

MINUTES

MONTANA HOUSE OF REPRESENTATIVES
51st LEGISLATURE - REGULAR SESSION

SUBCOMMITTEE ON EDUCATION

Call to Order: By Rep. Ray Peck, on January 10, 1989, at
8:00 a.m.

ROLL CALL

Members Present: All

Members Excused: None

Members Absent: None

Staff Present: Keith Wolcott, Senior Fiscal Analyst
Sandra Whitney, Assistant Analyst
Joe Williams, Budget Analyst, OBPP
Claudia Johnson, Committee Secretary

Announcements/Discussion: Rep. Peck explained, the order of
business, for the benefit of the people presenting,
would be that the Committee would allow time to make a
full presentation, OBPP comments, LFA comments,
questions of people presenting and public comment.

HEARING ON THE SCHOOL FOR THE DEAF AND BLIND

Tape No. C/1:025

Presentation and Opening Statement: Alan Nicholson,
Chairman of the Board of Public Education introduced
Bill Prickett, Superintendent of the School for the
Deaf and Blind and Bill Sykes, Business Manager for the
school. He then gave an overview of the funding
request stating the current school budget is \$2,438,040
annually. The LFA has suggested a budget of \$2,492,00,
OBPP includes \$2,665,000 and the request of the School
for the Deaf and Blind is \$2,747,500. None of the
budgets includes about \$18,000 which was the result of
a recent Chapter I rewrite. The Board, in the last
year, has set up a subcommittee of the Board to be a
special school board for the School for the Deaf and
Blind which meets four times a year at the school with
school officials to oversee the business of the school
and would like to meet ten times next year.

Bill Prickett, Superintendent of the Montana School for the
Deaf and the Blind then thanked the Subcommittee for

the opportunity to meet with them. He then gave a brief presentation regarding the budget and the school's needs. He stated M.S.D.B. plays an important role in Montana's compliance with federal law which mandates that educational services be provided for handicapped children. An array of services is required, one of which is highly specialized service delivered in a centralized residential setting. M.S.D.B. serves approximately 116 children at the Great Falls campus as the only school operated by the state of Montana. He stated neither the executive budget nor the LFA budget, if adopted in full as written, would qualify M.S.D.B. for accreditation. See Exhibit #1. Discussion followed.

(243)

Alan Nicholson, with respect to the housing allowance for the Superintendent, stated the superintendent's house was not owned entirely by the State. Fifty-two percent of the house and surrounding property is owned by the Foundation for the School for the Deaf and Blind. Forty-eight percent of that property is owned by the State of Montana. The Board has been looking at swapping the property and is actively involved in doing that at the present time for other property contiguous to the school. This property is across the street from the school and is fairly inaccessible to students for that reason. The Board was requested to find other housing for the Superintendent due to the fact that the bar across the alley from the school had changed its procedure of music from weekends only, to six nights a week. Bill Prickett felt, and the Board concurred, that it was an unreasonable expectation to ask him to live in a house where he could not get to sleep before 2:00 a.m. A fringe benefit of his salary is the free use of the house. When the Board decided it would be in the best interest of the school to relocate him, the Board felt it was fair to give him an allowance which would equal the value promised to him at the outset. In order to determine that value, the Board had an independent realtor go to the property and give an independent appraisal on the rental value of the house which came to \$650.00 per month. A Salary Survey for Fiscal 1989 handout was then distributed. See Exhibit #2. The Board did determine that the value of the housing allowance was \$7,800 and gave that to Mr. Prickett as additional salary. It also turned out they needed to pay benefits on that amount which accrued to \$1,262 to make the total addition \$9,062. Mr. Nicholson requested the Committee to include that amount as part of the budget.

(367)

Bill Sykes, Business Manager for M.S.D.B. discussed the General Services Program with one of the major issues being the equipment category. He went over the LFA budget for Repair and Maintenance stating it was below the executive budget and agency request by \$5,674 which would require the school to defer critically needed repairs of two school vehicles and the removal from service of the school van. Under Equipment the LFA budget did not include a commercial vacuum replacement at \$900.

Tape C/2:000

In the Student Services under personal services, the agency request included 4 percent vacancy savings on administrative positions and 0 percent on direct care which totaled \$7,146. The Executive budget assessed 2 percent against the program totalling \$12,356. The LFA budget assessed 6% totalling \$36,982. The difference between the agency request is \$29,836. To generate that level of savings, the school would have to lay off three Cottage Life Attendants for the entire year and close one wing of the cottage program resulting in sending eight to fifteen students back to their local school districts.

CONTRACTED SERVICES:

Student travel: The school's budget submittal and the executive budget were based on current year (fiscal 1989) charges by commercial air and bus carriers, parent travel reimbursement and school supervision at a cost of \$60,962

Equipment: The FY '90 executive budget is below the requested amount by \$8,865. LFA is below by \$8,165. The FY '91 executive budget is below the requested level by \$8,647. The LFA is below the requested level by \$7,947.

Modifications: The executive budget included the school's request for a mini school bus fitted with a wheelchair lift at a cost of \$34,000. The mini bus was not included in the LFA budget.

EDUCATION PROGRAM:

Personal services: Including vacancy savings assessed in the LFA budget, the LFA is below the agency request by \$44,281. The executive budget is \$35,553 below the agency request.

Supplies and materials: The LFA reduced the supply

budget by \$11,167 which will result in the school not being able to purchase replacement text books in FY '90 and FY '91.

Contracted services: The LFA budget did not include funding for orientation, mobility and also made an additional reduction of \$3,082.

Equipment: The FY '90 executive budget is below the school's request by \$27,304. The LFA budget is below the school's request by \$25,304. The FY '91 executive budget is the same as requested. The LFA is over the agency request by \$1,914. See Exhibit #3, Exhibit #4 and Exhibit #5.

Discussion on Exhibit #4 and Chapter I issue followed with Exhibit #6 showing the discussion of Chapter I.

(205)

Joe Williams, OBPP, presented the Subcommittee with the executive comparison and stated the executive did apply a 2 percent vacancy savings throughout all the programs with the exception of general services which had an actual vacancy savings of .7 percent. It also kept current level and included five modifications. The vehicle replacement, the school bus with wheelchair lift, 2.19 FTE which include teaching positions and text book replacements.

(255)

Sandra Whitney, Associate Analyst, handed out the LFA comparison and proceeded to explain each item. See Exhibit #7. Discussion followed.

Tape D/1:000

Discussion continued.

(127)

After 10 minute recess, Vice-Chairman Hammond called the meeting to order.

Rep. Marks asked if the \$683,000 amount would bring the school up to accreditation standards and what are the areas that are most deficient.

Bill Prickett responded that the \$600,000 was just an estimate. Regarding the areas most deficient are the Speech Therapist and the Orientation and Mobility Instructor. An interest income with appropriations collections chart was distributed. See Exhibit #8. Discussion followed.

(265)

Alan Nicholson stated M.S.D.B.'s teachers are paid anywhere from \$5,000 to \$8,000 on the average, less than teachers in the Great Falls Public School System and refers to Exhibit #8. Discussion followed which included more discussion on Superintendent Prickett's house problem.

(459)

Rep. Peck stated that not a year goes by that he is not contacted by a parent from somewhere in the State of Montana saying that they feel the itinerant staff of the school crowds and pushes them to put their child in school in Great Falls and hopes that is not their policy to pressure any parent to put their child in the school. Bill Prickett answered it is not their policy do that.

List of Testifying Proponents and What Group They Represent:

Tape D/2:045

Nancy Keenan, Superintendent of Public School, rose in support of the funding for the Montana School for the Deaf and Blind.

Virginia Sutich, President of the Education for the Blind Child Committee, rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #10.

Anita Nelson, Chairman of the Education for the Blind Child Committee, rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #11.

Bob LeMieux, President of the PTA of the M.S.D.B., rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #12.

Flo Ellen Hippe, President of the Montana Association of the Deaf, rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #13.

Darwin Younggren rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #14.

Lucille Krajacich read a letter from Diane Kielblock, parent of a M.S.D.B. student, who supports the funding for the Montana School for the Deaf and Blind. See Exhibit #15.

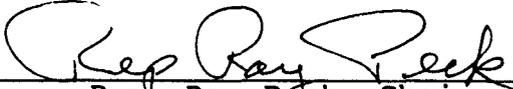
Sandy Ritchie, primary level teacher of the deaf and President of the Montana Federation of Teachers Local at M.S.D.B., rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #16.

Steven Gettel of Great Falls, Montana, rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #17.

Bill Davis, high school teacher at M.S.D.B., rose in support of the funding for the Montana School for the Deaf and Blind. See Exhibit #18.

ADJOURNMENT

Adjournment At: 11:45 a.m.


Rep. Ray Peck, Chairman

RP/cj

0821.min

TESTIMONY OF BILL PRICKETT, SUPERINTENDENT
MONTANA SCHOOL FOR THE DEAF AND THE BLIND

Good morning, Mr. Chairman, members of the joint subcommittee:
I am Bill Prickett, Superintendent of the Montana School for the Deaf and the Blind. I want to thank you for this opportunity to meet with you to discuss the budget for my school and our needs.

Our presentation will be concise and as brief as possible. My goal this morning is to clarify for you the programmatic impact on the educational services provided by M.S.D.B. to the deaf and blind children of Montana under the L.F.A. budget and under the executive budget.

First of all, let me say that I am acutely aware of the tremendous responsibility which rests on your shoulders. Yours is not an easy task - you must participate in the decision of how to divide up a small pie, among the various components of the state education system; I know that each of the agency heads who stands at this microphone is going to tell you that his or her department deserves a larger slice of the pie. You have to sift through these claims and decide which have more merit than

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others. I do not envy you.

M.S.D.B. plays an important role in Montana's compliance with federal law which mandates that educational services be provided for handicapped children. An array of services is required, one of which is highly specialized service delivered in a centralized residential setting.

M.S.D.B. serves the hearing impaired and visually impaired children of Montana whose impairments are so severe that they cannot receive an appropriate education in the public school system, and other children who are enrolled in public schools, whose impairment is not as severe but who require our supportive services in order to remain at home in their local public schools.

We are currently serving approximately 116 children at our Great Falls campus. Of that 116, the approximate breakdown is 92 hearing impaired, 14 visually impaired, and 10 who would be classified as multiply handicapped. Of that 116 in Great Falls, approximately 65 reside on campus 24 hours per day, 7 days per week and 51 attend as day students. Our outreach services are also serving approximately 40 hearing impaired and 180 visually impaired children in their homes or in local public schools throughout the state.

*Open
Lillian
1/10/80*

*250
1/10/80*

Page 3

We have the distinction of being the only school operated by the state of Montana, and we are proud of that.

We have another distinction - of which we are not proud - we are the only school in Montana which is not accredited.

There are accreditation standards for the public schools of the state -- the public schools are required to meet these minimum standards, because doing so ensures that the public schools will provide at least a basic appropriate education.

Montana has not established accreditation standards for M.S.D.B. This does not mean that there are no accreditation standards against which to evaluate M.S.D.B.

The national professional organization to which schools for the deaf belong is called the Conference of Educational Administrators Serving the Deaf (C.E.A.S.D.). C.E.A.S.D. offers professional accreditation to schools for the deaf.

N.A.C. accreditation is available for schools for the blind.

Professional accreditation of schools for the blind is offered by the National Accreditation Council for Schools and Agencies Serving the Visually Impaired, or N.A.C.

We surveyed 7 of our sister state-run schools. If you will refer to Figure I, you will note that 5 of the 7 schools for the deaf

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are accredited by C.E.A.S.D. Three of the schools are combined schools also serving blind children - you will note that one of these 3 blind programs is accredited by N.A.C. The survey shows that the C.E.A.S.D. and N.A.C. standards are accepted in the profession.

I have obtained copies of the minimum standards for accreditation from C.E.A.S.D. and N.A.C. We do not meet these minimum standards. My estimate of the cost of raising the M.S.D.B. program to the level of these minimum standards is \$683,000.00.

Mr. Chairman, and members of the subcommittee, I want to emphasize that I am not here this morning to ask you for \$683,000.00, but I felt that in order for you to make an informed decision regarding our budget, you needed this background or frame of reference.

In regard to the budgets before you, neither the executive budget nor the L.F.A. budget, if adopted in full as written, would qualify us for C.E.A.S.D. or N.A.C. accreditation.

55) - add
The executive budget would however, permit us to 1. - maintain the level of services we now provide, and 2. - the modifications approved in the executive budget would enable us to take that first small step down the path which leads to meeting minimum

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professional standards for a school for the deaf and the blind.

215) Under the L.F.A. budget, on the other hand, we would not be able to maintain our current level of services. Reductions in the level of services or termination of entire program components would be necessary, and this would drive us even further below the minimum accreditation standards of C.E.A.S.D. and N.A.C.

Mr. chairman, I have included in the material distributed to you a 1-page summary of the budget items about which we are most concerned. I would like to ask Mr. Bill Sykes, our Business Manager, to discuss these items briefly.

(Bill Sykes - Fiscal 1990 Program Changes Required with Executive and L.F.A. Budgets. Also additional modification for Chapter I realignment).

Mr. Chariman, we know that you and the members of the subcommittee are caring people and that you share our concern for the education of the hearing impaired and visually impaired children of Montana. We ask you to weigh what you have heard this morning and to give us every consideration you can.

That concludes our presentation, Mr. Chairman.

Thank you.

FIGURE 1:

SURVEY OF ACCREDITED DEAF & BLIND SCHOOLS
FISCAL 1989

<u>STATE</u>	-----ACCREDITED BY-----		
	<u>STATE</u>	<u>C.E.A.S.D.</u>	<u>NAC</u>
NEW MEXICO		X	n/a
NORTH DAKOTA	X	X	n/a
COLORADO	X		
WASHINGTON		X	n/a
IDAHO		X	
UTAH	X	X	X
SOUTH DAKOTA			n/a
MONTANA			

FIGURE 2:

SURVEY OF OPERATING BUDGETS-DEAF & BLIND SCHOOLS
FISCAL 1989

<u>STATE</u>	<u>FISCAL 1989 OPERATING BUDGET</u>
NORTH DAKOTA	1,935,000*
IDAHO	3,582,000*
SOUTH DAKOTA	1,870,000*
MONTANA	2,438,040*

*CAMPUS STUDENT POPULATION:

<u>STATE</u>	<u>RESIDENT</u>	<u>DAY</u>	<u>TOTAL</u>
NORTH DAKOTA	33	11	44
IDAHO	72	52	124
SOUTH DAKOTA	27	42	69
MONTANA	65	51	116

AGENCY: MONTANA SCHOOL FOR THE DEAF AND THE BLIND (5113)
 SUBJECT: COMPARISON OF IDENTIFIED SCHOOL NEEDS TO MODIFICATIONS APPROVED BY OBPP, 1991 BIENNIIUM

IDENTIFIED SCHOOL NEEDS

ITEM COST

* FACULTY-STAFF PROFESSIONAL DEVELOPMENT	\$20,000.00
SUPERVISING TEACHER-BLIND DEPARTMENT	28,000.00
SUPERVISING TEACHER-HEARING IMP. DEPT.	28,000.00
TEXTBOOK REPLACEMENT	10,000.00
REGISTRAR/CHILD STUDY TEAM COORDINATOR	14,878.00
YORK STUDY/CAREER ED. COORDINATOR	21,922.00
SUMMER SCHOOL-MULTIHANDICAPPED	10,000.00
* SUMMER I.L.S.P.-VISUALLY IMPAIRED	8,000.00
CURRICULUM COORDINATOR	28,000.00
SUMMER CURRICULUM WORKSHOP	5,750.00
VEHICLE REPLACEMENT (FY'90):	
BUS	28,000.00
BUS WITH LIFT	34,000.00
SEDAN	6,000.00
STATION WAGON	12,000.00
INTERPRETERS (5 @ \$11,959)	59,795.00
PHYSICAL THERAPIST	21,185.00
SPEECH THERAPIST (2 @ \$23,143)	46,286.00
CLASSROOM TEACHER (2 @ \$21,922)	43,844.00
EVENING TEACHER-VISUALLY IMPAIRED	21,922.00
CLERK TYPIST (2 @ \$18,680)	37,360.00
AUDIOLOGIST (TO BECOME FULL-TIME)	10,000.00
REPLACEMENT OF CHAPTER I FUNDS:	
FISCAL 1990	33,000.00
FISCAL 1991	40,000.00
ORIENTATION/MOBILITY INSTRUCTOR	23,143.00
ITINERANT RES. CONSULTANTS (3 @ \$21,175)	63,525.00
ITINERANT ORIENTATION/MOBILITY CONSULT.	23,143.00
COUNSELOR	21,197.00
* STUDENT SUPPORT-EXTRACURRICULAR	
ACTIVITIES	10,000.00
* GAMES FOR VISUALLY IMPAIRED	9,000.00
* EVALUATIONS (HEARING, VISION, VOC.)	4,500.00

TOTAL FISCAL 1990 \$682,451.00
 TOTAL FISCAL 1991 \$609,451.00

BUDGET MODIFICATIONS REQUESTED

ITEM COST

TEXTBOOK REPLACEMENT	\$10,000.00
VEHICLE REPLACEMENT (FY'90):	
BUS	28,000.00
BUS WITH LIFT	34,000.00
SEDAN	6,000.00
STATION WAGON	12,000.00
PHYSICAL THERAPIST	21,185.00
SPEECH THERAPIST (2 @ \$23,143)	46,286.00
CLASSROOM TEACHER (2 @ \$21,922)	43,844.00
CLERK/TYPIST (2 @ \$18,680)	37,360.00
AUDIOLOGIST (TO BECOME FULL-TIME)	10,000.00
REPLACEMENT OF CHAPTER I FUNDS:	
FISCAL 1990	33,000.00
FISCAL 1991	40,000.00
ORIENTATION/MOBILITY INSTRUCTOR	23,143.00
ITINERANT RES. CONSULTANTS (3 @ \$21,175)	63,525.00

TOTAL FISCAL 1990 \$368,343.00
 TOTAL FISCAL 1991 \$295,343.00

BUDGET MODIFICATIONS APPROVED BY OBPP FOR 1991 BIENNIIUM

ITEM COST

TEXTBOOK REPLACEMENT	\$10,000.00
VEHICLE REPLACEMENT (FY'90):	
BUS WITH LIFT	34,000.00
SPEECH THERAPIST (1)	23,143.00
CLASSROOM TEACHER (1)	21,922.00
ORIENTATION/MOBILITY INSTRUCTOR	23,143.00

TOTAL FISCAL 1990 \$112,208.00
 TOTAL FISCAL 1991 \$78,215.00

AGENCY: MONTANA SCHOOL FOR THE DEAF AND THE BLIND (5113)
 SUBJECT: FISCAL 1990 PROGRAM CHANGES REQUIRED WITH EXECUTIVE AND LFA BUDGET PROPOSALS
 SUBMITTED BY: BILL PRICKETT, SUPERINTENDENT

PROGRAM/ BUDGET ITEM	MSDB REQUESTED	EXEC BUDGET	DIFFERENCE EXEC/MSDB	PROGRAM CHANGE REQUIRED WITH EXEC	LFA BUDGET	DIFFERENCE LFA/MSDB	PROGRAM CHANGE REQUIRED WITH LFA BUDGET
ADMIN.-PERSONAL SERVICES	\$144,963	\$147,064	\$2,901	NONE	\$136,504	(\$8,379)	(A)RESCIND SUPERINTENDENT'S HOUSING ALLOWANCE, OR (B)CONVERT 2 BUSINESS OFFICE STAFF TO PARTTIME.
GENERAL SERVICES-REPAIR AND MAINTENANCE	\$24,652	\$24,652	\$0	NONE	\$18,970	(\$5,674)	DEFER REPAIR OF VEHICLES
STUDENT SERVICES-PERSONAL SERVICES	\$610,092	\$604,041	(\$5,251)	LAYOFF ONE CLA FOR 1/2 YEAR OR DEFER FILLING ONE VACANCY FOR 1/2 YEAR.	\$580,258	(\$29,836)	LAYOFF 3 CLA'S FOR ENTIRE SCHOOL YEAR; CLOSE ONE WING OF COTTAGE; SEND 8-15 STUDENTS BACK TO LOCAL SCHOOL DISTRICTS
-STUDENT TRAVEL	\$60,962	\$60,962	\$0	NONE	\$52,090	(\$8,864)	REDUCE STUDENT (RESIDENT) TRAVEL HOME TO 7 FROM 9.
-MODIFICATION-SCHOOL BUS WITH WHEELCHAIR LIFT	\$34,000	\$34,000	\$0	SCHOOL WOULD NOW HAVE 1 VEHICLE MEETING STATE SCHOOL BUS STANDARDS AND COULD TRANSPORT WHEELCHAIR BOUND STUDENTS.	\$0	(\$34,000)	NONE-CONTINUE STATUS QUO (NO MSDB VEHICLES MEET STATE SCHOOL BUS STANDARDS; CANNOT TRANSPORT WHEELCHAIR BOUND STUDENTS).
EDUCATION-PERSONAL SER.	\$1,238,874	\$1,201,321	(\$35,553)	(A)LAYOFF 2 TEACHERS (B)LAYOFF 2 ITINERANTS (C)LAYOFF 3 INTERPRETERS, OR (D)ANY COMBINATION TOTALING \$35,553.	\$1,192,593	(\$44,281)	(A)LAYOFF 2 TEACHERS AND 1 TEACHER AIDE, (B)LAYOFF TWO ITINERANTS, (C)LAYOFF 4 INTERPRETERS, OR (D)ANY COMBINATION TOTALING \$44,281.
-MODIFICATIONS--SPEECH THERAPIST, O & M, & CLASSROOM TEACHER.	\$68,050	\$68,050	\$0	ADDITION OF 3 POSITIONS NEEDED TO MEET STUDENT IEP'S.	\$0	(\$68,050)	CONTINUE STATUS QUO-CANNOT MEET STUDENT IEP'S
-CONTRACTED SERVICES	\$25,323	\$25,392	\$69	NONE	\$22,241	(\$3,082)	TERMINATE O & M SERVICES AND ELIMINATE 10 CHILDREN FROM BEING SERVED BY PARENT/INFANT PROGRAM.



OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

January 5, 1989

Mr. Luther "Bill" Prickett
Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, Montana 59401

Dear Bill:

This letter is to confirm our conversation regarding the Chapter 1 program at the Montana School for the Deaf and Blind. The meeting was held on campus at the school in Great Falls. The discussion took place at the request of school officials because they had concerns regarding their Chapter 1 program and the legality of the program.

We discussed the Chapter 1 program at the school and how the program was to supplement the regular program provided with state funds. It was pointed out that according to Public Law 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Chapter 1 of Title I, all Chapter 1 programs funded by this law must be supplementary to programs provided with state or local funds. In addition, the Chapter 1 program cannot provide services that are required by state or federal law. I refer you to the following sections of Public Law 100-297: Section 1001,(a)(2)(A), Declaration of Policy, (b) Statement of Purpose, Section 1018 Fiscal Requirements, (c) Federal Funds to Supplement, Not To Supplant Regular Non-Federal Funds. In addition, you should refer to all of Subpart 2--Programs for Handicapped Children and especially to Section 1224, Service and Program Requirements (c)(3). We then discussed those services that were currently being provided by Chapter 1 and those provided with state funds. It was our opinion that there needed to be a realignment of services to better match the services with their funding sources which would then bring them in line with the state and federal statutes. I have enclosed a copy of the Chapter 1 Law, P.L. 100-297 for your use. In addition, I have highlighted the appropriate areas for your convenience.

I hope this letter and enclosure will provide you with enough information for your purposes. If I may be of further assistance to you or the school, please do not hesitate to contact me at your convenience.

Cordially,

A handwritten signature in black ink, appearing to read "Jay R. McCallum".

JAY R. McCALLUM
ESEA Chapter 1 Director

Enclosure
1c02

SCHOOLS FOR DEAF AND BLIND
SUPERINTENDENT SALARY SURVEY
FISCAL 1989

<u>STATE</u>	<u>SALARY</u>	<u>HOUSE</u>	<u>CAR</u>	<u>TOTAL</u>
New Mexico*	\$58650	\$9600	\$-0-	\$68250
North Dakota	53000	10000	-0-	63000
Washington	58600	-0-	-0-	58600
Idaho	49200	6000	-0-	55200
Utah	53000	-0-	-0-	53000
Colorado	52392	-0-	-0-	52392
Montana**	49300	-0-	-0-	49300
South Dakota***	44600	-0-	-0-	44600

*Maid service is also provided, New Mexico could not determine a value.

**Includes housing allowance of \$7800.

***Superintendent's position is currently vacant.

SCHOOLS FOR DEAF AND BLIND
SUPERINTENDENT SALARY SURVEY
FISCAL 1989

	<u>SALARY</u>	<u>HOUSE</u>	<u>CAR</u>	<u>TOTAL</u>
exico*	\$58650	\$9600	\$-0-	\$68250
n Dakota	53000	10000	-0-	63000
ington	58600	-0-	-0-	58600
	49200	6000	-0-	55200
	53000	-0-	-0-	53000
rado	52392	-0-	-0-	52392
na**	49300	-0-	-0-	49300
Dakota***	44600	-0-	-0-	44600

and service is also provided, New Mexico could not determine a value.

includes housing allowance of \$7800.

Superintendent's position is currently vacant.

cont
#3

Bus. Manager
Bill Sykes

I will briefly discuss issues on the handout starting with Administration Program

(a) Equipment - replacement desk-top calculator #149 was not included in LFA budget - is included in executive budget.

General Services Program has two issues:

(405) (a) ^{Repair & Maintenance} LFA budget is below the executive budget and agency request by \$15,674. In the school's budget submittal repair & maintenance exp. were reduced for one-time exp. of \$7,402. The additional reduction in the LFA budget would require the school to defer, critically needed repairs of 2 school vehicles. Another school vehicle could will be taken out of service if the school bus modification is approved.

Repairs on 70 station wagon	\$ 3,992
78 GMC van	1,664
Total	<u>\$ 5,656</u>

(b) Equipment - LFA budget did not include a replacement commercial vacuum at \$900 to be used in academic building.

2

Student Services -

Four issues -

(a) Personal Services -

Agency request included 4% vacancy savings on administrative positions and 0% on direct care ~~with~~ which totaled \$7,146.

Executive budget assessed 2% against the program totalling \$12,356.

The LTA budget assessed 0% ~~against~~ totalling \$36,982. The

difference between the agency request is \$29,836. To generate this level of savings the school would have to layoff 3 CIA's for entire year, close one wing of the cottage program - result in sending 15 students back to their local school districts.

(b) Contracted Service - Student Travel

exec budget

The school's budget submittal and was based on current year changes by commercial air and bus charter, parent reimbursement, and school transportation at a

cost of \$66,962. Most of the increase over the 1988 year expenditure of

The LTA budget applied the consumer price index

50,000+ was resulted from an increase in commercial airfare.

over 10% travel was during in school year previous fiscal year of state.

50

The LTA budget applied the consumer price index to the 1988 expenditure resulting in a travel budget that is below the executive budget 600

③ (b) \$8,864. The impact of this reduction is the school would have to reduce the number of travel periods from 9 to 7.

(c) Equipment - -

FY '90 Executive is below level requested amount by \$8,865.
LFA is below by \$8,165

FY '91 Executive is below requested level by \$8,647.
LFA is below by \$7,947.

Result is to defer replacement of kitchen appliances.

(d) Modification - the executive budget included the school's request for a mini school bus fitted with a wheelchair lift at a cost of \$34,000. The school would allow the school to transport more safely wheelchair bound and other students who have orthopedic handicaps, making it difficult for them to maneuver in standard vehicles. If approved, the mini bus would be the only vehicle that meets state school bus standards.

The mini bus was not included in the LFA budget.

(4)

Education Program - 5 Issues.

(a) Personal Services Category - The LFA budget reduced personal services \$24,000. The analysis indicated the \$24,000 was used for pay increases in violation of the pay freeze bill (HB 223) ^{outside of those in HB 871}. The only pay increases included in the school's budget was for 4 teachers who received additional education, and therefore, were allowed to advance horizontally on the teachers salary matrix in accordance with the school's collective bargaining agreement. ~~or stated to be~~ The total of these increases excluding benefits was \$1,851. The remainder of the \$24,000 is from vacancy savings in the base year.

Including vacancy savings accrued in the LFA budget, the LFA is below the agency request by \$44,281. The identical budget is \$35,553 below the agency request.

Go over options under Exec + LFA budget!

(b) Modifications - Speech Therapist, Orientation / mobility instructor and Teacher of the Blind not included in the LFA budget. Results to continue the status quo which is not ~~meeting~~ students' IEP's in these satisfying

(5)

Education -

(C) Supplier & materials - LFA reduced the supply budget \$11,167. The result will be the school will not be able to purchase replacement textbooks in FY'90 + 191.

(D) Contracted Services -- The school's budget submittal did not include a base year expenditure of \$4,070 for orientation/mobility. The school contracted full-time with an individual (nights/weekends) that is employed full-time by the GFPS. The FY'89 contract is 200 hours at \$25/hr or \$7000.

The LFA budget does not include funding for orientation/mobility and also made an additional reduction of \$3,002.

If the LFA is not approved, the school under the LFA budget could not provide any orientation/mobility and would also have to eliminate 10 children from being served by the parent support program.

(E) Equipment

FY'90 Exec below request by \$27,304
LFA below request by 25,304
FY'91 Exec is same as requested

LFA is over agency request by \$1,914

6

7

Go over Chapter I issue.

books

ITEMS REQUESTED BUT NOT INCLUDED IN LFA

<u>Program</u>	<u>Budget Item</u>	<u>Amount</u>	<u>Justification</u>
Administration	Travel	\$1,440	Committee of BPE that oversees School travel reimbursement.
	Contracted Service/Other	\$4,618	Search Committee exp in '88 requested to use for recruitment (adv. interviewing)
	(400) <i>o</i> Equipment FY 190	\$149	Replacement desk top calculator
General Services	Equipment FY 190	\$900	Replacement commercial vacuum cleaner.
Student Services	Equipment FY 190	\$8,165	Replacement/new equipment
		191 7,947	
Education	Supplies & Materials	\$11,167	LFA cut in amount spent in '88 Not included in LFA
	Inflation on books	\$1,278	
		Equipment FY 90	\$25,304
	191 1,914		

Pat's Auto Body

(Formerly Mundale's)

47 Years

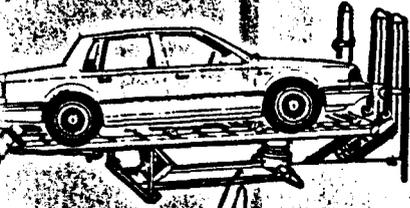
Phone 453-0305

609 - 2nd Ave. South

Great Falls, Montana 59405

UNI-BODY REPAIR

T.I.N. 81-0437543



ESTIMATE OF REPAIR COSTS

Name: Deaf Blind School

Address: _____ City: _____ Phone: _____ Date: Jan 4 89

Make of Car: FORD Year: 79 Type: Station Wagon License Number: 392 Mileage: _____ Motor Number: _____ Serial No.: _____

Insured By: _____ Adjuster: _____ Estimator: _____ Work Order No.: _____

Repair	Replace	Description of Repairs & Replacements	Parts Amount	Labor Amount	Paint Amount	Sublet
	X	DRIVE SHAFT	250.32	14.00		
	X	Left rear fender	16.90			
X		Left F FENDER		28.00		
X		Left side panel		84.00		
X		Lower bumper				
X		dash	333.40	28.00		
X		FLOOR REAR (2)		28.00		
X		FRONT + REAR		28.00		
X		Left rear tailgate	32.18	28.00		
X		Hinge delay gate				
X		Left. COXER. ^{door}	47.91	5.60		
X		Right Rear door		56.00		
X		Right side panel		28.00		
X		hood		84.00		
		PAINT complete same color	220.00	462.00		

The above is an estimate based on our inspection and does not cover any additional parts or labor which may be required if the work has been opened up. Occasionally after the work started work or damaged parts are discovered which are not evident on the first inspection. Because of this the above prices are not guaranteed. The above estimate is offered for immediate acceptance only. Parts prices subject to change.

TOTAL: 900.67 846.60

TOTAL ESTIMATE: \$1,747.27

estimate

No 0149

ULMER'S AUTO & TRUCK SERVICE, INC.
 General Auto & Truck Repair
 205 7th St. South
 GREAT FALLS, MT. 59405
 (406) 761-1111

NAME <i>Mont School for Deaf & Blind</i>		PHONE	DATE <i>1-4-89</i>
STREET		CITY	
YEAR <i>79</i>	COLOR	MAKE <i>Ford</i>	MODEL <i>Station Wagon - M.3921</i>
REGISTRATION NO.	SERIAL NO.	ODOMETER	ESTIMATE PREPARED BY <i>Ray Ulmer</i>
INSURANCE CO.		ADJUSTOR	

REPLACE	REPAIR	DESCRIPTION	PARTS	LABOR	REFINISH	SUBLET
		<i>Motor & trans are getting bad.</i>				
		<i>replace trans & torque convert.</i>		<i>(530⁰⁰)</i>		
		<i>Install rebuilt motor & replace all hoses & have radiator repair</i>		<i>(1695⁰⁰)</i>		
		<i>replace belts, & water pump</i>				
TOTALS						

The above is an estimate based on our inspection and does not cover any additional parts or labor which may be required after the work has been started. Occasionally, worn or damaged parts are discovered which may not be evident on the first inspection. Because of this, the above prices are not guaranteed. Quotations on parts and labor are current and subject to change.

AUTHORIZATION FOR REPAIR. You are hereby authorized to r 9 the above repairs:

SIGNED: _____

DATE: _____

TOTAL PARTS	\$ _____
TOTAL LABOR	\$ <i>2245⁰⁰</i>
TOTAL REFINISH	\$ _____
TOTAL SUBLET	\$ _____
TAX	\$ _____
TOTAL	\$ _____

MSDB

09-Jan-89

AGENCY: MONTANA SCHOOL FOR THE DEAF AND THE BLIND (5113)
 SUBJECT: CHAPTER I PROJECT FY'90 AND FY'91

BUDGET ITEM	COMPONENT I	COMPONENT II	TOTAL
PERSONAL SERVICES:			
Counselor (bg)	17,633.00	0.00	17,633.00
Counselor (kw)	14,421.37	0.00	14,421.37
Recreation Specialist (bc)	17,617.00	0.00	17,617.00
Library Clerk (bl)	0.00	11,719.00	11,719.00
Library Clerk (bc)	0.00	12,959.00	12,959.00
Itinerant (ds)	0.00	23,245.00	23,245.00
Itinerant (hg)	0.00	12,761.82	12,761.82
Total Salaries	\$49,671.37	\$60,684.82	\$110,356.19
BENEFITS:			
FICA	\$3,730.32	\$4,557.43	\$8,287.75
TERS	1,071.22	1,726.64	\$2,797.86
PERS	2,261.99	2,402.51	\$4,664.51
SUT	372.54	455.14	\$827.67
INSURANCE	3,745.00	5,020.00	\$8,765.00
DWC	391.91	478.80	\$870.71
Total Benefits	\$11,572.97	\$14,640.52	\$26,213.50
Total Salaries & Benefits	\$61,244.34	\$75,325.34	\$136,569.69
OPERATING EXPENSES:			
Contracted Services	\$0.00	\$12,239.00	\$12,239.00
Total Direct Expenses	\$61,244.34	\$87,564.34	\$148,808.69
Indirect Costs 15%	9,186.65	13,134.65	22,321.30
Total Program Costs	\$70,431.00	\$100,699.00	\$171,129.99
Carryover	\$0.00	\$0.00	\$0.00
Funding Based on FY'89	70,431.00	100,699.00	171,130.00

MSDB

09-Jan-89

Total Funding	\$70,431.00	\$100,699.00	\$171,130.00
Funding Over <under> Expenses	\$0.00	\$0.00	\$0.00
	=====	=====	=====

PROJECT REWRITE AS MANDATED BY THE OFFICE OF PUBLIC INSTRUCTION INCLUDES THE FOLLOWING CHANGE IN PERSONNEL:

MOVED OFF OF PROJECT:

PSYCHOLOGIST
AUDIOLOGIST
INSTRUCTIONAL ASSISTANT
CLERK/TYPIST
CLERK/TYPIST

MOVED ONTO PROJECT:

ITINERANT - BOZEMAN AREA
ITINERANT - GREAT FALLS (64%)

FUNDING:

LFA/OBPP	\$168,426	\$168,426
CHAPTER I BUDGET AS REWRITTEN:		
ESTIMATED CHAPTER I '90 & '91	148,809	148,809
INDIRECT COSTS (PAYROLL & OEE)	1,219	1,243
	-----	-----
TOTAL	150,028	150,052
DIFFERENCE	(\$18,398)	(\$18,374)

MSDB

09-Jan-89

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Itinerant (hg)	0.00	12,761.82	12,761.82
Total Salaries	\$49,671.37	\$60,684.82	\$110,356.19
BENEFITS:			
FICA	\$3,730.32	\$4,557.43	\$6,287.75
TERS	1,071.22	1,726.64	\$2,797.86
PERS	2,261.99	2,402.51	\$4,664.51
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MSDB

09-Jan-89

Total Funding	\$70,431.00	\$100,699.00	\$171,130.00
Funding Over <under> Expenses	\$0.00	\$0.00	\$0.00
	=====	=====	=====

PROJECT REWRITE AS MANDATED BY THE OFFICE OF PUBLIC INSTRUCTION INCLUDES THE FOLLOWING CHANGE IN PERSONNEL:

MOVED OFF OF PROJECT:

- PSYCHOLOGIST
- AUDIOLOGIST
- INSTRUCTIONAL ASSISTANT
- CLERK/TYPIST
- CLERK/TYPIST

MOVED ONTO PROJECT:

- ITINERANT - BOZEMAN AREA
- ITINERANT - GREAT FALLS (64%)

FUNDING:

LFA/OBPP	\$168,426	\$168,426
CHAPTER I BUDGET AS REWRITTEN:		
ESTIMATED CHAPTER I '90 & '91	148,809	148,809
INDIRECT COSTS (PAYROLL & OEE)	1,219	1,243
	-----	-----
TOTAL	150,028	150,052
DIFFERENCE	(\$18,398)	(\$18,374)

5113 01 0000

House Education Subcommittee
Exhibit # 7 1/10/89

05:53 PM

09-Jan-89

LEGISLATIVE ACTION

AGENCY: SCHOOL FOR THE DEAF AND BLIND

PROGRAM: ADMINISTRATION PROGRAM

BUDGET ITEM	FY 1988 Actual	Fiscal 1990		Fiscal 1991		FY 88-90 % Change
		Executive	LFA Curr Lvl	Executive	LFA Curr Lvl	
FTE	5.00	5.00	5.00	5.00	5.00	0.00%
Personal Services	\$137,994	\$147,864	\$136,584	\$148,061	\$136,703	\$11,358
Operating Expenses	35,773	50,875	50,877	33,219	33,223	(4)
Equipment	9,795	149	0	0	0	0
Non-Operating	11,957	11,957	11,957	6,975	6,975	0
TOTAL EXPENSES	\$195,519	\$210,845	\$199,418	\$188,255	\$176,901	\$11,354
=====						
FUNDING						
General Fund	\$195,519	\$210,845	\$199,418	\$188,255	\$176,901	\$11,354
TOTAL FUNDING	\$195,519	\$210,845	\$199,418	\$188,255	\$176,901	\$11,354
=====						

CURRENT LEVEL

PERSONAL SERVICES

ISSUE 1: Housing Allowance

Personal services differ primarily because the executive budget has included a \$7,800 housing allowance for the superintendent plus over \$1,240 per year in required benefits per year which are not included in current level.

ISSUE 2: Vacancy Savings

LFA current level applied a 4 percent vacancy savings compared to 2 percent in the executive budget, for a difference of \$2,673 in fiscal 1990 and \$2,874 in fiscal 1991. Actual savings in this program in fiscal 1988 was 4 percent.

LEGISLATIVE ACTION

AGENCY: SCHOOL FOR THE DEAF AND BLIND

PROGRAM: GENERAL SERVICES PROGRAM

BUDGET ITEM	FY 1988 Actual	Fiscal 1990		Fiscal 1991		FY 88-90 % Change
		Executive	LFA Curr Lvl	Executive	LFA Curr Lvl	
FTE	4.00	4.00	4.00	4.00	4.00	0.00%
Personal Services	\$94,731	\$87,888	\$87,623	\$88,072	\$87,806	-7.50%
Operating Expenses	170,823	181,703	175,343	188,044	181,684	2.65%
Equipment	1,324	900	0	0	0	-100.00%
TOTAL EXPENSES	\$266,878	\$270,491	\$262,966	\$276,116	\$269,490	-1.47%
=====						
FUNDING						
General Fund	\$266,878	\$270,491	\$262,966	\$276,116	\$269,490	-1.47%
TOTAL FUNDING	\$266,878	\$270,491	\$262,966	\$276,116	\$269,490	-1.47%
=====						

CURRENT LEVEL

ISSUE 1: Operating Expenses

The \$6,360 per year difference between the executive budget and current level in the General Services Program is primarily the exclusion for repairs which were paid using a transfer from the personal services budget in the Student Services Program in fiscal 1988. A transfer of \$13,500 from the personal services budget in the Student Services program was used for repairs in General Services during fiscal 1988. The executive includes \$7,800 in base reductions, while current level includes further base reductions of \$5,674 for a total of \$13,500.

ISSUE 2: Equipment

As noted previously, current level equipment is shown in the Student Services and Education programs.

SWS:pe:SDB2W

AGENCY: SCHOOL FOR THE DEAF AND BLIND

LEGISLATIVE ACTION

PROGRAM: STUDENT SERVICES

BUDGET ITEM	FY 1988 Actual	Executive	Fiscal 1990 LFA Curr Lvl	Difference	Executive	Fiscal 1991 LFA Curr Lvl	Difference	FY 88-90 % Change
FTE	31.95	31.95	31.95	0.00	31.95	31.95	0.00	0.00%
Personal Services	\$540,974	\$604,853	\$580,256	\$24,597	\$605,692	\$581,038	\$24,654	7.26%
Operating Expenses	119,460	133,180	124,877	8,303	135,160	127,855	7,305	4.53%
Equipment	4,726	37,300	4,000	33,300	3,300	4,000	(700)	-15.36%
TOTAL EXPENSES	\$665,160	\$775,333	\$709,133	\$66,200	\$744,152	\$712,893	\$31,259	6.61%
=====								
FUNDING								
General Fund	\$626,742	\$737,333	\$671,133	\$66,200	\$706,152	\$674,893	\$31,259	7.08%
Federal Revenue	38,418	38,000	38,000	0	38,000	38,000	0	-1.09%
TOTAL FUNDING	\$665,160	\$775,333	\$709,133	\$66,200	\$744,152	\$712,893	\$31,259	6.61%
=====								

CURRENT LEVEL

ISSUE 1: Personal Services

During fiscal 1988, \$47,700 of appropriated personal services was used primarily for operating expenses and equipment in other programs. The actual vacancy savings in the Student Services Program was \$73,634 or 12 percent in fiscal 1988. Of the \$73,634 vacancy savings generated, \$23,000 was required to achieve the 4 percent vacancy savings budgeted, leaving approximately \$50,000 which was not utilized in personal services and which was transferred to other programs. In the 1991 biennium, current level vacancy savings rate of 6 percent or approximately \$38,000 was therefore applied in Student Services, compared to the 2 percent rate used in the executive budget. The net result is that current level personal services is \$25,000 less than the executive budget.

LEGISLATIVE ACTION

AGENCY: SCHOOL FOR THE DEAF AND BLIND

PROGRAM: EDUCATION

BUDGET ITEM	FY 1988 Actual	Executive	Fiscal 1990 LFA Curr Lvl	Difference	Executive	Fiscal 1991 LFA Curr Lvl	Difference	FY 88-90 % Change
FTE	43.68	45.87	43.68	2.19	45.87	43.68	2.19	0.00%
Personal Services	\$1,175,859	\$1,268,171	\$1,192,593	\$75,578	\$1,267,919	\$1,192,686	\$75,233	1.42%
Operating Expenses	140,318	134,299	120,056	14,243	134,131	120,021	14,110	-14.44%
Equipment	7,671	6,000	8,000	(2,000)	6,086	8,000	(1,914)	4.29%
TOTAL EXPENSES	\$1,323,848	\$1,408,470	\$1,320,649	\$87,821	\$1,408,136	\$1,320,707	\$87,429	-0.24%
=====								
FUNDING								
General Fund	\$976,349	\$1,082,062	\$1,001,934	\$80,128	\$1,076,728	\$1,001,992	\$74,736	2.62%
Federal & Other Revenue	347,499	326,408	318,715	7,693	331,408	318,715	12,693	-8.28%
TOTAL FUNDING	\$1,323,848	\$1,408,470	\$1,320,649	\$87,821	\$1,408,136	\$1,320,707	\$87,429	-0.24%
=====								

CURRENT LEVEL

PERSONAL SERVICES

ISSUE 1: Teacher Salaries

The current level maintains teacher salaries at the budgeted level for the 1989 biennium, which includes the salary increases appropriated through House Bill 871. Current level excludes approximately \$20,000 per year in additional salaries which are included in the executive budget.

ISSUE 8: Speech Therapist

The executive budget includes 0.73 FTE and \$22,682 in general fund for a Speech Therapist for each fiscal year.

ISSUE 9: Teaching Staff

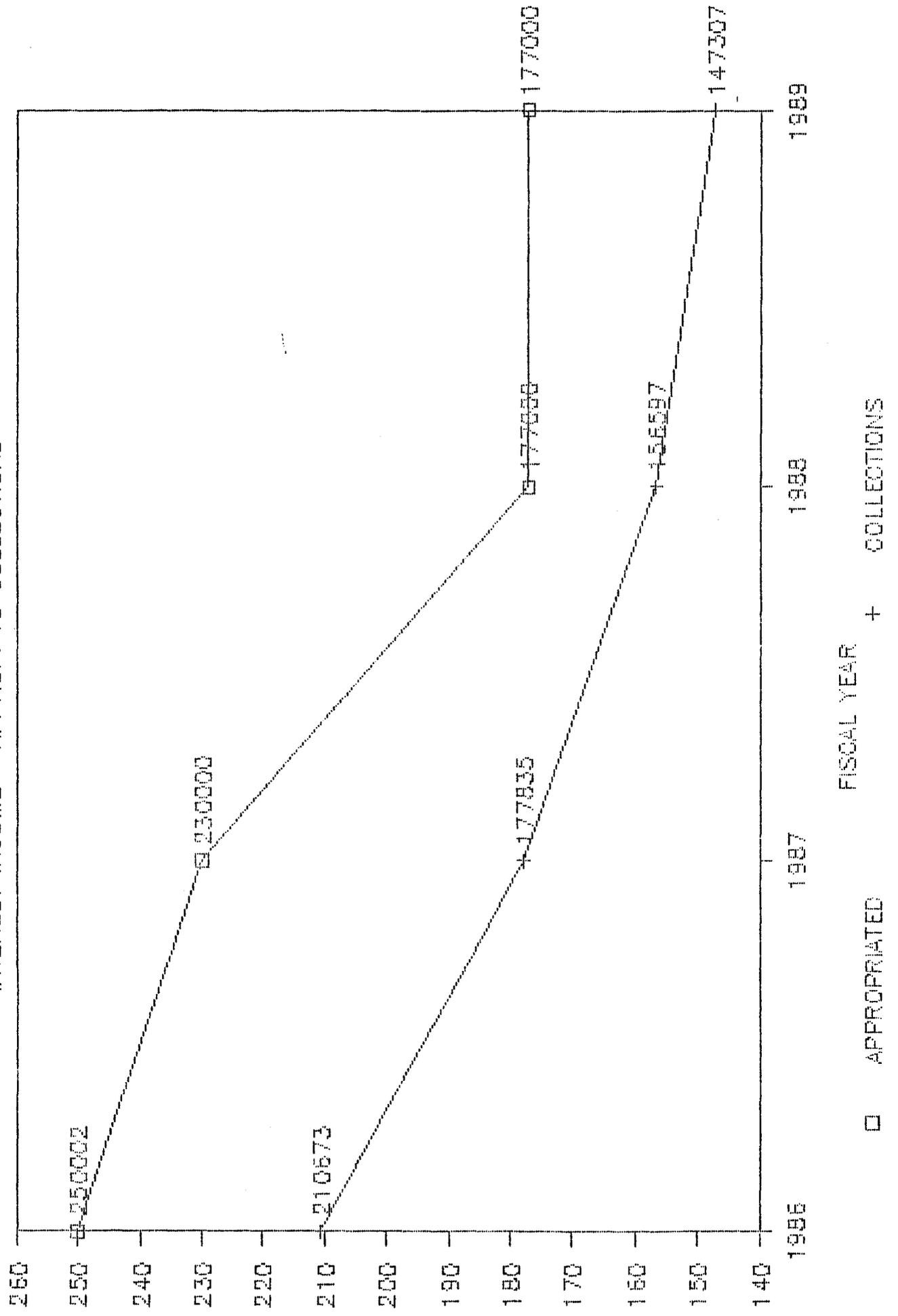
The executive budget includes 0.73 FTE and \$21,486 in general fund for a Speech Therapist for each fiscal year.

ISSUE 10: Textbooks

The executive budget includes \$10,000 for additional textbooks in each year of the 1991 biennium.

MONTANA SCHOOL FOR DEAF & BLIND

INTEREST INCOME--APPROP. VS COLLECTIONS



DOLLARS
(Thousands)

□ APPROPRIATED
+ COLLECTIONS



MONTANA ASSOCIATION FOR THE BLIND, INC.

an Affiliate of the National Federation of the Blind

P.O. Box 536
Kalispell, MT 59901

THE EDUCATIONAL DILEMMA FOR BLIND AND VISUALLY IMPAIRED STUDENTS IN MONTANA

Due to the length and complexity of the accompanying resolution, the Montana Association for the Blind presents the following statement as a means of clarifying the present problem and our proposed solution. We strongly urge you to read the cover statement, as well as the resolution in its entirety for a full understanding of our ultimate goal. The complete implementation of these proposals will require time, effort, cooperation, and coordination from all agencies serving the blind in Montana; as well as public schools to assist in the development of contingency planning, until a workable program is established. The Montana Association for the Blind is in support of any efforts by the legislature to re-establish the availability of special instructors through the Montana School for the Deaf and Blind to implement these proposals.

According to PL 94:142, otherwise known as the education of all handicapped children act of 1975, "it is the purpose of this law to insure that all handicapped children have available to them within the specified time, a free, appropriate, public education which emphasizes special education and related services; designed to meet their unique needs. . . ." We, the members of the Montana Association for the Blind, support the intent of this provision as it applies to blind and visually impaired students within the state of Montana. However, we have become increasingly concerned about the appropriateness and quality of the educational services presently provided to blind and visually impaired students in Montana who, (because of PL 94:142) have been placed in public schools - mainstreamed. The Montana Association for the Blind questions the advisability of immediate mainstreaming for all students; because this approach has been attempted, and is not successful for the most part.

Therefore, the accompanying resolution, (which was unanimously passed by the Montana Association for the Blind at its 1988 convention) identified some of the problems experienced by blind and visually impaired students attending public schools. It sets forth a long range plan for the re-establishment of a residential program to precede mainstreaming in most cases, especially for those students with severe visual impairments.

Many of the schools involved with mainstreaming are rural, and are not equipped to deal with the unique needs of these students. In many cases, the students may be the only individual within the small community experiencing such a disability. The re-establishment of a residential program (to be located at the Montana School for the Deaf and Blind) would provide a means of coping with this special educational deficits which are not presently available through the public schools, and cannot be expected to be available through the public school system as it is presently organized. Montana has one-tenth of the total school districts in the nation; totaling 546, 383 elementary and 163 secondary.² For each district to provide consistent specialized instruction for just one or two visually impaired students is cost prohibitive. Blind and visually impaired students are in need of highly specialized services to provide efficiency in skills; both academically and functionally, which are over and above the needs of the student who is not visually impaired.

The availability of a residential program, as well as mainstreaming; would provide every blind and visually impaired student access to educational services which would allow them to have "full equality of opportunity."¹ and which would not, by virtue of their disability, prevent them from having "a fully successful educational experience."¹

Anita Nelson

Miss Anita Nelson, Chairman, Education Committee
Montana Association for the Blind

1 Quoted from Public Law 94:142

2 Statistics available through Office of Public Instruction

Montana Association for the Blind, Inc.

Forty-Third Annual Convention

Resolution 88:01

WHEREAS, It has been increasingly held in recent years that blind and visually impaired children are best served by keeping them at home and in their local school systems; and,

WHEREAS, It is becoming more and more evident as time goes by that the Montana school system (public), particularly the rural schools, are not equipped to provide the specialized instruction blind and visually impaired children require (braille, use of white cane, typing at an early age, math skills, hand writing, use of adaptive microcomputer systems, to function academically; and basic skills of daily living, cooking and industrial arts, to function on a level to insure basic human survival): nor is it reasonable to expect each school district to provide such specialized instruction for only one or two pupils; and,

WHEREAS, The Montana Association for the Blind feels that in order to provide better services to the blind and visually impaired population, it is not always in the best interest of the child to be immediately placed in the public school upon first entering school, or immediately upon experiencing vision loss, because "The special education needs of such children are not being fully met"; *1, and,

WHEREAS, The claim that blind and physically handicapped children are being integrated into social and extra curricular activities and are therefore less isolated from others of their own age, is totally invalid, for evidence shows that they are not generally included in nonacademic affairs and that they are often exempted from physical education classes, industrial arts classes, etc. solely on the grounds that they might hurt themselves and/or other students; now therefore,

BE IT RESOLVED by the Montana Association for the Blind, Inc., assembled in convention this 30th day of July, 1988, in the City of Bozeman, Montana, that this organization feels strongly that services for the blind and visually impaired children and young adults can and must be improved; and,

BE IT FURTHER RESOLVED that this organization feels that it is essential to reestablish a residential program for blind and visually impaired children at the Montana State School for the Deaf and Blind in order to improve services to this population; and that people specifically trained in the education of blind and visually impaired children be employed to conduct instruction of said program, such instructors to be employed on a 12 (twelve) month or 2080-hour basis; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind realizes the difficulties in implementing such a program in terms of time, funding, acquisition of competent staff, etc., and that this organization will offer any assistance possible and necessary in assisting the Montana State School for the Deaf and Blind to implement this proposal, including contacting Legislators, in solicitation of and support

Resolution 88:01

of the increased funding required; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind is willing to work in cooperation and coordination with the Montana State School for the Deaf and Blind, Visual Services Division, and the public school system throughout Montana, to insure the availability of better quality services for blind and visually impaired students in Montana and to be instrumental in the development of contingency planning until a workable program is established; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind goes on record in support of a plan to encourage parents of blind and visually impaired children to enroll their children in the State School in the first grade or even pre-school age--the earlier the better;-- and that these children should remain at the residential school until they have acquired the necessary skills to function effectively in their home schools, whether this be for one, two or eight years. Students would, when deemed appropriate, attend some classes in the local public school system to gradually begin the process of mainstreaming, while residing at the State School and benefiting from special assistance, and also meeting and identifying with role models; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind goes on record in support of a plan to employ six to eight itinerant teachers who have been specially trained in the necessary skills, and who would be strategically located so that each would serve a specific area. They would provide direct services and instruction to students, parents, teachers, etc. in the public schools, and also provide follow-up services and instructions to those students returning from the residential program and entering public schools. These instructors would also be instrumental in providing skill assessment evaluation of the blind and visually impaired in public schools and implementing appropriate planning for instruction; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind goes on record in support of having a coordinator to handle the entire itinerant program housed at the State School. Under this system, consultants as they are presently situated would be better able to serve those minimally visually impaired children who are able to remain in the public school. Furthermore, the consultants or any itinerant staff would also be employed on a 12 (twelve) month basis and be specially trained in the provision of adaptive skills instruction and would provide this instruction to children, either at their home during the summer or at a temporary (not less than one month) residential program at the State School. Working a full year, the professionally trained itinerant teacher would serve as pre-school specialist, providing early intervention and training for parents in areas such as visual stimulation, sensory-motor development, conceptual development and adaptive skills acquisition; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind realizes the difficulties in dividing a state like

Resolution 88:01

Montana into 5 to 6 (five to six) areas which an itinerant teacher would be able to cover daily or even once a week, therefore, 6 to 8 (six to eight) itinerant teachers is considered to be a minimum number. Should present services need to be eliminated in order to achieve these goals, the Montana Association for the Blind strongly recommends the elimination of the consultant function and replacement therewith by qualified itinerant instructors; and,

BE IT FURTHER RESOLVED that the Montana Association for the Blind would establish a list of specially selected members who would assist with adaptive skills training, serve as advocates for parents, and also serve as role models; and,

BE IT FURTHER RESOLVED by the Montana Association for the Blind that copies of this resolution will be sent to the following agencies and individuals for their consideration and implementation at an early date:

1. The new Superintendent of the State School for the Deaf and Blind
2. The Superintendent of Public Instruction
3. The Board of Education
4. The Governor Elect
5. The Administrator of the Visual Services Division
6. The Director of Social and Rehabilitative Services.

Copies will also be provided to every member of the upcoming Legislature with appropriate follow-up contact by MAB member to initiate the necessary legal steps for implementing these proposals.

*1. Quotation from PL94-142, otherwise known as The Education of All Handicapped Children Act of 1975.

Received: Do Pass recommendation.

Action: Resolution passed unanimously July 31, 1988.

NOTE: Due to the length and complexity of this resolution, a cover statement will be drafted before said resolution is presented to the Legislature. Formulation of this statement is presently being completed by the Committee on the Education of the Blind Child and will be presented to the Secretary-Treasurer for inclusion with the resolution when completed. This statement will serve as a summary or quick-reference document to precede the entire resolution.

WITNESS STATEMENT

NAME VIRGINIA SUTICH BILL NO. _____
ADDRESS SAND COULGE MT 59472 DATE _____
WHOM DO YOU REPRESENT? Mt. Assoc. for the Blind
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Speaks in support of MSDB Budget request

at #11

WITNESS STATEMENT

NAME Anita Nelson BILL NO. _____

ADDRESS 921 Spartan Dr. Minnola 59501 DATE _____

WHOM DO YOU REPRESENT? Mt. Assoc. for the Blind

SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:
Speak in support of MSDB Budget request.

WITNESS STATEMENT

NAME Bob LeMieux BILL NO. _____
ADDRESS 3424 12th Ave. SE, #700, MT. 59405 DATE _____
WHOM DO YOU REPRESENT? MT. Parents-Teachers Homeparents Assn.
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Speak in support of MS OS Budget request

Mr. Chairman and Members of the Committee:

I am Robert Le Mieux from Great Falls, Montana. I appear before you today as President of the PTA of the MSDB. As additional qualification for my appearance before you I would list that (1) I am a tax paying citizen of Montana, (2) I am a parent of two deaf children who attended and graduated from the MSDB, (3) I have qualified myself as a professional through education and experience--27 years of teaching.

Parents, relatives, and many people who know deaf or blind individuals have serious concerns about what is happening to programs and services--particularly education--for deaf and blind children in Montana. We strongly support and urge you to not only restore what has been lost in terms of real funding for the Montana School for the Deaf and Blind, but you also include those provisions that the superintendent of MSDB requested in his original budget. Should we as citizens of Montana not provide the means to have an accredited educational and training program for our deaf and blind children?

We want our deaf and blind children to become full citizens who take their place in our society as tax payers and not tax users for the rest of their lives. What more splendid or useful investment can you make with tax dollars?

We urge you to consider carefully what the implications and results are of your decisions. Deaf and blind children are citizens of Montana too and should be equally treated to the constitutional provision of a right to be educated.

Thank you.

WITNESS STATEMENT

NAME F/0 Ellen Hippe BILL NO. _____
ADDRESS 3441-14th Ave. So, Cot. Falls, MT 59405 DATE 1/10/89
WHOM DO YOU REPRESENT? Montana Association of the Deaf, Inc.
SUPPORT _____ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Speak in support of MSDB request

Mr. Chairman and Members of the Committee:

I am Flo Ellen Hippe from Great Falls. I come today to speak to you as President of the Montana Association of the Deaf.

The MAD is an organization devoted to helping its members in all aspects of their lives so they can take their rightful place in our society with the full range of responsibilities and privileges. Naturally our members are deaf and severely hard of hearing people, but we also have some members who have normal hearing but have joined as interested supporters.

Deaf people have many problems to face in their quest to take on their rights and obligations of citizenship--coping with a hearing world; misunderstanding of deafness and stereotype conceptions; prejudice and even discrimination; etc. These are difficulties that each of us cope with in our own way and as circumstances dictate. But if deaf people are to be successful and have full citizenship, an education is a fundamental requirement. Laws to force people to have different attitudes or views of deaf people are difficult if not impossible to enact and would be even more impossible to enforce. However, provisions and appropriations which support and provide education are not only simple to execute--they are basic obligations of our society.

I don't believe it is necessary to testify as to the benefits of an education for individuals or society. However, because of developments and direction evident over the past several legislative sessions, we do want to testify in support of actions which would again put educational provisions for deaf children in a direction of improvement and equity with educational opportunity that is provided for non-handicapped children.

The MAD strongly urges you to examine and evaluate the appropriations requested for the MSDB--not just in the context of comparison to the previous biennium, but in the light of fairness and equality of opportunity. Our state constitution and federal and state laws give direction and mandate equal treatment and opportunity. Please examine your decisions in light of these provisions.

Thank you.

WITNESS STATEMENT

NAME PARWIN YOUNG GREN BILL NO. _____
ADDRESS 3012 4TH AVE. SO. GREAT FALLS DATE 1/10
WHOM DO YOU REPRESENT? Deaf school
SUPPORT OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

*Speak in support of M 50 B
budget request*

WITNESS STATEMENT

NAME Lucille M. Krajacich BILL NO. _____
 ADDRESS 2209 4th Avenue North, Great Falls DATE 1/10/89
 WHOM DO YOU REPRESENT? MSDB
 SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Will be reading testimony from parent of MSDB student, who is unable to attend because of illness.

Mr. Chairman and Members of the
Committee -

My name is Diane Gulblock and I am the mother of a 13 year old deaf girl that now attends the Montana School for the Deaf and Blind.

I apologize for not being here in person but I have been ill and am not able to attend.

This is the third year that my daughter has attended the school. Previously Stacy had been mainstreamed in Helena Public Schools. I had worked very hard to keep her at home. But it soon became apparent that her academic needs were not being met. She was the only deaf student her age and the Helena School District could not afford an appropriate education for one student.

Hence, her placement in the

Montana School for the Deaf and Blind.

It was the most difficult decision I have ever made but as I look back now I know that it was the only decision.

She has progressed tremendously since she started school in Great Falls, not only academically but socially. She has found a world that she can truly communicate in.

However, besides the obvious that she doesn't live at home with me, her speech has not improved to the level that she could achieve.

Stacy is a bright child and with the proper education she can live a productive life.

But every time I turn around and hear the same story -- there is not enough money to provide the proper services, including speech therapy.

- 3 -

I urge you to support funding for the Montana School for the Deaf and Blind so that my daughter and many other children that are either deaf or Blind will have the opportunity to learn and live a normal life despite their handicap.

Thank you.

Diane Kullblock

WITNESS STATEMENT

NAME Sandy Ritchie BILL NO. _____
ADDRESS 2100 Ethelwyn Great Falls DATE 1-10-89
WHOM DO YOU REPRESENT? MSDB MFT Local
SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: Please support full funding for MLLB
so that Federally mandated services may
be provided to deaf and blind children from
all over Montana.

Mr. Chairman, Member of the Committee.
My name is Sandy Ritchie. I am
a primary level teacher of the deaf
and president of the Mont. Fed. of Teachers
local at MSDB.

The staff ^{at the} school are very concerned
about adequate funding for MSDB. The
staff members are well trained, caring
and committed to providing quality
services but the time has come when
there are simply not enough people
to do the job. Positions eliminated
have reduced the school's ability to serve
Montana's deaf + blind children. These
Federally mandated services should
provide an educational program that
is consistent with the needs of each
student and ^{are} spelled out in each child's
Individual Educational Program.

The IEP goals requiring such services
as speech therapy for the deaf and
orientation and mobility training for the
blind are in real danger of being unfunded.
PL 94-142 requires equal opportunity
for all handicapped children. Montana's
deaf + blind children are asking for such
an equal opportunity.

Save our school - Fully Fund MSDB.
Thank you.

WITNESS STATEMENT

NAME Steven J Gettel BILL NO. _____
ADDRESS 709 ELLA Great Falls MT DATE 1-10-89
WHOM DO YOU REPRESENT? MSDB
SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: *Support additional funds to hire staff necessary to meet IEP goals for all students at MSDB*

TO: Joint Subcommittee on
Education

Date: January 10, 1989

FROM: Steven J. Gettel
Great Falls, Montana

RE: Testimony in support of
funding for MSDB

When I was studying education of the deaf at Montana State University in the the late 1970's, I was asked to write a statement of philosophy. At that time my belief was that "every hearing impaired child should be allowed every opportunity to learn, grow and become a productive and self-fulfilled individual. To accomplish this with hearing impaired students, all possible teaching techniques, materials and modes of communication must be at the disposal of the instructor/role model. The people responsible for the education of hearing impaired children must be willing and prepared to meet the specific and individual needs of each child."

This statement is not simply "college student ideology." This is the philosophy shared by people of this state and a right guaranteed to each person under the Constitution of Montana. This right, which is intended to "...develop the full educational potential of each person," mandates an appropriate education with equal opportunity and success for every child, whether or not he or she is handicapped.

At MSDB a seventeen year old girl, who is hearing impaired, wants to learn to type. MSDB has no business education teacher but this student is offered the opportunity through the mainstreaming program with Great Falls Public High School and with the aid of an interpreter-tutor. This same girl also happens to have cerebral palsy. Her desire to learn to type is not unreasonable but she will need additional support services. MSDB has no occupational therapist on staff to provide direct therapy or consultation.

Our physical therapist tries to meet some of the needs but with a case load of 22 there is little time for consultation. This is particularly serious when consideration is taken of another 20 students, not receiving direct therapy, who also need similar consultation services. The public school class has 32 students and though the teacher is responsive to this girl's needs there is no time to help students on an individual basis. Have the mandates of our constitution or Public Law 94-142 been met? Will this student achieve her potential?

There are 11 students in the 7th grade this year and they all attend the social studies class at the same time with one teacher. When I was in graduate school the Northwest Accreditation System set, as a standard for student to teacher ratios, 6 hearing impaired students, with average performance levels, per certified teacher in any one class period. As a teacher, I can tell you that we rarely see 6 average students in any one class, let alone 11 at any given time. These students have functional reading skills that vary from first through sixth grade. Some have good communication skills and others do not. Some have very good general knowledge and others do not. Which few would you teach to? Which students would have to "make do?" Even though the teacher adapts all reading and writing assignments for these students there is little or no time to deal with the specific difficulties of any student. This teacher has chosen to use her plan-

ning time to tutor the students with special difficulties. But even this choice means that something else, somewhere else, is sacrificed.

This situation of student overload is not unique to the seventh grade. There are 12 eighth graders in one science class and there is a math class made up of 9 junior and senior high students all being instructed at individual levels.

A 19 year old boy will graduate this spring and like many other students who graduate from MSDB he will not attend Galludete College or any other college for that matter. He's a bright boy but his specific learning disabilities in the areas of reading and language were too great to overcome. Though he communicates well in sign language he will graduate functionally illiterate. What kind of post-secondary opportunities does this state offer a young man who is deaf and has very low verbal skills? We provide classes to develop independent living skills, survival reading skills and work adjustment skills but without a career education instructor, work placement or work study counselor it is difficult to meet this student's individual education needs. Do you think the future looks promising for this student?

I'm sure you'll hear discussion in the coming months about the need for MSDB to obtain accreditation by a professionally recognized organization. This is essential if MSDB is ever going to be able to objectively identify our true needs by comparing what we now have to nationally recognized standards.

In discussions with other staff members and the school's principal a list of "additional staff positions" was drawn up. It's quite a list but in terms of what we're expected to do in order to satisfy the goals of all individual education plans, as well as, the ages and handicapping conditions of the students we serve, this list is realistic. The additional staff required to meet the needs of the students that we currently serve at MSDB are:

- 1 Teacher-Visually Impaired - Elementary
- 1 Teacher-Visually Impaired - High School
- 1 Teacher-Hearing Impaired - Preschool
- 1 Teacher-Hearing Impaired - Primary
- 1 Teacher-Hearing Impaired - Intermediate
- 1 Teacher-Hearing Impaired - Junior High School
- 2 Teachers-Hearing Impaired - High School
- 1 Teacher-Business Education - High School to work with both Departments
- 1 Teacher- Reading - (K-12) to work with both departments

- 1 Orientation and Mobility Specialist
- 1 Career Education Instructor
- 1 Work Placement/Work Study Counselor

- 3 Speech Therapists
- 1 Occupational Therapist
- 1 Physical Therapist

3 Itinerant-Resource Consultants
1 Parent-Infant Program Assistant
2 Clerk-Typists

1 Curriculum Coordinator
1 Child Study Team Coordinator
1 Principal-Visually Impaired Department
3 Supervising Teachers

What's ironic about this list is that 10 years ago MSDB had all of these positions, with the exceptions of the additional therapists, work placement/work study counselor, parent-infant program assistant, curriculum coordinator, and two supervising teachers. Due to a variety of reasons, since 1978 we have lost 20 positions within the Education Department. Today the enrollment at MSDB is about 117 which is very close to what it was in 1978. The highest enrollment during this period has been about 125. Since 1985 we've lost 11 instructional periods per day and that's just in the Department for the Hearing Impaired.

It is a professional assumption that all of the teaching positions and most of the support services positions, mentioned above, will need to be added in order to secure national accreditation status in the near future.

I'd like to tell you about one more student. In addition to the five hearing impaired students in my high school grammar class I also have one 18 year old blind student. Because there are only two teachers of the visually impaired and because he is a junior, functioning at the same academic level as some of my other students, it might seem possible that I could meet his specific needs, however this isn't the case. I have no specific training in education of the visually impaired and hold no certifications in this area. This student needs to develop braille skills through every opportunity. I can not help him write nor can I read his brailled work.

Are we meeting this student's individual needs and will he achieve his potential? While we try to "make a silk purse out of a sow's ear" with the justification that we are "doing the best that we can, considering the resources that we have been allotted," time is running out for this young man and for the other students that I have described.

As a committee you can make the recommendations that begin the process of change, that provide the funding necessary to meet the goals that are established for our students in their CST/IEP meetings. At our present level of staffing this is impossible. The Constitution of Montana guarantees these young people the right and every opportunity necessary to achieve their potential as future, productive citizens of this state. Let's work together to provide these opportunities.

WITNESS STATEMENT

NAME Bill Davis BILL NO. _____
ADDRESS 724-32 St. So, Gt. Falls, Mt. DATE 1/10/89
WHOM DO YOU REPRESENT? Myself as a Taxpayer
SUPPORT OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

I am here to speak in support
of MS DB's budget.

Mr. Chairman, members of the Committee, my name is Bill Davis. I teach high school at the Montana School for the Deaf and the Blind.

A diet of straw will not keep a steer alive for long. Economic conditions in recent years have resulted in a diet of straw to fund programs serving the Citizens of Montana's deaf and blind children.

Like the patient of two hundred years ago, who was bleed too much, our school is in a weakened condition!

pause

Bill Davis

Deafness and blindness are low incidence handicapping conditions. The children we serve have truly unique educational needs. To appropriately serve these children there must be a "Critical Mass" of staff and students. In Montana this "Critical mass" exists only at the Montana School for the Deaf and the Blind.

When students attending our school do not receive the best possible education their alternatives are of less quality. Also they are unable to make up for years lost when their educational needs go unmet. Time lost can never be recovered!

The solution is in your hands!

Immediate legislative action is
needed to adequately fund the
educational programs of Montana's
students!

Thank you

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) School Deaf + Blind

DATE Jan 10, 1989

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
Bill Brichitt	MSDB	✓	
Bill Sykes	MSDB	✓	
Bob LeMerey	MSPTHA	✓	
Bill Davis	Citizen	✓	
Harv Gettel	MSDB PTHA	✓	
Alan Nichols	BL of P Ed	✓	
Sandy Ritchie	MSDB	✓	
Jail Ray	OP	✓	
Terry Minow	MFTachers	✓	
Floyd McDowell	m7J Interpreter	✓	
Joseph Williams	OBPP		

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
 IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.