24, 1986

The Honorable Joseph C. Harder
The Honorable Alicia L. Salisbury
Room 143 North
Topeka, Kansas 66612

Dear Senators,

I am writing in order to voice support of Bill #650, proposing to continue state aid for 4 year olds receiving special education services.

I am a physical therapist and am providing pediatric physical therapy services to developmentally delayed and physically impaired children, ages birth to 5 years.

Children with developmental disabilities need the earliest possible intervention in order to receive the maximum benefits from that intervention. Due to the tendency for delays and disabilities to worsen in degree of severity without early intervention, eliminating these services before age 5 would likely cause an increase in intensity of therapies needed and therefore increase the cost of services needed when those children reach school age.

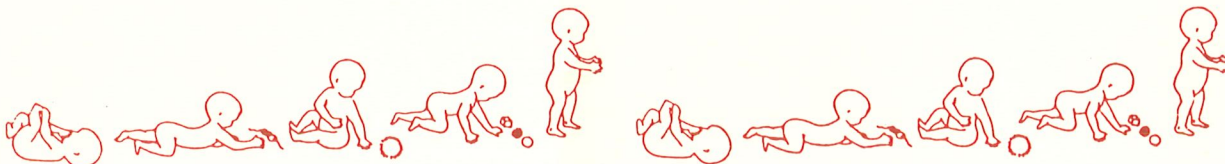
Thank you for reviewing this letter.

Sincerely,

A handwritten signature in cursive that reads "Joyce Trower, RPT".

Joyce Trower, RPT
Director, Infant Stimulation
Child Development Program

JT/cb



Senator Alicia Salisbury

Dear Senator Salisbury,

February 25, 1986

I am writing as a Special Educator concerned about the welfare of programs serving preschool handicapped children. Our program and others like it are making it possible for children with special needs to enter public schools with higher levels of functioning. These children have a chance of reaching their potential.

I support Senate Bill no 650. Without it our program will suffer drastic cuts, severely limiting the number of children we serve.

As a taxpayer I also support any increase needed in order to fund such a bill.

Sincerely,

Peggy Hubstine
Central Kan. Coop in Education
Salina, Kansas

Senator Joseph C. Harder

Dear Sir,

February 25, 1986

I am writing in regard to Senate Bill No. 650. For the last five years I have worked for Kid's Connection Development Center serving handicapped children aged 2-5. Prior to that I worked in other centers and clinics serving similar populations. I know how important early intervention is in minimizing handicapping conditions and offering opportunities for children to reach their potential. Our program and others like it would suffer drastic cut backs without this bill. Many children would be denied placement in our program due to reduction in funds.

As a taxpayer I realize an increase in my taxes would be necessary. I have no problem supporting such increases knowing the effect it would have.

Sincerely,

Peggy Hulstine
Salina, Kansas

2-25-86

To Whom it may Concern

I strongly urge passage of Senate Bill 650 pertaining to funding for exceptional pre-school age children who are four years old.

Marsha Knoell

2/25/86

To whom it may concern

I strongly urge passage of Senate Bill 650 pertaining to funding for exceptional pre-school age children who are four years old.

Dean Attebery

2-25-86

To whom it may concern

I strongly urge passage of
Senate bill 650 pertaining
to funding for exceptional
pre-school age children who
are four year old

John Augustynowicz

2/25/86

To Whom it may Concern:

I strongly urge passage
of Senate Bill 650 pertaining
to funding for Exceptional
pre-school age children
who are four years old.

Joe Hockett

February 25, 1986

To Whom it may Concern:

I strongly urge passage
of Senate bill 650 pertaining
to funding for exceptional
pre-school age children
who are four years old.

Candy Spohn

To Whom it may Concern

I strongly urge passage
of Senate Bill 650 pertaining
to funding for exceptional
pre-school age children
who are four years old.

Jay Edwards

To Whom it May Concern

I strongly urge passage
of Senate Bill 650 pertaining
to funding for exceptional
pre-school age children
who are four years old

Archie R Riggs

2/25/86

To Whom it may Concern:

I strongly urge passage
of Senate Bill 650 pertaining
to funding for exceptional
pre-school age children who
are four years old.

Archie R Riggs

February 25, 1986

Dear Legislators,

I am writing in reference to the Senate Bill #650 currently being considered. As an elementary teacher in the public system, I see the need for exceptional children in pre-schools year-round. The continuity of a pre-school program is more than a need, it is a necessity. This is not possible without funding.

Please vote for this bill, in order for the public school system to continue to build success for a child getting a good start at pre-school levels.

Sincerely,

Jamie Hofmeier
Elementary Physical Education Teacher
136 Bel Air Drive
Salina, Ks. 67401



occupational center of central kansas, inc.

telephone (913) 827-9383 / 370 schilling road / salina, kansas 67401

accredited by
**Commission on
Accreditation of
Rehabilitation
Facilities**

February 25, 1986

Gary T. Cook
Executive Director

Ruth Ascher
President

William Mondt
Vice-president

William Dwyer
Treasurer

Dan Geis
Secretary

Loren Harris
Past-president

Beatrice Lewis
Concordia

Paul Fahrback
Belleville

William Dwyer
Minneapolis

Dan Geis
Salina

Anne Grothusen
Ellsworth

Loren Harris
Salina

John McNish
Abilene

William Mondt
Salina

Richard Courter
Salina

Ruth Ascher
Salina

Loberta Schwartz
Salina

J. E. Moon
Mankato

Walter Miltner
Beloit

Senator Joseph C. Harder
Chairperson of Senate Education Committee

RE: S.B. 650 State Equalization Funding for 4 year old Handicapped Children

OCCK, Inc. strongly urges the passage of S.B. 650.

OCCK, Inc. currently has inter-agency agreements with the Learning Cooperative of North Central Kansas and the Central Kansas Cooperative in Education serving 105 pre-school handicapped children each year ages 2 - 5.

Instability of funding sources has been a major concern for the past 5 years. The availability of state equalization dollars for 4 year old children who are handicapped as proposed in S.B. 650 will provide major assistance in the operations of our current pre-school program.

Gary T. Cook
Executive Director

February 24, 1986

To whom it may concern,

I would like to express my interest and support regarding Senate bill #650. This bill is an important one to my friends and I in that it provides that "preschool age exceptional children" whom have attained the age of 4 be included in the pupil counts in which funding can be obtained. I can speak with personal experience through several friends that this education is necessary and a very important part of the lives of these children and their families. I feel it is our responsibility to provide this type of program for these children and I recommend passage of this Senate bill #650 as proposed.

Sincerely,

Dennis S. Hofmeyer
136 Bel Air Dr.
Salina, Ks. 67401

2/24/86

DEAR SIRs,

I am writing you at this time asking for your support of bill #650 giving funding to pre-school age handicapped children.

The pre-school age is a very important learning and living time for ALL of our children, especially so for the handicapped child. I believe we the people in this society should give them every opportunity to learn and grow as they will.

Only if we keep our hearts and our minds open to these children will they get the support they so dearly need. This bill, I believe, would take so little, but mean so much. Therefore I urge you to support this bill.

Thank You Very Much

Sincerely

Victor Chavez

Victor Chavez

Dear Sir,

2-24-86

I am writing in concern for the Senate bill #650, I have never written to the senate before & I am hoping this brief letter does not go unheard.

I am a mother of two wonderful children & I, of course, am deeply concerned of their future. Fortunately, in our society I am secure in knowing I have many roads to choose in their schooling & that they will have a good chance of reaching whatever goals they would like to achieve. I also turn to look at those, whose children have handicaps & they are just as concerned of their child's future. They do not have as many roads to choose in their child's schooling & their children need much more attention early in life to reach their goals. I think a child learns three quarters of what he needs to know in life before he is even five years old. So please support this bill, because these children could grow so much further if we were able to help them start learning earlier in life. We have preschools for everyone, why not the handicapped? I would hope these preschools could even start children as young as 1 or 2 years old. My hope is that someday all handicapped children are put into the mainstream & become a part

of society without being looked down upon, or treated differently.

I support this Senate Bill, 650, with all my heart + I'm sure that there are many more like me out here but we just never speak up. I would be willing to pay more taxes if need be, because I believe this is worthwhile.

These children need our help - we have the facilities + teachers... they just need financial guidance to get this going, please help get this bill passed.

Thanks for Listening

Loren Chavez
325 N. Columbia
Salina, Kansas

LAW OFFICES OF
MARIETTA, KELLOGG & PRICE
148 SOUTH SEVENTH STREET
SALINA, KANSAS 67401

ROBERT L. MARIETTA
WENDELL W. KELLOGG
SCOTT M. PRICE
ROSE MARIE WALTZ

February 25, 1986

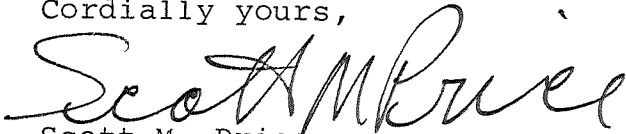
AREA CODE 913
825-5403

Dear Senate Education Committee:

This letter is to request that you report favorably on Senate Bill 650. It is very important that these children receive the funding necessary to help them reach their full potential.

Please support this important legislation.

Cordially yours,



Scott M. Price
SMP:as

Loren + Sara Young

737 Fairdale Rd. 2D

Salina, Kansas 67401

To Whom It May Concern:

We are writing this letter in support of Senate bill #650. As we understand it, this bill would provide funding needed for the education of special-needs children 4 years of age and older. In order for these children to be mainstreamed into a regular classroom, they need to be provided with a headstart. Without state funding, it has become very difficult for privately-funded centers to operate. The skyrocketing cost of insurance and decreasing federal support due to deficit reduction plans are major reasons for this. Without this bill, many centers will be forced to either close or reduce services.

We thank God for our perfectly healthy daughter and hope that this bill will pass for the sake of those who have not been as fortunate as us.

Sincerely,

Loren J. Young

Sara A. Young

February 23, 1986

Joseph C. Harder, Chairman
Alicia Salisbury, Vice Chairman

Dear Senators:

I believe that the passage of Senate Bill 650 would be in the best interest of our children's generation. The money we invest now to help handicapped children at an early age could benefit all in the future with adults better able to be self-sufficient.

Although most schools are experiencing some financial difficulties at present the small amount of money we would invest now could be tax dollars saved in the future.

Your time and consideration of this matter and its future benefits is much appreciated

Sincerely

Edward L. Dobkins

2036 Lewis

Salina Ks. 67401



Feb 24 1986

Senator Joseph C. Harder
Senator Alicia Salisbury

Dear Senator Harder:

This is in regard to the bill to
mandate four year old handicapped
children to pre-school.

I would like to see you support
this bill as I feel these kids need
all the support we can give them
and one way to do that is to see
that they get into a pre school where
they will have teachers to help them
get a head start. A lot of these kids
learn at a very slow rate so
lets get them in school early so
they will be more ready to face
the the real world when they
become adults.

Thank you for your support

Mrs Robert Hlad
1308 Indian Rock Ln
Salinas CA 94740

In response to Senate Bill #650,
our family feels that our special
children need this extra financial
help.

Having a handicapped child
straps families financially and
these families deserve the best for
their handicapped child, just as
we would expect for any other
child.

The Gary Brunnett Family

February 24, 1986

The Kansas Senate Education Committee
The Honorable Joseph C. Harder, Chairman
The Honorable Alicia Salisbury, Vice-Chairman
The State Senate
Topeka, Kansas 66612

Re: Senate Bill No. 650

Dear Senator Harder and Senator Salisbury:

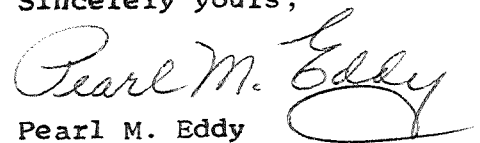
This letter will express my strong approval of Senate Bill No. 650 relative to State aid for handicapped four-year-olds in Kansas.

This matter is of vital importance to many of us. I, personally, do not have a handicapped child but it has been my privilege to work with these children of various ages over a period of several years. It is wonderful to witness the changes that can come and the improvement in growth and development with adequate facilities and services for these individuals. These are the formative years and one can not begin at too young an age to help these children reach their potential. This attention to the young child's needs would, in the long run, not only be a saving of money but would lessen possibly more expensive problems occurring in later development.

Without your aid, services we now have in Salina would of necessity be curtailed and other places in the State would be discouraged from initiating similar services. Many of us would be agreeable to an increased sales tax or such other means as might be necessary to provide such funding if we could see the money used for such worthwhile services.

I strongly urge your consideration and ultimate support of Senate Bill No. 650.

Sincerely yours,


Pearl M. Eddy

Kansas Senate Education Committee
c/o Joseph C. Harder, Chairman

February 24, 1976

Reference: Senate Bill 650

We urge you to support Senate Bill 650. It is essential that Kansas provide services to handicapped preschool children if they are to reach their maximum potential and a self-supporting level of independence in the future.

Please use our increased tax revenues to support these children so they can be the taxpayers of tomorrow.

Thank you for your consideration.

Linda & Bob Stanbrough
803 N. Sheridan
Townhouse 402
Wichita, Ks 67203

Jan Hudgens
131 George Bur 97
Salina Ks 67401

Senator Joseph C. Harder,

A parent can't express the need for good early childhood programs. I have a son with Cerebral Palsy who is in the integrated program. He just loves it and so do I. I think it's just as important at 4 to start with good education, especially for the handicapped.

Thank You

Jan Hudgens

Kansas Senate Education Committee
Joseph C. Harder, Chairman:

I urge you to support Senate
Bill 650. Four year old handicapped
children across the state, desperately
need this state aid.

Please use any increase
in tax revenue to support this bill

Thank you.

Daisy Wolf
1607 N. Olive

Abilene Ks 67410

1605 N. Brown St.
Abilene, KS. 67410
February 24, 1986

Kansas Senate Education Committee
Kansas Senate
Topeka, KS

Dear Members of the Education Committees:

I support Senate Bill #650 which provides for the pre-school education of handicapped four year olds. I believe that it is more beneficial to meet the needs of these children in this early developmental stage than to wait until they are older. I would support an increase in tax revenues to fund this measure. Thank you.

Sincerely,


Nancy Leyerzapf

2/21/86

Senator Joseph R. Anderson
Chairman, Senate Education Committee
State House
Topeka, Ks 66610

Dear Senator Anderson:

I urge your support of SB 650.
You will find that the younger
that we began educating and
training our physically + mentally
handicapped population, the less
costly it will be in the long
run.

I am highly supportive of the
concept of keeping these individuals
in the community and not in
expensive institutional programs.
Many of these individuals can
become semi independent. Case
in point - I have a 37 year old
M/R son, who up until 4 years
ago was receiving SS & and
Medicaid. Through the training
he received through a community

program he no longer receives
SSD or Medicaid as he is
employed and paying Taxes
Proof that if helped early in life
they can become productive
members of society.
Please support SB650.

Sincerely
Ernest Hankins
616 E. Republic
Salina, Kansas 67401

P.S. yes. I do support at least a 1%
sales tax increase, State Run Lottery and
Paranatural Betting. Let's keep this
money in Kansas!
Ernest

Feb. 24, 1986

Kansas Senate Education Committee

Chairman: Joseph C. Harder

Co-Chair: Alicia Salesbury

Senate Bill # 650

To All Education Committee Members,

As you gather information in your hearings on Senate Bill # 650, I'm sure you will come to recognize the economic advantage to early childhood education programs for special-needs children. Dollars spent in the years prior to regular school admittance years can result in less expenditure during those public school years. As a personal view of this bill, I can assure you my own daughter is much further along as a result of early educational training (she started at age 3½) than she would be if the program had not been there.

I urge your support of Bill # 650 on an economic basis and to bring Kansas into the forefront of states in educational opportunities.

Thank you,

Terry Carney 1318 Greeley Salina, Ks.

Feb. 25, 1986

Senator Alicia Salisbury
Vice-Chairman
1986 Kansas Senate Education Committee -

I am writing to ask you to please
Vote for the Senate Bill No. 650 - The
handicapped pre-school child needs all
the help and care that is possible to provide -
I also am willing for tax increases to fund
these programs -

Personally - there is a child - hearing impaired -
that is being helped so much by these pre-school
programs - this child and family attend the
same church that I attend - without the
help she has received she would not be able
to communicate -

Please vote for this measure -

Sincerely

Jennie C. Miles

Feb. 25, 1986

Dear Senator Salisbury,

I am an educator in the Salina school system and would like to express my support of Senate Bill #650. I have seen first-hand evidence of the importance of early intervention of handicapping situations for our preschoolers. The quality of their school experience and their lives depends upon your support, too.

Many fine programs across the state would face drastic cuts and many children and their families face the possibility of not receiving these vital services.

I realize that tax increases are one of the avenues open to you in order to fund these programs, and would support a tax increase if necessary.

I urge your support and the support of your colleagues to pass Senate Bill 650.

Sincerely,

Gene Austin

USD #305

Salina, Kansas

As the parent of a mentally handicapped daughter, who is currently receiving special services from Hope Preschool in McPherson, I am aware of the value and importance that early intervention has been for her. Also in working closely with the preschool and observing other handicapped children, it is evident to me that the benefits of early intervention are many.

Because of this, I strongly urge you to support Senate Bill 650 which would provide funds to help make this possible.

Statewide it has been estimated that 5300 preschool children need special education. Only 25% of these children received the specialized education during the 1984-85 school year; which leaves 75% of those who need services, not getting them.

Data suggests that for every \$1.00 invested in preschool programs for handicapped children, there is a \$3.00 reduction in special education costs later in school. In the 10 years of operation of Hope Preschool 52% of its students have been diverted away from special education in public schools.

This information would indicate the need for support of Senate bill 650.

As a result of funding that would be supplied by the state equalization ^{aid} ~~and~~ for 4 year olds, our handicapped children will be assured of the educational, emotional and physical benefits that early intervention provides in their growth process.

Also, preschool special education personnel help prepare us as parents to do all that we can to establish the best possible education for our children.

Thank you for your support of Senate Bill 650.

Feryl Russell
Box 517
Galva, KS 67443

Good Afternoon.

My name is Patricia Nystrom, and my daughter, Kathy, and I are here to support state mandated preschool for four year olds in Kansas.

As in most cases, our views are shaped by personal experience: Kathy, age three, is the youngest of our four children, and probably the hardest working. Things come harder for Kathy. She was born with Down's Syndrome which is the "preferred term" for Mongolism, a congenital disease characterized by varying degrees of mental retardation, and producing a wide range of medical problems. Severe respiratory problems, hearing difficulties, and congenital heart defects are just a few of these.

Our daughter is one of the "lucky" ones. She has few physical limitations. She is prone to respiratory infections, and every cold could potentially lead to pneumonia. Luckily she doesn't have some of the crippling disabilities associated with the disease.

What she does have is a contagious enthusiasm for living and learning, and each small goal she achieves is a major accomplishment and is received as such.

Kathy is a real ham having played to an audience since she started an infant stimulation program at the age of 3 months.

She has to work harder to achieve goals that to a "normal" person seems small. For her there is no such thing as something that "comes naturally". Each talent is learned with painstaking effort. For example: When she was learning to walk pulling herself up to a standing position caused her loose hip joints to slip and become painfully dislocated. In spite of the pain she kept trying. She did exercises to tighten the loose joints - and she never stopped trying. Now just try keeping up with her!

Kathy is currently working within the Marion County Special Education Cooperative in a home-based program provided through a Title VI B grant.

Teachers and para-professionals work with both of us - teaching her and giving me instructions for activities to enhance the learning process. In this program she has had superb and caring teachers, and has made a lot of progress, but she still has a long way to go.

Language vocalization is one of the hardest things for a Down's child to master. Kathy has a large vocabulary but has trouble linking words into sentences of three or more words. Many of her thoughts are communicated by one word sentences. (At Christmas, Kathy said her first

fine word sentence, and I wanted to call her speech teacher right away!)

This is one of the areas a preschool environment would help. I've never heard a group of small children keep complete silence for long!

Socialization is another area which she needs to develop. Learning to get along peacefully with children her age will help her the rest of her life. She will always be set apart. Already at three, she's heard herself called "retardo" and other similar names. I want her to spend as much time as possible in a group learning situation, so she comes to know that she does have a place she belongs, does have strengths as well as weaknesses. It would also benefit other children to learn that different isn't necessarily bad.

Very much of what children learn they learn by being around other children.

Another advantage to a state mandated preschool would be the student/teacher ratio. (Those of us with older children in school hear a lot about the ratio!) More students could be taught in fewer teacher hours if done on this basis.

We are hoping that Kathy will be able to go to a normal kindergarten, but this isn't assured. She takes longer to learn, and has to have a head start to keep up with other children her age. That is the main reason that preschool would be a big advantage for her.

When she was born we had no idea of Kathy's potential. With the aid of really good teachers she has come a long way, but she still has far to go.

Since Down's Syndrome is a disease the child is born with, insurance companies will not pay the expenses for many of the related medical problems. With the medical financial burden, it is a real hardship for many families, including ours to send their children to a private preschool. One that many of us just can't bear. Yet our children still need this edge!

I realize mine is not an unbiased viewpoint, but few of us can be impartial when it comes to the well-being of our children.

Thank you.

February 26, 1986

Senate Bill 650

I am the parent of a handicapped child and I also have several years experience as an occupational therapist working with preschool age handicapped children. Both personally and professionally I know that providing educational services before kindergarten to a handicapped child can make a difference in their educational achievements in later years. These services can stimulate a child that due to their handicapping condition can not take advantage of the normal environmental stimulation and provide them with a structured learning situation specifically designed to make them "school ready." Teaching basic concepts and also teaching a child the process of learning provide basic skills so that a handicapped child will be able to maximize his education with a minimum of assistance. Many studies have shown that early intervention can minimize or even prevent the need for special services as the child matures. I feel that it is extremely important that Kansas begin to support education of the young handicapped child not only to allow each individual a chance at full achievement, but to "nip problems in the bud" and allow our educational system to function in a more efficient and economical manner.

Gail Beale
Rt. 2 Box 113B
Berryton, Ks. 66409



To: Senate Education Committee

From: Donald W. Herbel, Ed.D., Director of Special Services, USD #497,
Lawrence, Kansas

Representing: United School Administrators of Kansas
Kansas Association of Special Education Administrators
USD #497, Lawrence
Lawrence Early Education Program Consortium

Subject: Senate Bill No. 650

The issue of a state mandate for service to preschool handicapped students and the issue of funding such service has been brought before the Kansas Legislature each year for the past several years. During the debate of these issues, the merits of the provisions of such service has been presented many times. A list of such studies is attached. I will therefore not take time to discuss the data from the many studies which verify the value of preschool service to handicapped children but instead provide to you a description of the funding strategies that have been used in the city of Lawrence to establish a preschool program for handicapped children ages two and one-half though five years of age. I present this description because I think it is typical of the kind of funding strategies used in ^{most}~~more~~ communities that offer preschool service. In Lawrence, like most communities, it is not possible for any one agency to fund on its own, a quality preschool program. However, out of necessity, many agencies have entered into contractual agreements, pooling what resources they have to fund a program. In Lawrence, a consortium called the Lawrence Early Education Program (LEEP), comprised of the following agencies was founded for this purpose: Douglas County Association of Retarded Citizens, Cottonwood, Inc. (an adult workshop for mentally retarded), the University of Kansas (Dept. of Special Education and Bureau of Child Research), and USD #497. As a result of these collaborative efforts, the city of Lawrence has had in operation for the past several years, three classes serving approximately thirty to forty preschool handicapped students.

The funding for these classes comes from the following sources:

<u>Agency</u>	<u>Source</u>	<u>Percent of total Budget</u>
Douglas County Association for Retarded Citizens	Local United Fund	2.42%
University of Kansas	In-Kind Services and facilities	
Cottonwood, Inc.	Local County Mill Levy for Mentally Retarded	36.28%
USD #497	Federal Title VI-B Incentive Funds	12.09%
	Federal P.L. 94-142	2.30%
	State Categorical Aid	46.91%
	In-Kind Services and Facilities	

We are at this time very proud of our creative funding and the resulting services to preschool students. However, as teacher salary increases exceed the increases in state categorical aid and federal funds, and as Cottonwood, Incorporated's demand for a greater share of the local county mill levy funds increase, it becomes more and more difficult to maintain a quality service to such students. Now, with the possibility of increased cuts in federal funds as a result of the Gramm-Rudman Bill, it seems that the future of such preschool programs throughout the state of Kansas is even more uncertain.

It is for these reasons that we urge your consideration of Senate Bill No. 650 which would provide school equalization funds for preschool handicapped children who have reached the age of four years. I am sure that Senate Bill No. 650 if passed would greatly assist local districts to continue in this tremendously important and worthwhile endeavor.

THE ARGUMENT FOR EARLY INTERVENTION

What is early intervention?

Early intervention usually means discovering problems and doing something about them before a child's development and learning are seriously, perhaps permanently, affected. Early help can prevent other deleterious conditions from developing and can lessen concomitant difficulties such as family upheaval or disordered emotional reactions of the child.

Learning specialists believe that skill development is related to both a state of readiness and an opportunity for learning a given skill. Timing of the intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the "teachable moments" or readiness stages are not taken advantage of, a child may have difficulty learning a particular skill at a later time. Karnes and Lee (1978) noted that "only through early identification and appropriate programing can children develop their potential" (p. 1).

How much does early intervention cost?

Attempts to compare the cost of early special education services to both nonhandicapped and school-aged programs have been complicated by various factors, including age of population, amount of direct service time, amount of volunteer time available, building costs, and the individual needs associated with specific handicapping conditions. However, a recent report found that an average of several current program figures was about \$2,200 per child per year. This figure does not necessarily reflect building costs. It compares to a national average per pupil expenditure for school-aged nonhandicapped children of \$2,060 per year and for school-aged handicapped children of over \$4,000 per year (Garland, Stone, Swanson, & Woodruff, 1980).

Is early intervention cost-effective?

Preschool programs have been shown to create savings from \$9,000 to \$10,000 per child for the cost of his or her education to age 18 (Garland et al., 1980). Through a sophisticated cost-benefit analysis of the High Scope Project,

Weber, Foster, and Weikart (1978) found that the benefits of the preschool services provided by this project outweighed the costs by 236%.

Weber et al. (1978) reported that children who participated in the Ypsilanti Perry Preschool Project had a significantly reduced need for special services or grade retention later in their public school years. They reported three significant types of cost/benefit from the early intervention:

1. A substantial portion of the total costs of the preschool project were recovered from savings which resulted because students who had preschool education required less costly forms of education as they progressed through school than comparable students who did not have preschool—they required less special education and no institutionalized care.
2. Students who had preschool education had higher projected lifetime earnings than students who did not have preschool education. (The lifetime earnings projections were based on the students' educational progress in school, family background, and IQ scores.)
3. The value of a parent's time released as a result of the child attending preschool was considered an economic benefit. (p. ix)

In another report (Schweinhart & Weikart, 1980), longitudinal data on children who had participated in the Ypsilanti Perry Preschool Project showed that they had made significant gains by age 15. These children were more committed to schooling and were doing better in school than children who did not attend preschool. They scored higher on reading, arithmetic, and language achievement tests at all grade levels; had a 50% reduction in the need for special education services through the end of high school; and showed less anti-social or delinquent behavior outside of school. This study found that when schools invest about \$3,000 for one year of preschool for a child, they immediately begin to recover their investment through savings in special education services. The benefits included \$668 from the mother's released time while the child attended preschool; \$3,353 saved by the public schools because children with preschool had fewer years in special education and were retained for fewer years in grades; and \$10,798 in projected lifetime earnings for the child.

California Superintendent of Schools Wilson Riles stated that preschool education programs are cost effective because it is cheaper to nurture the needs of the young than to pay the cost of rehabilitation. He told the 1980 annual meeting of the National Association for the Education of Young Children that it costs \$1,000 annually per child for preschool education in California, compared to \$20,000 a year to keep delinquents in a state institution and \$11,000 to house a prison inmate.

The Superintendent of Schools of the Madison Metropolitan School District stated that the District supports early intervention (a) because of the potential savings, since 50% of the children in the Madison program graduate to regular education or less costly programs than their previous special education programs; (b) because the impact is greater at younger ages when the children learn more; and (c) because their parents, who are taxpayers, need the services (Ritchie, 1979).

A third-party evaluation of the effectiveness of the federally supported Handicapped Children's Early Education Program (HCEEP) found that two-thirds of the graduates from the early intervention programs were enrolled in regular education classes (Stock, Newborg, & Wrek, 1976). Hayden (1977) found that 34% of preschool handicapped children who had been enrolled in model preschool programs from 1969 to 1976 subsequently attended regular classes and were doing well. In another follow-up special education study of preschool graduates, 65% were found to be making "normal progress" within the regular education setting (Karnes, Shwedel, & Lewis, 1980).

Recently, the cost of providing special education intervention at various age levels was calculated (Wood, 1980). The total cost per child to age 18 for four entry ages was: (a) intervention at birth—\$37,273; (b) intervention at age 2—\$37,600; (c) intervention at age 6—\$46,816; and (d) inter-

vention at age 6 with no eventual movement to regular education—\$53,340. Thus, the cumulative cost is actually less the earlier the intervention begins

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Prepared by Barbara J. Smith
Department of Governmental Relations
The Council for Exceptional Children

THE COST EFFECTIVENESS OF SPECIAL EDUCATION

In the context of fiscal and programmatic accountability, the issue of cost effectiveness in relation to educational services for the handicapped has become a critical one. Special educators and other advocates seeking to retain, expand, and improve services to handicapped children are increasingly called upon to justify the outcomes of educational programs and to cite facts and figures supporting their effectiveness. Closer Look (1980) commented:

It may seem like a paradox, but to save money it's often necessary to spend it. This is particularly true when it comes to education and training programs for people with disabilities. The combined savings resulting from taxes recovered from earnings, income maintenance reductions, and institutional avoidance indicate that education is a solid investment. The cost of dependency in most cases far outweighs the cost for developing independence. (p. 5)

Despite clear evidence to support this position, the federal government in 1975 spent approximately \$111 billion (nearly the total budget of the U.S. Department of Health, Education and Welfare) on dependency-oriented programs (i.e., income-maintenance, medical, and other maintenance programs), while spending only \$3 billion on independence-oriented programs (i.e., education/rehabilitation direct service programs) (Bowe, 1980).

The following studies are illustrative of the long-term cost effectiveness of special education services. They point overwhelmingly to the fact that the earlier intervention takes place, the greater the cost effectiveness in terms of human productivity and community savings.

- Recently, the cost of providing special education intervention at various age levels was calculated (Wood, 1980). The total cost per child to age 18 for four entry ages was as follows:

- (a) intervention at birth—\$37,273;
- (b) intervention at age two—\$37,600;
- (c) intervention at age six—\$46,816;
- (d) intervention at age six with no eventual movement to regular education—\$53,340.

Thus, the cumulative cost is actually less the earlier the intervention begins.

- Longitudinal data on children who had participated in the Perry Preschool Project (Schweinhart & Weikart, 1980) showed that they had made significant gains by age 15. These children were more committed to schooling and were doing better in school than children who did not attend preschool. They scored higher on reading, arithmetic, and language achievement tests at all grade levels; had a 50% reduction in the need for special education services through the end of high school; and showed less antisocial or delinquent behavior outside the school setting. This study found that when schools invest about \$3,000 for one year of preschool education for a child, they immediately begin to recover their investment through savings in special education services. Benefits included \$668 from the mother's released time while the child attended preschool; \$3,353 saved by the public schools because children with preschool education had fewer years in special education and were retained for fewer years in grades; and \$10,798 in projected lifetime earnings for the child.
- In another recent study (Fredericks, Anderson, Baldwin, Grove, Moore, & Beaird, 1978), 65% of the variance in gains made by two groups of severely handicapped students was attributed to the number of minutes of classroom instruction provided each day.
- A recent review of statistics conducted by Rehabilitation International (1981) in cooperation with the United Nations pointed out that "the lifetime earnings of mildly retarded adults is many times the cost of their education—almost 6:1, adjusted for the percentage employed. Educational services can therefore be justified on the basis of earnings alone."
- Braddock (1976), using the concept of educational pay-back, calculated that income taxes alone generated from gainful employment of a visually impaired person could produce savings for the community of \$16,304. If savings from the lack of disability income maintenance were added to this figure, total savings would be \$61,144 for each visually handicapped person. Long-term savings for speech impaired persons totaled \$87,076, and for mildly retarded persons, \$441,289.

- A U.S. General Accounting Office report cited in Closer Look (1980) estimated that with vocational training, 75% of physically disabled students and 90% of mentally retarded students are capable, at *minimum*, of working in a sheltered workshop environment.

Menolascino (1978) pointed out the increasing international trend toward close monitoring of service delivery and discrete cost/service benefit studies as an integral part of all budgetary considerations in programs for the handicapped. "This cost/service benefit approach will . . . cause a renewed focus on the conservation and maximization of human resources as worthy of our societal and professional time, effort, and financial resources. . . . The goals [are those] of creating responsive and accepting communities that support the growth of handicapped individuals." (p. 173)

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Prepared by Barbara J. Smith
Department of Governmental Relations
The Council for Exceptional Children



A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive, Reston, Virginia 22091

MARLA J. MACK
130 South Bleckley
Wichita, Kansas 67218

February 26, 1986

Testimony on SB 650
to Senate Education Committee

Mr. Chairman and Members of the Committee:

I am speaking to you today in my role as the parent of a child with a handicapping condition in asking for your favorable vote on SB 650. However, I think it is important to identify other roles I have or have had in the past relative to this issue. I currently serve as the alternate lay member of the Governor's Cabinet Sub-Committee on Early Childhood Developmental Services and serve on the Board of Kansas Alliance for Special Education which has worked diligently on this issue and continues to be supportive. In 1982 I served as the staff director for the Governor's Task Force on Preschool Handicapped Children and drafted that committee's report which contained nearly 50 recommendations regarding the improvement of programs and services to young handicapped children in Kansas. The provisions contained in SB 650 which amend the School District Equalization Act to allow 4-year-old children with handicapping conditions to be counted for purposes of state reimbursement was in fact one of the Task Force's major recommendations for building a system of comprehensive services.

Since I am confident others here today will argue in favor of this bill based upon cost effectiveness and the needs of families and their children with handicapping conditions -- all I believe to be compelling arguments -- let me take a more pragmatic approach.

As you know, explicit policy support for special education for preschool children currently exists in both federal and state law. Funds available under PL. 94-142 and PL. 89-313 have provided significant federal support to local school districts with preschool special education programs. As to the future of these funds under Gramm-Rudman, because of the extraordinary support for preschool incentive provisions on the part of the Reagan Administration in the past, it is predicted that most of the cuts will be taken from outreach and demonstration grants rather than direct program support funds, thus no significant decrease in federal support is being predicted. State policy support for preschool education primarily exists through the provision of state special education categorical aid for early childhood programs. Because of these supportive state and federal policies, over one-half of all school districts in Kansas -- 174 districts in 1985 -- are providing education services to preschool handicapped children. Public understanding and endorsement for these programs at the grassroots level are growing rapidly -- as evidenced by the large turnouts at the regional town meetings held last summer by the Governor's Cabinet Sub-Committee on Early Childhood Developmental Services on our proposed state plan. I anticipate a growing body of research in the future will confirm and dramatically demonstrate the long term human and financial benefits of preschool special education programs for every constituent group of state government -- children, families, taxpayers. Thus, for the first time in the six years I have been involved with this issue, I am convinced, even confident that in the next five to ten years there will be public expectation and public policy to guarantee that every handicapped child under age five has access to special education services.

Given what I believe to be the inevitability of this growing demand for provision of statewide services, I believe it to be in the best interests of state government and the young recipients of these services to plan and provide incentives for school districts to accomplish a gradual, carefully planned expansion of services. A series of policies designed to encourage districts to take on more preschool responsibility could help ward off many of the undesirable administrative and political effects of any eventual state requirement to serve preschool handicapped children, indeed such policy incentives could conceivably bring about full services and render a mandate approach unnecessary.

This bill before you today represents a significant new "carrot" to school districts to begin or expand their preschool handicapped services, for not only would it directly provide program funds, but counting preschool children for SDEA reimbursement would expand districts' budget base for future calculations under the formula. I have talked with more than one school administrator over the past few years who has told me privately that the ability to count preschool handicapped children in their SDEA formula would enable them to sell their board on the provision of preschool services. It is important to stress that SDEA funds are to be made available under this bill only to districts who choose to serve preschool children and that this legislation is consistent with existing state policy which supports the provision of early education services for handicapped children.

Let me conclude by responding to the argument I so often hear on this issue . . . "The concept has merit, but this is not the right year to be asking for support." I have heard this response from dozens of sincere, well meaning policy makers every year since I began working on this issue in 1980 and in the intervening six years of this timing debate a whole generation of preschool children -- including my own son -- has moved into elementary school having lost forever the opportunity to overcome so many of their deficits through early intervention. The last several years, of course, we have heard the time is not right because of a fiscal crisis. Yet, I would suggest to you that the Legislature and the State of Kansas always seem to find a way to finance those programs it deems are important, no matter what the fiscal outlook -- money for costly prison facilities for example.

On this matter of timing, Martin Luther King said it best "The time is always right to do what is right." Supporting and financing programs to enhance the development of young handicapped children is right by any measure, is right for all the citizens of this state. The time is right to make this new investment in the lives of thousands of our state's children.

618 South Walnut
McPherson, KS 67460
February 24, 1986

ATTACHMENT 12

Senator Joseph Harder
State Capital Building
Topeka, KS 66612

Dear Senator Harder:

Senate Bill 650 will be considered in your Committee February 26. I urge you to support this bill to authorize state equalization aid for 4 year olds enrolled in special education programs. Statewide this bill is needed to encourage development of programs. In McPherson County this funding is needed to help offset cuts from other funding sources.

Early intervention reduces the amount and intensity of special education services needed in later school years. In ten years of operation, Hope Preschool has diverted 52% of its students from special education. Even more important to the child and his family, early intervention minimizes or helps overcome the handicapping condition, prevents development of secondary handicaps, builds the basis for later educational and social development, and assists families in learning to work with and care for their child. Please support this bill and others that will further the

development of comprehensive services for
preschool handicapped children in Kansas.

I invite you to visit Hape Preschool to see
what is being accomplished with early
intervention in your own county. Please
call me and I will arrange a time
convenient to you. (316) 241-1377. I
look forward to your visit.

Sincerely,

Virginia Walker
Child Services Director

February 24, 1986

608 S. Maple
McPherson, Ks. 67460
1(316) 241-7427

The Honorable Joseph Harder
Kansas Senate
Topeka, Ks 66612
1(913) 296-7391

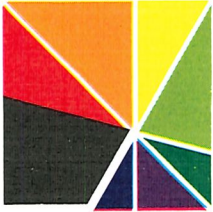
Dear Senator Harder:

I am writing this letter in regards to Senate bill 650 which will be heard by the Senate Education Committee on Wednesday, February 26, at 1:30 p.m..

This bill would give state equalization aid for 4 year olds enrolled in special preschool programs to local school districts. If this bill is passed it would give about \$4,500/year in state aid to Hope Preschool of McPherson, Ks. (private non-profit). This funding would be very important as other sources of our funding are being cut because of the Gramm-Rudman law and the economic situation.

Children with special needs need services and about the only way that most of them get it is through funding. So I am asking for your support for Senate bill 650. Thank you.

Sincerely,
Melissa Butcher, Paraprofessional
Hope Preschool.



EARLY EDUCATION CENTER

February 25, 1986

Senator Joe Harder
Chairman Education Committee
State Capitol Building
Topeka, Kansas 66612

RE: Senate Bill 650

Dear Senator Harder:

I regret that I can not be at the Senate Committee Hearing for Senate Bill 650.

I am a director of a preschool program for handicapped children. Our program serves 110 children yearly, and screens approximately 850 children through our Early Childhood Screening Clinic. These children are between the ages of birth and 4 years.

Our program is truly a community-based program; we are supported by the six school districts in Reno County and T.E.C.H., a private, non-profit rehabilitative facility. We depend upon federal, state, county, and local money to operate. Currently, we have a waiting list of 35 children.

For the last 5 years, we have consistently sent 42-50% of the children leaving our program onto a regular school placement. These are children that without early intervention would have needed special placements.

I support Senate Bill 650. By investing money early in the education of a young handicapped child's life, money will be saved in the long term educational span of that child.

Early Intervention is a wise investment in our children's lives and our State's future.

Sincerely,

Deborah Kraus Voth
Director

DKV:cd

Alicia Gilley
502 Charles
Hutchinson, Mo.

67501

Feb. 25, 1982

Senator Joe Nader:

R.D. Senate Bill 650
State Aid for 4 year olds attending
a special preschool.

Mr. Chairman.

I am sending this letter to show
that I strongly support these
special preschool programs. The
Early Education Center in Hutchinson
has made a great change in my
sons life. I brought him here with
a speech problem less than two years
ago and thanks to these "special"
teachers and Therapists he will be
able to go right into the regular
public schools. If it were not
for these special programs that he
may never have fit in. These
programs really need our States
support and Aid. Help our states
children become successful people!

~~10/2/82~~ 10/2/82

Thank You!
Alicia Gilley

202 Green Street
Hutchinson, KS 67502
February 24, 1986

Senator Joe Harder
Topeka, Kansas

Re: Senate Bill 650

Dear Senator Harder:

The purpose of this letter is to urge your support of the above bill.

Our son, who is now 7, had the benefit of attending a special preschool (Early Education Center of Hutchinson, Kansas), and we believe the attention he received to his special needs enabled him to enter kindergarten so much better prepared than had he attended a general preschool. We feel it was necessary ground-work for his primary school education. It also opened our eyes to his special needs and prepared us for what to expect when he started school. We have become aware over the last 2 years that he has a learning disability.

In addition to the above-mentioned child, we presently have a 4-year old who is attending

the Early Education Center for speech and small motor problems. He is receiving individualized attention in these areas as well as general preschool activities.

We feel we were most fortunate that both of these children were placed in the program at the Early Education Center, as we realize there are a good number of children who cannot attend because of lack of room and funding. I might add that both these children were recommended to the program through the special pre-school screening clinics done by the Early Education Center. Their ability to pick up on special problems through those clinics have been a tremendous benefit to our community.

We feel early intervention is extremely important in dealing with learning problems, and it is necessary to take a step ahead in this area and allocate more money for the special pre-schools of our state.

Your attention to this matter is greatly appreciated.

Sincerely,

Mrs. Donald L. Collins

Dear Senator Joe Harder:

This letter is to inform you that we are strongly for the new bill that would allow the special preschools to receive more money.

We have a four year old nephew that goes to a special preschool. This preschool has helped him so much. He started going to preschool November 1985. Since he will be going one more year because of his birthday we feel that this new bill is important to us. Please consider strongly to pass this bill.

Thank You
Mr and Mrs David Worley
(HUTCHINSON) 67501
1707 East Blanchard

2-25-86

Joe Harder
Chairman of Education Committee

Dear sir:

I would like for the 4 year olds to be included in Senate Bill 650.

Our daughter is at present in Early Education Center. She has received a lot of help.

Bruce D Carey

Senator Joe Gardner
Chairman of Education Committee

2-25-86

Dear Sir:

In regard to Senate Bill 650,
I am offering my support for funding
to aid 4yrs old in special preschool
programs.

The early education program
at Hutchinson, Ks has provided much
help for our child, Sara.

Money spent on our children
is a wise investment in preventing
future expense. by starting early on a
problem + "cutting it in half."

Thank You

Louise L Larey
Hickerson, Ks 67541

February 25, 1986

The Honorable Joseph Harder
Kansas Senate
Topeka, KS 66612

Dear Senator Harder:

Senate bill 650 authorizing local school districts to receive state equalization aid for 4 year olds enrolled in special preschool programs is having a hearing before the Senate Education Committee on Wednesday, February 26. I urge you to support this bill.

As a parent of an exceptional child, I am involved in a special preschool program. Every day I see the benefits my child is receiving from this early intervention stimulus. Early

intervention programs for
handicapped infants can save as
much as \$16,000 per child in
education costs over the course
of a child's school career.

Again, Senator Harder, I
urge you to support Senate
bill 650.

Yours truly
Lita Rich

SENATOR JOE HARVEY

Two and half years ago our daughter lost her hearing as a result of spinal meningitis. She was nearly three at the time. Just prior to this, I had accepted a job in western Colorado which I subsequently resigned so we could remain in the Hutchinson area.

Our desire to stay here was primarily because of the Early Education Center operated by T.E.C.H. for learning disabled children. This facility has provided our daughter an excellent opportunity to work with trained specialists in helping her overcome her handicap.

My wife and I would urge you to support Senate Bill 650 which would assist in providing additional funds for programs similar to that of the Early Education Center.

Children of pre-school age vitally need these programs to help them prepare for public schooling.

Thanking you for your time.

Cluis & Cindy Jean
3 PIONEER CT
HUTCHINSON, KS 67502

February 25, 1986

The Honorable Joseph Harder
Kansas Senate
Topeka, Ks 66612.

Dear Senator Harder

I am writing you today to urge you to support Senate bill 650. I am a preschool education teacher working with children who have special needs and I am aware of the real need for the continuation of this service.

Currently it is estimated that 5300 preschool children need special education and yet only 25% of these children received services during the 1984-85 school year. Early intervention programs such as the one I am teaching in can save as much as \$16,000 per child in education costs over the course of a child's school career.

Please consider my letter and again I strongly urge you support Senate bill 650.

Sincerely,
Ann J Harder

Topeka, Kansas
February 25, 1986

Dear Senator Surden,

I would greatly appreciate your approval of Senate Bill 650.

This bill would provide school funds for four year old handicapped children, made available throughout the state. There are funds made available for head start programs for disadvantaged children. It would seem the handicapped children would greatly benefit from such a program.

Thank you,
Doris Dodd

Feb. 26, 1986

Dear Senator Joseph Haider,

I am writing in reference to Senate Bill # 650.

I urge you to lend your support to this bill which would include 4-year olds in the handicap education program. These children need a "headstart" as much as, or possibly, more than, those children currently receiving services in the program of the same name.

Respectfully,
Jim Staver

February 26, 1986

Senator Joseph Harder
Chairman, Education Committee
Room 143N, State House
Topeka, Kansas 66612

Honorable Senator Harder and Committee Members:

This letter serves as our request for your support of House Bill 650 which will provide a mandate for providing educational services for pre-school aged handicapped children being at age 4.

The following comments are based on our experiences as parents of a son, age 5, who is severely multiply handicapped, and being involved with our child's early education programs.

In infancy, our son was diagnosed as being developmentally delayed. By the age of six months, he was diagnosed as having a severe hearing loss and continuing chronic medical problems, and our professional medical providers urged us to have him become involved in a comprehensive early intervention program. When the health problems began to stabilize, he was enrolled in an infant program at the Capper Foundation at age 14 months. This program was offered for him once every two weeks. In the spring of 1983, he was enrolled full-time (2½ hours per day) in the Child Development Program provided by the Topeka Association for Retarded Citizens where he continues at the present time. The services are excellent; however, due to the availability of services and the nature and severity of our son's impairment, a more intense program with services provided on a 1 to 1 basis could have proved more beneficial.

In general, these classes have defined goals and objectives, and programming in the areas of socialization, communication, daily living self-help skills, perceptual abilities, and motor development. The classroom team providing these services includes an early education teacher, speech & language pathologist, occupational therapist, physical therapist, and several para-professional aides.

As parents we realize that our child's ability to learn and care for himself may be limited, and we understand that his intellectual functioning and ability to adapt may be impaired. However, the ultimate key to his success will be his learning experiences beginning as early in life as possible.

Providing services at age 4 is not the answer for our situation, but we believe it will be a milestone in the educational system for providing educational services to pre-school handicapped children. A child with special needs cannot wait. Those who live the need will continue to ask you to address the concern for providing services as soon as possible.

Letter to Senator Harder and Education Comm.

February 26, 1986

Page 2

Our son has benefited from the individual educational programming he has received over the past four years, and we believe he will continue to progress. By providing developmental services you can facilitate achievement. By exploring and expanding their capabilities we have opened the doors to potentials that may never have been realized.

Again, we ask you to support the mandate for the providing educational services for pre-school aged handicapped children.

Thank you for your attention to this matter.

Respectfully,



Don and Susan Arnold
1000 SE 35th Terrace
Topeka, Kansas

sa