

MINUTES

MONTANA HOUSE OF REPRESENTATIVES 52nd LEGISLATURE - REGULAR SESSION

COMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By Chairman Ted Schye, on February 6, 1991, at
3:00 p.m.

ROLL CALL

Members Present:

Ted Schye, Chairman (D)
Ervin Davis, Vice-Chairman (D)
Steve Benedict (R)
Ernest Bergsagel (R)
Robert Clark (R)
Vicki Cocchiarella (D)
Fred "Fritz" Daily (D)
Alvin Ellis, Jr. (R)
Gary Feland (R)
Gary Forrester (D)
Floyd "Bob" Gervais (D)
H.S. "Sonny" Hanson (R)
Dan Harrington (D)
Tom Kilpatrick (D)
Bea McCarthy (D)
Scott McCulloch (D)
Richard Simpkins (R)
Barry "Spook" Stang (D)
Norm Wallin (R)
Diana Wyatt (D)

Staff Present: Andrea Merrill, Legislative Council
Dianne McKittrick, Committee Secretary

Please Note: These are summary minutes. Testimony and
discussion are paraphrased and condensed.

Announcements/Discussion: CHAIRMAN SCHYE announced that the
Office of Public Instruction would be making a presentation
on the Foundation Program after the committee hearing on
February 11, 1991.

HEARING ON HB 273

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE MARK O'KEEFE, House District 45, Helena, said HB
273 supports a science camp, a new concept in education for
Montana. This is an educational technique that has seen great
success locally and also in dealing with students from a broader

area. This is currently a science camp heading towards becoming essentially a magnet school or "school of choice". Students, teachers and parents all benefit, which is normally a real oddity in the education field. Magnet school studies show an increase in student and teacher enjoyment, along with increased educational attainment. Studies also show increased parental involvement; when students are excited so are the parents.

Proponents' Testimony:

Greg Groepper, Office of Public Instruction, (OPI), said there was a great deal of interest in the science camp and possible magnet school at the Limnological Institute at Canyon Ferry Lake the past summer. The Bureau of Reclamation is trying to figure out what the long range use of its village is at Canyon Ferry. In the summer it is used for the Limnological Institute Science Camp and in the winter it sits silent and vacant. **Mr. Groepper** said Gil Alexander approached Superintendent Keenan with the idea to use the facilities for a year-round science camp. If these facilities, through a letter of agreement cooperatively with the Bureau of Reclamation, could be obtained there exists a very real opportunity to provide a year-round science camp that could migrate into a magnet school. This may be a good way to achieve equalization in Montana. HB 273 may be a small step, but one providing a greatly enhanced science and math opportunity for the students in Montana.

Gil Alexander, Helena High School Teacher, Co-Director of the Canyon Ferry Limnological Institute, said the staff at the Institute are people who have been recognized as excellent in science. **Mr. Alexander** presented the committee with handouts. **EXHIBITS 1, 2, 3, 4** This legislation will provide for Montana's first magnet school in science and math and will go under the name "Montana Magnet School for Science and Math Technology". The main thrust will be to provide experiences beyond what any high school class can provide. They propose to offer workshops for short periods of time so students from all over Montana can come and take advantage of the classes. They can take advantage of the classes specifically designed for their needs and then go back home and use that experience to build on. Their hope is to link themselves to the schools through a long distance telecommunications network to provide ongoing support and new programs.

Allene Whitney, Former Student, Canyon Ferry Limnological Institute, Sophomore, Montana State University, testified enthusiastically in behalf of HB 273. Through HB 273, the Montana State Legislature would be supporting an invaluable supplement to Montana education. The system has done well in providing students with information but doesn't teach students to ask an interesting question and CFLI does that. When students learn to ask the critical question, they continue to educate themselves throughout their lives and that is education at its best.

Kay McKenna, Montana Association of County School Superintendents, (MACSS), said she has seen this program grow from its inception and finds it fascinating. Students graduating from the program do so with a great deal of expanded knowledge and enthusiasm.

Opponents' Testimony: None

Questions From Committee Members:

REP. MCCARTHY asked Mr. Alexander if this program differs from the program currently at Montana State University that takes a group of students for a two week period each year and then continues throughout the year to work on various projects together. Mr. Alexander answered that is the Young Scholars Program and is one of many nationally funded through an NSF Grant. That program will last only as long as the grant continues. We believe we have something entirely different to offer at CFLI.

REP. HANSON asked REP. O'KEEFE if he would have as much strong support for this program if the funding, along with the communication funding, were to come out of the Foundation Program and not the General Fund. REP. O'KEEFE answered yes, perhaps stronger support. There are other options to fund this program, and he will be ready to discuss them.

REP. BENEDICT asked REP. O'KEEFE if there was an itemization of how the \$400,000 will be spent. REP. O'KEEFE said that will have to be documented further assuming that point is reached. REP. BENEDICT asked if that information will be given to the committee. REP. O'KEEFE redirected that question to Mr. Groepper. Mr. Groepper said Mr. Alexander had previously sent a letter to each committee member with a fairly reasonable breakdown of where those dollar amounts would go in getting the Institute off the ground. He said if something more specific was needed they could provide it.

REP. KILPATRICK asked REP. O'KEEFE for the definition of "magnet". REP. O'KEEFE answered that magnets attract things and in this case magnet school is an entity that attracts people: students, parents, and teachers. In this instance it would be an educational institute which would serve not just the Helena area but students from all over the state who would be attracted for the educational experience.

Closing by Sponsor:

REP. O'KEEFE closed by saying he took limnology in the mid 1970s at the University graduate level and didn't have access to a facility like Canyon Ferry. The instructor would say if you can't understand this "just go jump in the lake". That is limnology in its most basic form. Kids today have an opportunity to be exposed at a level that many university students aren't

exposed to.

HEARING ON HB 415

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE JESSICA STICKNEY, House District 26, Miles City, said HB 415 is an act requiring the Department of Family Services to adopt pay schedules for teachers at Mountain View and Pine Hills Schools comparable to schools in their home districts. State teachers should not be penalized with a lower salary when they have exactly the same training, years experience and professionalism. In many ways they deserve more pay than regular teachers because they certainly teach more difficult students in difficult situations.

Proponents' Testimony:

REP. JIM RICE said the teachers at these two institutions have been in a "no man's land" for a long time. State government considers them teachers so they don't get state employee benefits and to the teaching community they aren't teachers but state employees so they don't get the benefits of the educational community. Not only does this bill solve the inequities between the teachers in the local community and the teachers in these facilities but it also rectifies the internal inequities in the system now.

Tom Bilodeau, Research Director, Montana Education Association, presented written testimony. **EXHIBIT 5**

Bill Kaiser, English and Science Teacher, Mountain View School, presented written testimony from Neal J. Christensen, Director of Education, Mountain View School. **EXHIBIT 6** Mr. Kaiser stated he enjoyed teaching the challenging students at Mountain View School, many of whom are for the first time achieving high school credit. The staff at Mountain View helps them get their education back on track and provides them with skills necessary to succeed in life. Students are offered an individualized curriculum. These professionals are as dedicated and qualified as any other teaching professional in any other state or local school district. Unfortunately, the pay is 18% lower than the state average and 33% lower than the national average. They suffer an enormous pay penalty for choosing to work with delinquent and disadvantaged youth and hope, through this bill, to join other teachers in a fair and comparable pay plan.

Jane Mends, Math Teacher, Mountain View School, said of all her teaching experiences this has been the most difficult assignment and also the most rewarding. Teachers at Mountain View School deal with a special group of students with particular needs and problems. In addition, this is the only truly individualized teaching situation she has seen. Mountain View School provides the students with a chance to get their lives back on track. The

staff as a whole is tremendously enthusiastic but at the same time makes several thousand dollars less per year than teachers with comparable experience and education. The Mountain View teachers care about the students, spend a great deal of time preparing to teach them and do their best in dealing with needs and problems and should rightly be compensated.

John Malee, Montana Federation of Teachers, (MFT), reminded the committee there are other teachers in other departments that have the same discrepancies and said in Rep. Menahan's Pay Plan Bill 514 there is a portion for equal pay for all state teachers.

Opponents' Testimony:

Laurie Ekanger, State Personnel Division Administrator, said state government offers challenges that other employers don't and attracts unique people who work for reasons other than money. They too work extra hours like the people at Mountain View and Pine Hills Schools. **Ms. Ekanger** also presented written testimony. EXHIBIT 7, 8

Informational Testimony: None

Questions From Committee Members:

REP. ELLIS asked **Laurie Ekanger** to provide comparisons from the "Salary Survey" from the Montana School Boards Association from 1990 and 1991.

CHAIRMAN SCHYE asked **Laurie Ekanger** if she felt it fair to compare small schools like Pine Hills and Mountain View with other small schools since they have completely different student populations. **Ms. Ekanger** answered they are comparable to one another and to the educational facilities in other institutions and in that regard to separate and compare them to a local district is inappropriate.

REP. MCCULLOCH asked **Jane Mends** to describe the differences between a regular classroom and that at Mountain View. **Ms. Mends** answered their students are drawn from districts all over the state, both small and large. It is a totally different population since all the students are delinquent. The major difference is that these are all problem students and all have failed in their previous settings for a variety of reasons.

REP. MCCARTHY asked **Jane Mends** the age differential and number of students at Mountain View. **Ms. Mends** said presently the youngest student is 13 and the oldest 18. The school grade levels range from seventh to twelfth. Last year there were three sixth graders but that is unusual. Currently there are approximately sixty students on campus and enrollment fluctuates since students come and go.

REP. MCCARTHY asked **Laurie Ekanger** if the committee has a fiscal

note in agreement with REP. STICKNEY'S figure. Ms. Ekanger said she had no fiscal note but would take a look at one.

REP. WALLIN asked CHAIRMAN SCHYE why a legislative committee gets into bargaining with state employees. CHAIRMAN SCHYE replied this bill was in committee in 1985 and possibly in 1987 when they tried to get the pay increases approved. This is not something new.

Closing by Sponsor:

REP. STICKNEY said a way is needed to fairly compensate teachers in the state's institutions. She asked the committee to take a very serious and positive look at this legislation.

HEARING ON HB 462

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE RAY PECK, House District 15, Havre, said HB 462 is neither easy or controversial. It will be controversial because it reduces the budget of some districts who will need to aggregate the ANB of school buildings less than three miles apart. REP. PECK presented a Statement of Intent. EXHIBIT 9 Currently, if a district has a school three miles from the other school it can count the ANB separately and get a higher rate. The smaller the school, the higher rate on the Foundation Program Schedule. He presented the fiscal note. EXHIBIT 10 Using the proposed language and using three miles saves 2.5 million dollars per year.

Proponents' Testimony:

Jim Smith, Superintendent, Blue Sky Schools, said it comes down to the "haves and have nots". His neighbor districts, with very similar educational institutions, and very similar economic bases, receive 20-30% more funding from the Foundation Program because they operate in two separate buildings. Their consolidated district made a choice three years ago to close one facility in one community and move into one building to save taxpayer dollars. The reality is they are apparently saving state taxpayer dollars in the Foundation Program to the tune of about \$100,000 by not receiving the bonus funds they would have received if they had left their junior high in the Hingham Building next door.

Opponents' Testimony:

Steve Gaub, Superintendent, Charlo, said this would result in a \$115,000 loss in his elementary general fund. We are one of the big losers. His district has had this funding since 1976 and built a separate junior high building in an unincorporated town. They still owe bonds on that building and will until 1996. That building would not have been built without the benefit of this

funding. This particular bill is not equitable since it doesn't phase the cut in over several years and instead cuts it out in one year. Be aware that this so-called "loophole" has been there since 1949 and that the impact on school districts, local taxpayers, teachers and students will be disastrous.

Mike Reynolds, Superintendent, Absorakee, said they are over three miles outside the incorporated limits of a city or town or, in other words, are an unincorporated town. They had three different school buildings and now after a building program are in two. They vacated two turn of the century buildings and because of that qualify for over \$120,000 in additional Foundation Program monies due to this provision of the law. They took advantage of this additional Foundation Program funding, put it into the elementary general fund and used it to complete a building fund. If the intent is to be equal and equalize, this is another attempt to equalize by equalizing down. They also oppose the bill because it would continue to give to some districts and not to others.

Bill MacKay, Trustee, District 52 and 52c, Absorakee, said as Supt. Reynolds stated their district would be one of the big losers. The primary effect of this legislation is on the smaller schools. Larger school district's financial problems are much different than those in the Class B and C Schools. Education is in trouble in the state and great care must be taken to rectify the problems.

Dianna Kelley, Trustee, Charlo, said she is very concerned what a drop of \$115,000 of revenue will do to their school. they budgeted that money into the budgets since 1976 so it will be a big expense to the taxpayers to levy these mils. It seems like the majority of schools affected by this bill are rural schools. She would favor an amendment so they aren't hit all at once with a drastic cut. She said Larry Jones, Trustee of Deer Park Elementary in the Flathead Valley asked her to register his opposition to the bill.

Bruce Moerer, Montana School Boards Association, (MSBA), said he recognizes the equity problems but feels the state should be equalizing up and providing more money for everyone as opposed to taking money away from some schools. While this has sometimes been characterized as a loophole, looking at the old language and even the current language, the districts were required to calculate their ANB this way and it isn't fair to characterize this as a loophole since it was required by law. A number of districts did long range financial planning based upon the way the ANB was calculated.

Informational Testimony: None

Questions From Committee Members:

REP. ELLIS asked Superintendent Gaub if he built another building

in his district just because of this funding. **Supt. Gaub** answered yes it was built on that basis and the bonds were floated on that basis. **REP. ELLIS** asked how close his district is to the caps. **Supt. Gaub** said at the high school they are at the cap of 135% and in the elementary at 117%.

REP. GERVAIS asked **REP. PECK**, assuming this passes, did he see any lawsuits as a result. **REP. PECK** said this was actually passed before and there were no resulting law suits.

REP. KILPATRICK asked **REP. PECK** if he would be opposed to phasing it in over a five-year period. **REP. PECK** said he would be open to looking at a phasing-in clause.

Closing by Sponsor:

REP. PECK said he has a list of the schools OPI can identify that would be affected. They include 21 districts with possibly 14 additional. If the committee is more comfortable with a phasing-in clause he could appreciate that.

HEARING ON HB 322

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE RICHARD SIMPKINS, House District 39, Great Falls, said this is a technical change to use a school's enrollment figures as the count for funding. The enrollment figure is what schools use to budget. The emphasis should be on enrollment rather than attendance. **REP. SIMPKINS** said it is too late to change gears now so he recommended using a delayed implementation date to affect the next school biennium so they can continue to use the figures rolling in now. It would be necessary to coordinate a start date with OPI so first enrollment count would be used for FY 94-95.

Proponents' Testimony: None

Opponents' Testimony:

Dori Nielson, Office of Public Instruction, (OPI), said OPI opposes this bill since it really does not address and identify problems they have seen with the ANB and student counts. The school districts need to continue to keep absence and presence data and provide it to OPI office as well as providing enrollment data. They have demands from the federal level for this reporting. It would be a shift from one method of counting ANB to another. An additional objection is the ANB calculation method just shifted from one school year to a portion of two different ones. This happened at the same time as the other major changes in HB 28 and this change would be an additional burden on schools.

Informational Testimony: None

Questions From Committee Members: None

Closing by Sponsor:

REP. SIMPKINS said Montana's school systems are constantly making changes and all that is proposed is shifting from one count to another.

ADJOURNMENT

Adjournment: 7:00 p.m.



TED SCHYE, Chair



DIANNE MCKITTRICK, Secretary

TS/dMcK

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

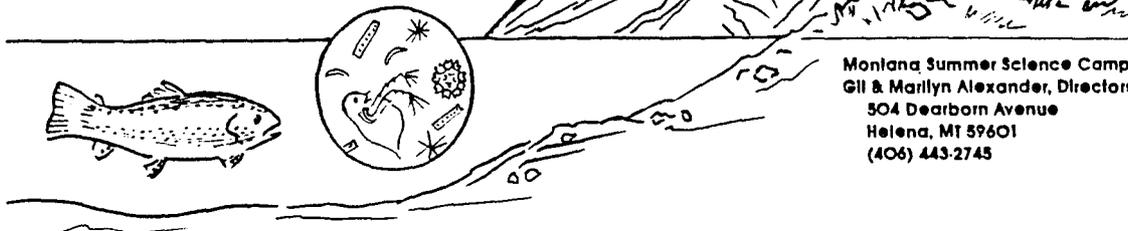
ROLL CALL

DATE 2-6-91

NAME	PRESENT	ABSENT	EXCUSED
REP. TED SCHYE, CHAIRMAN	✓		
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓		
REP. STEVE BENEDICT	✓		
REP. ERNEST BERGSAGEL	✓		
REP. ROBERT CLARK	✓		
REP. VICKI COCCHIARELLA	✓		
REP. FRED "FRITZ" DAILY	✓		
REP. ALVIN ELLIS, JR.	✓		
REP. GARY FELAND	✓		
REP. GARY FORRESTER	✓		
REP. FLOYD "BOB" GERVAIS	✓		
REP. H.S. "SONNY" HANSON	✓		
REP. DAN HARRINGTON	✓		
REP. TOM KILPATRICK	✓		
REP. BEA MCCARTHY	✓		
REP. SCOTT MCCULLOCH	✓		
REP. RICHARD SIMPKINS	✓		
REP. BARRY "SPOOK" STANG	✓		
REP. NORM WALLIN	✓		
REP. DIANA WYATT	✓		

CANYON FERRY LIMNOLOGICAL INSTITUTE

EXHIBIT #1
DATE 2-6-91
HB 273



Montana Summer Science Camp
Gill & Marilyn Alexander, Directors
504 Dearborn Avenue
Helena, MT 59601
(406) 443-2745

SUMMER SCIENCE OPPORTUNITIES AROUND AT CANYON FERRY INSTITUTE

Revised February, 1991

YOU CAN'T ARGUE WITH SUCCESS!

Participants boast the following achievements:

Westinghouse Science Talent Search - 6th place national winner of one of the third place, \$10,000 awards. Allene Whitney 1989

Top 40 national winner, Allene Whitney 1989, Renee Doney 1990

Honors Group (top 300 in nation) Allene Whitney 1989, Renee Doney 1990, Theresa McEvoy 1990

Intermountain Junior Science & Humanities Symposium - 1st place winner. Simone Taubenberger (1987), Allene Whitney (1988), Allene Whitney (1989), Renee Doney (1990)

2nd place winner, Kathryn Wyard 1986, Renee Doney 1989, Theresa McEvoy 1990

Presenters selected from the six state region (Kathryn Wyard, Simone Taubenberger twice, Allene Whitney twice, Kim Gilleland, Gwen Gray, Renee Doney twice, Alex Johnson, Tony DeVoe, Theresa McEvoy, Jodi Briggs twice, Cristi Carlson, Jon Davis delegate)

National Junior Science & Humanities Symposium - 1st place winner (presenter at Cambridge and Oxford University during two-week expense paid tour of London), Allene Whitney (1989)

2nd place winner, Simone Taubenberger (1987) and Allene Whitney (1988)

Presenters, Simone Taubenberger 1987 and Allene Whitney 1988, 1989, Renee Doney 1990

Delegates: Renee Doney 1989, Theresa McEvoy 1990

Montana Junior Academy of Sciences - 1st place award three consecutive years. Simone Taubenberger 1987, Allene Whitney 1988, 1st Place, Allene Whitney 1989 tie with Renee Doney 1989, Renee Doney 1990; Third Place, Jodi Briggs 1990

Presenters. Stephanie Richardson 1988, Simone Taubenberger 1988, Allene Whitney 1988, 1989, Renee Doney 1989, Tony DeVoe 1989, Kim Gilleland 1988, Gwen Gray 1988

Student research published in the Proceedings of the Montana Academy of Sciences. Allene Whitney, 1989, Allene Whitney and Renee Doney, 1990

National Junior Academy of Sciences - 3 student presenters at national convention in two years, based on their 1st place award at the Montana Junior Academy of Sciences, Allene Whitney 1989, Allene Whitney and Renee Doney 1990

Ford Foundation Award - summer research employment position for summer of 1991, Renee Doney 1990

American Lung Association Outstanding Science Student Award, Wade Johnson 1987

DOE Fellowships

Superconductivity at the Argonne National Laboratory, Gwen Gray 1989

Bioprocesses at the Lawrence Livermore Lab at Berkley, Sara Sartorius 1989

UV Radiation at the Brookhaven National Laboratory. Renee Doney 1989

Multiple Gold Medal Winners in Montana Science Olympiad, Helena High School has taken 1st place 1985-1989, Capital High 2nd place 1985 and 5th place 1986. Many of these students winning gold medals are from CFLI

American Water Works Association Outstanding Science Student Award, asked to attend convention in Los Angeles and present research, Allene Whitney 1989

Student research published in Montana Clearwater, a water quality government document, Allene Whitney 1988

Summer Internship as a research assistant at the Brookhaven National Laboratory in New York, all expenses paid plus stipend and invited to return to work during summer, Gwen Gray 1989

Fellowship at Brandeis University researching eye tracking systems, Gard Gershmel 1986

American Cancer Society Research Fellowships after participating in CFLI, Christina Hull 1987, Sara Manley 1985, Simone Taubenberger 1986, Liesl Strickler 1987, Gard Gershmel 1986

Montana Science Talent Search - First place awards, Simone Taubenberger 1988, Allene Whitney 1989, Renee Doney 1990

Second place award, Kathryn Wyard 1988

Third place award, Gwen Gray 1989

EXHIBIT #1
DATE 2-6-91
HB 273

USA TODAY All American Academic Team - First Team (top 20 national science students, awarded in Washington, D.C.), Allene Whitney 1989

2nd Team, Greg Wolgamot 1988

Honorable Mention, Gwen Gray 1989

Tied for 1st place in Montana on American Chemical Society Chemistry Olympiad Exam, Allene Whitney 1989 and Jan Rippengale 1989

Southwestern Montana Regional Science Fair Grand Award Winner (delegate to International Fair), Allene Whitney 1989, Renee Doney 1990

2nd Place Overall, Renee Doney 1989

3rd Place Overall, Jodi Briggs 1990

3 Division Winners, Allene Whitney 1989, Renee Doney 1989, 1990, Alex Johnson 1989, Jodi Briggs 1990

2 Division 2nd Place, Gwen Gray 1989, Sara Sartorius 1989

Top Scoring 11th and 12th Graders, Renee Doney 1989, Allene Whitney 1989

Sigma XI Award, Allene Whitney 1989

Air and Waste Management Award, Renee Doney 1989

U.S. Army Award, Jodi Briggs 1990

U.S. Marine Corps Award, Jodi Briggs 1990, Renee Doney 1990

Metric Association Award, Renee Doney 1990

Kodak Award, 1st Place Jodi Briggs 1990, 2nd Place Renee Doney 1990

Microbiological Society Award, Renee Doney 1990

Department of Energy Award, Jodi Briggs 1990

Montana Science Fair, 1 Grand Award Winner, Renee Doney 1989

Delegates to International Science and Engineering Fair, Renee Doney 1989 and Tony DeVoe 1989, Renee Doney 1990

Gold Medal Winners, Renee Doney (2) 1989, Tony DeVoe 1989, Gwen Gray 1989, Alex Johnson 1989, Allene Whitney 1989, Jodi Briggs 1990, Renee Doney 1990, JoElla Carter 1990

1st Place Award from NABT, Renee Doney 1989

1st Place Award from U.S. Metric Association, Renee Doney 1989

EXHIBIT #1
DATE 2-6-91
HB 213

1st Place from American Society for Microbiology, Renee Doney 1989
Top Scoring girl, two \$1000 scholarships, Renee Doney 1989
Junior Engineering Technical Society Certificate of Merit, Gwen Gray 1989
U.S. Navy Award Superior Achievement Certificate (2nd Place), Matt McClusky (1987)
Alex Johnson (1989)
University of Montana Foundation Scholarships, Tony DeVoe 1989, Gwen Gray 1989, Alex
Johnson 1989, Allene Whitney 1989
National Marine Educators, Allene Whitney 1989

International Science Fair

American Water Works Association, 1st place, Allene Whitney 1989
3rd Place Grand Award in Environmental Science, Allene Whitney 1989
Department of Interior/ Bureau of Reclamation, 1st place and summer Job summer of
1990 in Environmental Science Research Lab in Denver, Renee Doney
4th Place Grand Award in Microbiology, Renee Doney 1989

American World of Water 1st Place Allene Whitney 1989

Edison Contest, Honorable Mention Award, Simone Taubenberger 1988

Duracell Contest, Top 100 Finalist, Gwen Gray 1989

Design and construction of electronic water clarity measuring instrument resulting
from a need determined by a student's scientific research, Gwen Gray 1988

Presidential Scholarship Awards, Simone Taubenberger 1988, Allene Whitney 1989 and Jan
Rippengale 1989

Requests for Student Research

Minnesota Water Quality Bureau and the Montana Corps of Engineers, Allene Whitney
Daphnia test for algal toxins 1988
Montana Tech, Jodi Briggs radon in groundwater study 1990
Westech, Jon Davis, arsenic in Canyon Ferry crayfish study 1990

Student asked to be national example by Smithsonian Institute, Allene Whitney 1988

Presenters at Montana Science Teachers Association Conventions, 1984-1988, Kathryn
Wyard, Simone Taubenberger, Jeff Berry, Briar Waterman, Christina Hull, Matt
McClusky, Tammara Bonner, Renee Doney, Allene Whitney, Sara Sartorius, William
Taubenberger

EXHIBIT #1
DATE 2-6-91
HB 273

Presenters at State AGATE Conferences, 1985, 1986, 1987, SImone Taubenberger, Kathryn Wyard, Renee Doney, Allene Whitney, Jeff Berry, Briar Waterman, Stephanie Richardson, Gwen Gray

Presenters at Expanding Your Horizons Conferences for 1988, 1989 years, Gwen Gray, Renee Doney, Allene Whitney

Montana Art Association Scholarship for research done on clays used in pottery, Kim Gilleland 1988

American Academy of Achievement - Prestigious award presented at ceremony in San Francisco, Allene Whitney 1989

Author of childrens books, The Adventures of Mo, stories about a fish. Greg Wolgamot 1988

Map of noxious weeds surrounding Canyon Ferry Lake completed for use by the U.S. Department of Interior, Bureau of Reclamation, Sara Sartorius 1988

Data base of chemical, meteorological and algal data for Canyon Ferry Reservoir, information collected over five summers, available to water quality agencies, all students

Local & State Engineering Society Award Winner, Gwen Gray 1989

Students Whose Research is Published, Allene Whitney 1989, Renee Doney 1990, Gwen Gray 1990

Early admission to Baylor Honors Medical Program, Renee Doney 1990

David Star Jordan Scholar at Stanford University - for one of the top 250 students accepted for admission to the freshman class, Allene Whitney

Admission to Stanford University - Thresa McEvoy 1990

Admission to Massachusetts Institute of Technology - Matt McClusky 1987, Gwen Gray 1989

Congressional Commendation - For significant research affecting the public health, Allene Whitney 1989

APHIS Award - For research in public health, Allene Whitney 1989

National Horticulture Award - Nicole Pierre 1990

Display of Student Research in Singapore, Allene Whitney 1990

Montana Noxious Weed Council Award, Sara Sartorius 1990

Tandy Technology Scholar \$1000 Award, Renee Doney 1990



University of Montana

EXHIBIT # 2
DATE 2-6-91
HB 273

Flathead Lake Biological Station

311 Bio Station Lane, Polson, Montana 59860 USA • (406) 982-3301 • Fax (406) 982-3201

January 30, 1991

Representative Mark O'Keefe
c/o Mr. Gil Alexander, Director
Canyon Ferry Limnological Institute
504 Dearborn Avenue
Helena, Montana 59601

Dear Representative O'Keefe:

We are very excited to hear about the possible development of a Magnet School for Science and Math here in Montana. We have long supported the work of the Canyon Ferry Limnological Institute (CFLI). This is an excellent location for the proposed Magnet School.

The current CFLI program introduces bright and enthusiastic high school students to scientific methods. They get hands-on experience with instruments that we use routinely. Moreover, the environmental science emphasis at CFLI gives the students a general introduction to research and management problems that are critically important to Montana and the USA. As a result, they are better prepared for the rigors of university work and can be much more competitive for entry into nationally important research programs like ours.

The CFLI environment will be ideal for a Magnet School because it is a field setting without urban distractions and the current CFLI program will provide focus. The Magnet School will give our young people a powerful boost into higher education that is presently unavailable. They will be more competitive and informed about the different math and science programs that universities offer.

A very real shortage of high school graduates that are well trained in math and science currently exists in Montana and nationally. Yet our scientific programs are more high tech and sophisticated every year. We must have a source of competitive and motivated students that are trained beyond the high school norm before they enter college. We need a Magnet School!

We enthusiastically support HB 273 and urge you and your colleagues to fully fund the proposed program. It is in the best interest of our youth and it is in the best interest of scientific R&D in Montana.

Sincerely,

Jack A. Stanford
Bierman Professor and Director

Bonnie K. Ellis
Research Specialist

F. Richard Hauer
Research Associate Professor

Craig N. Spencer
Research Assistant Professor

cc: Flathead Legislators



Rapelje Public Schools

School District #32
P.O. Box 89
Rapelje, Montana 59067
Phone (406) 663-2215



Daryl Bertelsen
Superintendent

Charlene McFarland
Clerk

EXHIBIT #3
DATE 2-6-91
HB 273

February 1, 1991

Dear Legislator:

I would urge you to support HB 273, submitted by Representative Mark O'Keefe in behalf of the Office of Public Instruction to partially fund Montanas first Magnet School for Science and Math Technology.

The state funds in conjunction with the private grants pending would fill a much needed void in the secondary math science education of our state. The very concept of a magnet school accepting students from small rural schools for two weeks of intense training with state of the art scientific instrumentation is exciting. Student awareness of technological tools is the mainstay of education. This school would certainly project students into the twenty-first century.

Your support of HB 273 would be appreciated.

Sincerely,


Daryl Bertelsen, Supt.

EXHIBIT #4
DATE 2-6-91
HB 273

DATE: February 6, 1991
TO: House Education Committee
FROM: Jan Wright, former student at Canyon Ferry
Limnological Institute
RE: HB 273 to establish a year-round CFLI facility

The summer experience at the Canyon Ferry Limnological Institute my senior year of high school had a strong effect on my decision to pursue engineering research as a career, to study long- and short-term environmental effects of future, present, and past engineering projects on Earth and in space. Using modern equipment, collecting actual data, and producing valuable information clarified my understanding and enhanced my image of research in particular and science in general. They became real to me.

The desire and commitment I developed to pursue research as a career gave me an advantage applying for scholarships, internships, and training programs. The summer of 1990, I was the youngest person chosen to participate in the Research Experience for Undergraduates Program at Utah State University where I worked on the NASA-funded Closed-Environment Life Support System Project, testing the effects of photoperiod on soybean development. Currently, I am applying for The prestigious Barry Goldwater Scholarship worth \$14,000. And, for the summer of 1991, I have applied to work at the John F. Kennedy Space Center at the Space Life Sciences Training Program. From the two-week introductory experience at the Canyon Ferry Limnological Institute, I gained the necessary knowledge about what research entails, the desire and commitment to pursue a research career, and the confidence to believe in my abilities in math and chemistry. This has helped me tremendously so far, and will continue to help me and the State of Montana make environmentally-competent decisions about our natural resources and promote excellence in science in general.

A year-round program would enable teachers and students who cannot attend during the summer to benefit from the numerous opportunities for study and growth available at the Canyon Ferry Limnological Institute. I strongly recommend your support for HB 273. Thank you.



Montana Education Association

1232 East Sixth Avenue • Helena, Montana 59601 • 406-442-4250

EXHIBIT #5
DATE 2-6-91
HB 415

HB415 (STICKNEY & RICE)
Before the House Education Committee - Feb. 6, 1991

MONTANA TEACHER SALARIES:
PUBLIC SCHOOL & STATE SCHOOL DATA COMPARED TO THE NATION

By: Tom Bilodeau, MEA Research Director

As recently as 1983, Montana's average public school teacher salary was within \$1,000 (or 5%) of the national average teacher salary and Montana's average salary ranked 25th among the states.

Since the mid-1980s, however, the salaries paid to Montana's teachers have failed to match average salary gains made by teachers nationally. This is true at both the "beginning" and "average" salary level. Even worse, Montana teacher salary increases since the mid-1980s have failed to keep pace with the rate of inflation. In constant dollar purchasing power, Montana's teachers are paid less today than in 1986! Montana's projected 1990-91 average teacher salary (\$26,210) is now more than \$6,500 behind (nearly 20% less than) the national average and will rank us at about 41st in the nation.

As disturbing as the statewide data on teacher salaries is, the situation for teachers employed by the State of Montana at the Pines Hills and Mountain View Schools is worse. Their 1990-91 average salary will be slightly more than \$22,000 -- i.e. \$4,000 less (-18%) than Montana's public school average teacher salary and more than \$10,000 behind (-33%) than the national average.

As will be documented toward the end of the attached materials, Montana's statutory teacher salary schedule is among the very worst in existence anywhere in the state. Under this salary schedule, State-employed beginning teachers in FY91 are being paid \$1,333 less (-7.9%) than the average Montana public school base salary. This "scheduled" salary loss grows worse (to as much as -16%) as employees progress in state as compared to public school employment. (If state salaries were not improved for FY92, the scheduled FY91 "pay penalty" will, based on projected public school salary settlements, grow 5% more severe -- i.e. a -7.9% deficit will become a -13% deficit.)

The "scheduled" loss, however, understates the real-life "pay penalty" to which state-employed teachers are subjected because it fails to account for the impact of state imposed experience step-freezes. If the step-freezes are factored into pay-level comparisons, the annual "pay penalty" experienced by a state-employed teacher compared to a Montana public school teacher often approaches or exceeds 20% of salary per year; it amounts to a "career-earnings pay penalty" over the term of twenty-five years state service of more than -\$122,000!

EXHIBIT #5
DATE 2-6-91
HB 415

HB415 addresses the serious compensation deficiencies experienced by state-employed teachers. Specifically, HB415:

tracks the conceptual discussions of the Committee on State Employee Compensation by targeting state-employed teacher salaries to 90 to 95% of the "market rate;"

for teachers in Montana, the "comparable market rate" is readily discernable based on currently available data -- locally it would be the salary levels of Helena (for Mtn View) and Miles City (for Pine Hills) public school teachers, while on a statewide basis it would be the statewide "composite schedule;"

under HB415, in both FY92 & FY93, the adopted Mtn View schedule would be that of the Helena public school system for FY91 (similarly, Pine Hills' FY92 and FY93 schedules would be that of Miles City for FY91) -- the one or two year lag would result in a 5% to 10% lag in state-employed teacher salaries;

in order to correct currently existing placement irregularities on the state schedules, teacher's would in FY92 be placed on the correct step of the new schedule to reflect their actual years of experience with the state but -- as a transition to the new schedules and placements -- no teacher would be placed beyond step 13;

future annual experience step-increments would -- as is the norm for public school teachers in Montana -- be mandated for all state teachers; and

on a biennial basis, the Helena and Miles City salary schedules in place for the school year during which the Legislature meets (i.e. odd FY's) would become the Mtn View and Pine Hills' schedules respectively, for the subsequent biennium.

Over the biennium, MEA has the total additional HB415 cost of the schedules, proper placement, steps and salary-driven benefits, as compared to current costs, should be no more than \$183,000 (+16.23%). An appropriation reflecting this additionally required funding to the Department of Family Services is included within the \$1,310,334 indicated by Section 2 of HB415.

HB415 directly and successfully addresses the issues of external market-rate comparability and internal salary equity, while also providing a self-adjusting successor salary schedule mechanism which both provides for and regulates state-employed teacher salaries in the future. HB415 is a long-overdue remedy to a problem that demands fixing. MEA urges your support for this legislation.

HB415 (STICKNEY & RICE)
MOUNTAIN VIEW & PINE HILLS SCHOOLS - STATE OF MONTANA
COSTING OF MVEA-PHEA 9 MONTH SALARY SCHEDULE PROPOSAL
JANUARY - 1990

Current FY91 Schedule & FTE Placement Costs:

	FTE	Schedule Only	Costs: Schedule & Benefits*
	-----	-----	-----
Mountain View School	11.0	\$216,122	\$237,734
Pine Hills School	15.4	\$296,370	\$326,007
	-----	-----	-----
FY91 Total:	26.4	\$512,492	\$563,741

Proposed FY92 Schedule & Adjusted FTE Placement Costs:

	FTE	\$	Schedule Only New \$	Costs: % Chge	Schedule & Benefits*
	-----	-----	-----	-----	-----
Mountain View School	11.0	\$260,908	\$44,786	+20.72%	\$286,999
Pine Hills School	15.4	\$325,942	\$29,572	+ 9.98%	\$358,536
	-----	-----	-----	-----	-----
FY92 Proposed Total:	26.4	\$586,850	\$74,358	+14.51%	\$645,535

Proposed FY93 Step Increment Costs (Compared to FY92 Proposed):

	FTE	\$	Schedule Only New \$	Costs: % Chge	Schedule & Benefits*
	-----	-----	-----	-----	-----
Mountain View School	11.0	\$269,193	\$8,285	+ 3.18%	\$296,112
Pine Hills School	15.4	\$335,170	\$9,228	+ 2.83%	\$368,687
	-----	-----	-----	-----	-----
FY93 Proposed Total:	26.4	\$604,363	\$17,513	+ 2.98%	\$664,799

Total HB415 Biennial Cost:	\$1,191,213		\$1,310,334
New \$ + Benefits Cost			
Compared to FY91 (x2):		\$166,229 +16.22%	\$182,852

* "Schedule & Benefits"="Schedule Only"+10% (does not include insurance)

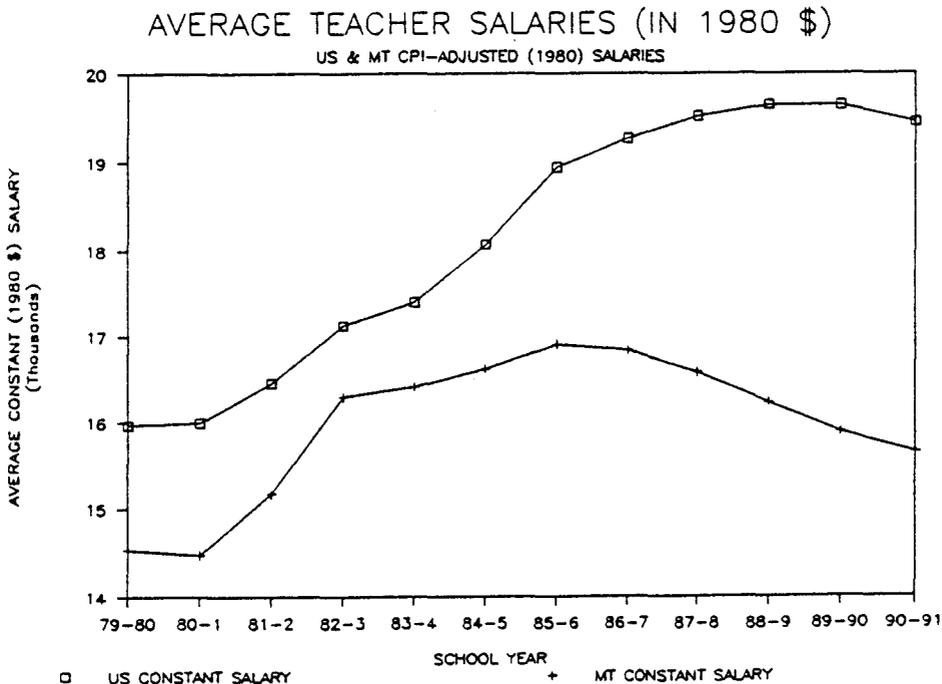
MEA

AVERAGE US AND MONTANA TEACHER SALARIES SINCE 1980
 (ADJUSTED FOR INFLATION: 1980 BASE)

YEAR	CURRENT \$		CONSTANT \$ (1980#) US		CONSTANT \$ (1980#) MT		ANNUAL CHANGE DATA			
	US AVG \$	MT AVG \$	US AVG \$	-ANNUAL CHGE- US \$ US %	MT AVG \$	MT \$	MT %	RATIO MT/US	DOL DIF MT-US	
1979-80	\$15,970	\$14,537	\$15,970	--- BASE ---	\$14,537	--- BASE ---		91.03%	--BASE--	
1980-81	\$17,644	\$15,967	\$15,994	\$24 0.15%	\$14,474	(\$63) -0.43%		90.50%	(\$1,433)	
1981-82	\$19,274	\$17,770	\$16,458	\$464 2.90%	\$15,173	\$699 4.83%		92.19%	(\$1,520)	
1982-83	\$20,695	\$19,702	\$17,120	\$662 4.02%	\$16,299	\$1,126 7.42%		95.20%	(\$1,285)	
1983-84	\$21,921	\$20,690	\$17,396	\$276 1.61%	\$16,409	\$110 0.67%		94.33%	(\$821)	
1984-85	\$23,593	\$21,705	\$18,072	\$676 3.89%	\$16,621	\$212 1.29%		91.97%	(\$987)	
1985-86	\$25,186	\$22,482	\$18,942	\$870 4.81%	\$16,901	\$280 1.68%		89.23%	(\$1,451)	
1986-87	\$26,566	\$23,206	\$19,270	\$328 1.73%	\$16,833	(\$68) -0.40%		87.35%	(\$2,041)	
1987-88	\$28,029	\$23,798	\$19,518	\$248 1.29%	\$16,575	(\$258) -1.53%		84.92%	(\$2,437)	
1988-89	\$29,648	\$24,421	\$19,649	\$115 0.59%	\$16,227	(\$348) -2.10%		82.65%	(\$2,743)	
1989-90	\$31,166	\$25,081	\$19,647	\$194 0.99%	\$15,886	(\$341) -2.10%		80.12%	(\$3,406)	
1990-91*	\$32,724	\$26,210	\$19,451	(\$196) -1.00%	\$15,648	(\$238) -1.50%		80.45%	(\$3,761)	
AVG ANNUAL CHANGE				\$333 1.91%		\$101 0.71%				
TOTAL CHANGE				\$3,457 21.61%		\$1,174 8.11%		-10.58%	(\$22,085)	

SOURCE: OPI, MEA, NEA & US DEPT OF LABOR-BLS.

* PROJECTED DATA FOR 1990-91.



MONTANA
 PINE HILLS/MOUNTAIN VIEW SCHOOL (STATE)
 EFFECTIVE 7/90

STATEWIDE 1990/91 DATE 2-6-91
 COMPOSITE SCHEDULE QUARTER HOURS
 BA BA+15 BA+30 HB BA+45 MA+15

STEP	BA	BA+15	BA+30	BA+45	MA	MA+15	NO.	136	136	136	90	131	81
	1	2	3	4	5	6							
1	15,451	15,933	16,427	16,668	16,910	17,404	1	16,784	17,346	17,921	18,436	18,732	19,602
2	16,017	16,554	17,092	17,361	17,631	18,168	2	17,412	18,030	18,646	19,155	19,523	20,443
3	16,583	17,176	17,757	18,056	18,352	18,833	3	18,049	18,713	19,371	19,912	20,329	21,295
4	17,151	17,801	18,422	18,749	19,074	...	4	18,702	19,425	20,132	20,704	21,147	22,188
5	17,715	18,422	19,087	19,441	19,796	20,463	5	19,359	20,152	20,899	21,502	21,972	23,083
6	18,283	19,047	19,755	20,136	20,518	21,228	6	20,006	20,848	21,645	22,281	22,802	23,982
7	18,846	19,667	20,418	20,829	21,239	21,990	7	20,633	21,536	22,376	23,048	23,611	24,884
8	19,414	20,291	21,086	21,524	21,963	22,754	8	21,244	22,215	23,104	23,810	24,401	25,740
9	19,980	20,913	21,751	22,217	22,685	23,533	9	21,829	22,903	23,831	24,559	25,190	26,603
10	20,546	21,537	22,416	22,910	23,417	24,338	10	22,350	23,557	24,548	25,306	25,971	27,463
11	21,113	22,139	23,062	23,622	24,174	25,138	11	22,814	24,160	25,245	26,052	26,733	28,321
12	...	...	...	...	...	...	12	23,040	24,678	25,908	26,775	27,497	29,180
13	...	...	...	...	...	...	13	23,163	24,967	26,490	27,445	28,229	30,026
							14	23,236	25,212	26,849	28,058	28,907	30,826
							15	23,266	25,196	27,058	28,483	29,508	31,587
							16	23,298	25,229	27,158	28,777	29,993	32,197

CHANGES IN AMOUNT OF SALARY SCHEDULES
 FOR SCHOOL DIST. PINE HILLS/MOUNTAIN VIEW SCHOOL (STATE)
 AND SCHOOL DIST. COMPOSITE
 (COMPUTATION WAS MADE ON THE SAME STEP LEVEL OF TWO SCHEDULES.)

PERCENT CHANGES OF SALARY SCHEDULES
 FOR SCHOOL DIST. PINE HILLS/MOUNTAIN VIEW SCHOOL (STATE)
 AND SCHOOL DIST. COMPOSITE
 (COMPUTATION WAS MADE ON THE SAME STEP LEVEL OF TWO SCHEDULES.)

STEP	BA	BA+15	BA+30	BA+45	MA	MA+15
1	-1,333	-1,413	-1,494	-1,768	-1,822	-2,198
2	-1,395	-1,476	-1,554	-1,794	-1,892	-2,275
3	-1,466	-1,537	-1,614	-1,856	-1,977	-2,462
4	-1,551	-1,624	-1,710	-1,955	-2,073	-2,491
5	-1,644	-1,730	-1,812	-2,061	-2,176	-2,620
6	-1,723	-1,801	-1,890	-2,145	-2,284	-2,754
7	-1,787	-1,869	-1,958	-2,219	-2,372	-2,894
8	-1,830	-1,924	-2,018	-2,266	-2,438	-2,986
9	-1,849	-1,990	-2,080	-2,342	-2,505	-3,070
10	-1,804	-2,020	-2,132	-2,396	-2,554	-3,125
11	-1,701	-2,021	-2,163	-2,430	-2,559	-3,183
12	-1,927	-2,539	-2,826	-3,153	-3,320	-4,042
13	-2,050	-2,848	-3,408	-3,823	-4,055	-4,338

STEP	BA	BA+15	BA+30	BA+45	MA	MA+15
1	-7.9	-8.1	-8.3	-9.6	-9.7	-11.2
2	-8.0	-8.2	-8.3	-9.4	-9.7	-11.1
3	-8.1	-8.2	-8.3	-9.3	-9.7	-6.9
4	-8.3	-8.4	-8.5	-9.4	-9.8	-11.2
5	-8.5	-8.6	-8.7	-9.6	-9.9	-11.4
6	-8.6	-8.6	-8.7	-9.6	-10.0	-11.5
7	-8.7	-8.7	-8.8	-9.6	-10.0	-11.6
8	-8.6	-8.7	-8.7	-9.6	-10.0	-11.6
9	-8.5	-8.7	-8.7	-9.5	-9.9	-11.5
10	-8.1	-8.6	-8.7	-9.5	-9.8	-11.4
11	-7.5	-8.4	-8.6	-9.3	-9.6	-11.2
12	-8.4	-10.0	-10.9	-11.8	-12.1	-13.9
13	-8.9	-11.4	-12.9	-13.9	-14.4	-16.0

RANK OF CLASSROOM TEACHERS SALARY SCHEDULE FOR
 PINE HILLS/MOUNTAIN VIEW SCHOOL (STATE)
 AS COMPARED WITH 136 SCHOOL DISTRICTS, ACTUAL SALARIES. QUARTER HOURS

STP/LN	BA	BA+15	BA+30	BA+45	MA	MA+15
	RK NO	RK NO	RK NO	RK NO	RK NO	RK NO
1	123 137	134 137	134 137	89 91	129 131	79 81
2	134 137	134 137	134 137	89 91	131 132	80 81
3	134 137	134 137	135 137	89 91	130 132	77 81
4	134 137	134 137	133 137	89 91	130 132	81 82
5	134 137	133 137	133 137	88 91	129 132	81 82
6	131 135	132 136	132 136	88 91	128 131	81 82
7	130 134	131 135	131 135	88 91	128 131	81 82
8	128 132	131 135	130 135	87 90	125 130	81 81
9	121 124	130 135	129 135	85 90	124 130	81 81
10	108 111	125 130	128 134	85 90	124 129	80 81
11	97 99	114 119	124 129	84 89	119 126	80 81
12	49 50	100 102	120 123	84 86	120 123	80 80
13	28 28	60 61	102 109	79 81	117 119	79 79

FY91 STATE (11/13 STEP) AND MONTANA COMPOSITE (16 STEP) SCHEDULES
 25 YR/4 YR PER LANE CAREER EARNINGS - ASSUMING HIRE IN FY80
 ADJUSTED FOR STATE FY94-FY91 STEP FREEZES

FY	#YR	LANE	STATE FY91 SCHEDULE			MT FY91 COMPOSITE SCHEDULE			RATIO: STATE/MT %
			STEP	SALARY	TOTAL \$	STEP	SALARY	TOTAL \$	
FY80	1	BA	1	15,451	15,451	1	16,784	16,784	92.06%
FY81	2	"	2	16,071	31,522	2	17,412	34,196	92.30%
FY82	3	"	3	16,583	48,105	3	18,049	52,245	91.88%
FY83	4	"	4	17,151	65,256	4	18,702	70,947	91.71%
FY84	5	BA+15	4 *	17,801	83,057	5	20,152	91,099	88.33%
FY85	6	"	4 *	17,801	100,858	6	20,848	111,947	85.38%
FY86	7	"	4 *	17,801	118,659	7	21,536	133,483	82.66%
FY87	8	"	4 *	17,801	136,460	8	22,215	155,698	80.13%
FY88	9	BA+30	4 *	18,422	154,882	9	23,831	179,529	77.30%
FY89	10	"	4 *	18,422	173,304	10	24,548	204,077	75.04%
FY90	11	"	7 (+3)	20,418	193,722	11	25,245	229,322	80.88%
FY91	12	"	7 *	20,418	214,140	12	25,908	255,230	78.81%
FY92	13	BA+45	8	21,524	235,664	13	27,445	282,675	78.43%
FY93	14	"	9	22,217	257,881	14	28,058	310,733	79.18%
FY94	15	"	10	22,910	280,791	15	28,483	339,216	80.43%
FY95	16	"	11	23,622	304,413	16	28,777	367,993	82.09%
FY96	17	MA	(12)	24,174	328,587	--	29,993	397,986	80.60%
FY97	18	"	(13)	24,174	352,761	--	29,993	427,979	80.60%
FY98	19	"	--	24,174	376,935	--	29,993	457,972	80.60%
FY99	20	"	--	24,174	401,109	--	29,993	487,965	80.60%
FY00	21	MA+15	--	25,138	426,247	--	32,197	520,162	78.08%
FY01	22	"	--	25,138	451,385	--	32,197	552,359	78.08%
FY02	23	"	--	25,138	476,523	--	32,197	584,556	78.08%
FY03	24	"	--	25,138	501,661	--	32,197	616,753	78.08%
FY04	25	"	--	25,138	526,799	--	32,197	648,950	78.08%

SOURCE: MEA & STATE OF MONTANA FILES.

* INDICATES STEP FREEZE OCCURRING.

CAREER EARNINGS: STATE VS MONTANA

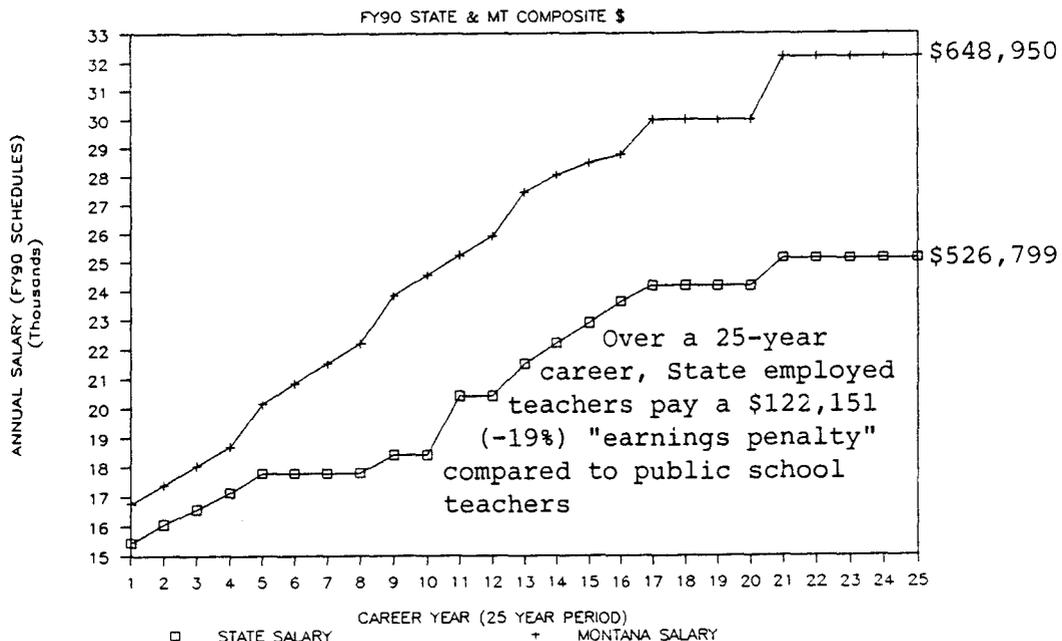


EXHIBIT #5
 DATE 2-6-91
 HB 415

PINE HILLS AND MOUNTAIN VIEW SCHEDULES

MONTANA
 MILES CITY DIST #1
 EFFECTIVE 7/90

FOR PINE HILLS

STEP	BA	BA+15	BA+30	BA+45	MA	MA+15
	1	2	3	4	5	6
1	17,160	17,160	17,640	17,920	18,200	18,780
2	...	17,790	18,410	18,730	19,040	19,670
3	17,820	18,510	19,190	19,540	19,880	20,560
4	18,480	19,240	19,960	20,340	20,720	21,450
5	19,140	19,970	20,740	21,150	21,570	22,340
6	19,800	20,690	21,520	21,960	22,410	23,230
7	20,460	21,420	22,290	22,770	23,250	24,120
8	21,120	22,140	23,070	23,580	24,090	25,010
9	21,780	22,870	23,840	24,390	24,930	25,900
10	22,440	23,600	24,620	25,200	25,770	26,800
11	23,100	24,320	25,390	26,000	26,610	27,690
12	...	25,050	26,170	26,810	27,460	28,580
FY92 Placement Limit	13	...	26,940	27,620	28,300	29,470
14	...	...	27,720	28,430	29,140	30,360
15	...	...	28,500	29,240	29,980	31,250
16	...	...	...	30,050	30,820	32,140
17	...	...	...	30,860	31,660	33,030
18	...	...	...	31,660	32,500	33,920

ATTAINMENT LEVEL 3.75*

MONTANA
 HELENA DIST #1
 EFFECTIVE 7/90

FOR MOUNTAIN VIEW

STEP	BA	BA+15	BA+30	BA+45	MA	MA+15	MA+30
	1	2	3	4	5	6	7
1	17,120	17,700	18,300	18,860	19,460	20,070	20,650
2	17,810	18,460	19,110	19,760	20,410	21,060	21,690
3	18,490	19,210	19,910	20,630	21,330	22,050	22,740
4	19,170	19,960	20,720	21,500	22,260	23,040	23,780
5	19,860	20,720	21,520	22,360	23,180	24,040	24,820
6	20,540	21,470	22,320	23,250	24,110	25,030	25,870
7	21,230	22,220	23,130	24,120	25,030	26,020	26,910
8	21,910	22,980	23,930	25,000	25,950	27,020	27,960
9	22,600	23,730	24,740	25,870	26,880	28,010	29,000
10	23,280	24,480	25,540	26,740	27,800	29,000	30,050
11	23,970	25,240	26,350	27,620	28,730	29,990	31,090
12	...	25,990	27,150	28,490	29,650	30,990	32,130
FY92 Placement Limit	13	...	27,960	29,360	30,580	31,960	33,160
14	...	...	...	30,230	31,500	32,970	34,220
15	...	...	...	...	32,430	33,970	35,270
16	...	...	...	...	33,350	34,960	36,310
17	...	...	...	...	34,270	35,950	37,360

ATTAINMENT LEVEL 4*, CAREER INCREMENTS BEGIN. 17 YRS



Montana Education Association

1232 East Sixth Avenue • Helena, Montana 59601 • 406-442-4250

EXHIBIT #5
DATE 2-6-91
HB 415

**HB415 (STICKNEY & RICE)
BEFORE THE HOUSE EDUCATION COMMITTEE -- FEB 6, 1991**

**COMMENTS FROM THE PINE HILLS & MOUNTAIN VIEW EDUCATION ASSOCIATIONS
REGARDING NECESSARY IMPROVEMENTS FOR STATE TEACHER SALARIES**

State employed teachers at the Pine Hills and Mountain View Schools provide a vital and necessary educational service for Montana. The student populations served by us often require special educational services and present uniquely difficult and occasionally dangerous discipline problems. If these students are not assured of an experienced, quality teaching workforce, they will be denied an opportunity to develop to their fullest potential and Montana loses potential economic resources while increasing our risk of incurring life-long social service and/or criminal justice costs. Bringing the pay level of state employed teachers up to the comparable market rate is one of a number of very important changes that can reduce staff turnover and maintain a quality workforce in the state schools.

As described to the Committee on State Employee Compensation by the MEA on May 10, average Montana public school teacher salaries stood within 5% of the average national teacher salary as recently as 1983. By 1990, the average Montana public school teacher salary slipped to 20% behind the average market rate paid to public school teachers nationwide. Even worse, the average FY90 salary paid to state employed teachers at the Pine Hills and Mountain View Schools (\$20,988) was 17% behind the Montana public school teacher average salary (\$25,081), or approximately 33% behind the 1990 average national public school teacher salary (\$32,574).

As the Legislature discusses options to remedy the inequities and inadequacies of the statutory pay schedule for state employed teachers at the Pine Hills and Mountain View Schools, the Education Association draws your attention to the following comments and requests that serious consideration be given to the Association's proposed pay remedy for state employed teachers. (See: HB415 - Rep's Stickney & Rice.)

- 1) The two primary factors leading to the unfavorable salary status of state employed teachers have been the relative insufficiency of state schedule pay rate increases since the mid-1980s compared to rate increases afforded public school teachers nationwide or in Montana, and the state's allowance of only three annual experience step advancements since FY84. Except for single or occasionally two step freezes negotiated by a handful of Montana public school teacher units in FY87 or FY88 (two dozen annual contract schedules out of a statewide group of more than 300 salary schedules during the period), step freezes are virtually

unheard of among the teaching profession. Even when they do occur, they typically result in a single step loss -- not the four step loss imposed by the state during the last seven years.

- 2) The 1990 three step advance provided all state employed teachers failed to fully adjust long-term teacher salaries commensurate to their experience and service to the state, while in some cases advanced a few teachers beyond their actual teaching experience and/or state employment level. The present inequities of teacher placement on the schedules undermines morale and the efficacy of schedule itself. Proper placement in relation to actual experience is a major objective that is necessary if the state schedules are to be considered (or evaluated) comparable to scheduled salaries paid to public school teachers.
- 3) The current state schedule provides a decreasing incremental value for step and lane advancements for additional experience or training. This pattern departs from the norm among Montana public school teacher salary schedule structures and diminishes both the economic incentive to obtain longevity or advanced training and an employee's career earnings.

The relatively depressed level of scheduled salary on the state schedules (note the preceding comparisons to the Montana "composite" or average public school teacher schedule), the uncertainty of rate increases needed to even minimally meet inflation or maintain comparability, unavailability of experience step advancements and the inconsistencies of step placement relative to actual experience, as well as the decreasing incremental structure of the state schedule, contribute to the high rate of turnover among state employed teachers, undermine staff morale and diminish the prospects for maintaining a consistent and successful educational program.

The PHEA and MVEA believe that HB415 addresses the serious problems now existing in the state teacher salary matrix. It resolves current and future of external "pay comparability" and internal equity by addressing the recognized existing problems of current pay level and schedule structure, appropriate employee step placement, future step advancements and market rate pay adjustments. Moreover, it addresses these issues in a manner that will not require recurring (biennial) attention of the Legislature and additional special legislation.

We hope that your Committee adopts a "do pass" recommendation for HB415. Thank-you for your consideration.



Shirley Kapitzke, President-PHEA



Toni Tyson, President-MVEA

MOUNTAIN VIEW SCHOOL
DEPARTMENT OF FAMILY SERVICES

EXHIBIT #6
DATE 2-6-91
HB 415



STAN STEPHENS, GOVERNOR

2260 SIERRA ROAD EAST

STATE OF MONTANA

TELEPHONE (406) 458-9016
TELEFAX (406) 458-9108

HELENA, MONTANA 59601

TO: Honorable Representatives Jessica Stickney & Jim Rice
FROM: Nealy J. Christensen, Director of Education
DATE: February 5, 1991
RE: Support for H.B. 415

I am writing in support of the teaching staff at Mountain View School. I have been at Mountain View for ten years and have been Principal for the past four years.

The Faculty at Mountain View School is about as sound and fine as a Principal could hope for. They are hard working, dedicated, highly professional individuals who work well as a team and individually.

They strive for continued growth professionally and are really experts at teaching unmotivated, reluctant and sometimes obnoxious and dangerous youth. They are masters at discipline and yet show a strong caring for youth as individuals. They are fair, consistent and highly knowledgeable.

Although we don't have a problem with turnover and recruitment, I firmly believe we need to compensate these teachers on an equal basis with local teachers in order to retain them. It appears to me that all of our teachers enjoy their work at Mountain View School, however, if they can make more money locally it would only be human to leave.

My hope for this teaching staff is that they can be compensated at their true value for past endeavors and for future retention.

Anyone concerned about what these teachers do is surely welcome to come to Mountain View School either announced or unannounced for a tour or observation of some excellent education.

Thank you for any consideration you can give to this outstanding group.

DEPARTMENT OF ADMINISTRATION
STATE PERSONNEL DIVISION



STAN STEPHENS, GOVERNOR

ROOM 130, MITCHELL BUILDING

STATE OF MONTANA

(406) 444-3871

HELENA, MONTANA 59620

TESTIMONY OF LAURIE EKANGER
STATE PERSONNEL DIVISION ADMINISTRATOR
IN OPPOSITION TO HOUSE BILL 415

We are strongly opposed to House Bill 415. At a time when this administration is focusing its efforts on restoring credibility and equity to our state pay philosophy this bill works in direct opposition to those goals. We identify four major faults within this bill.

1. First fault - equitable treatment

- A. This bill devotes a disproportionate amount of the available resources to a small group (about 30) state employees.
- B. This bill gives these employees raises of 13 -32 percent depending on the number of steps they would recapture. Extending a comparable level of increases (say 15 percent average) to the rest of the states' employees would cost about \$165 million.
- C. These state employees have doubled the gains made by their classified system counterparts in the last five years (18 percent vs. 9 percent) (see charts on handout).
- D. All compensation is not reflected in the matrix for nine-month teachers. As a result of litigation they receive six to eight percent additional pay over and above that which is in statute (\$1,100-\$1,800/yr. dependent on leave accrual rates).
- E. The relationship between the nine-month and twelve-month teacher matrices has been destroyed. As a result, teachers on the twelve-month matrix work 30 percent more hours for 18 percent more pay.
- F. This bill would create separate salary schedules for state employees doing to same job for the same agency.

2. Second fault - wrong market comparison.

- G. The bill attaches very small scale educational facilities to class I and II pay matrices.

EXHIBIT #7
DATE 2-6-91
HB 415

- H. Class III are more comparable in size and student/teacher ratio and our current pay rates are competitive in this market.
3. Third fault - proliferation of separate pay systems.
- I. There are already too many pay systems broken out of the primary (classified) system.
 - J. This would further fragment the system unnecessarily.
4. Fourth fault - Removes the responsibility for negotiating from Department of Administration.
- K. State employees' salaries would be based automatically on agreements reached by a local school board.
 - L. May be a violation of statute which requires Department of Administration to negotiate salaries with the unions.
 - M. Local economy might well be out of synch with state govt. finances.

This bill is too far removed from the fiscal reality which will be applied to all other state employees. We urge you to kill it.

FACT SHEET
State Teachers (Nine-Month Schedule)
February 6, 1991

EXHIBIT #8
DATE 2-6-91
HB 415

Historical

- * Institutional teachers were removed from the statewide pay schedule through legislative action in 1979. Before that, "journey" teachers were paid at grade 12 and "senior" teachers were paid at grade 13.
- * In 1987, the Supreme Court ruled that the faculty employed by the state were not considered "schoolteachers" under state law and were thus entitled to the state employee benefits. As a result, published matrices do not reflect true salaries. Teachers are additionally compensated for holidays and pro-rated annual and sick leave benefits. True salaries are computed individually and will vary depending upon the number of holidays that fall within the school year and the employee's annual leave accrual rate.

Current Pay Status and Survey Data

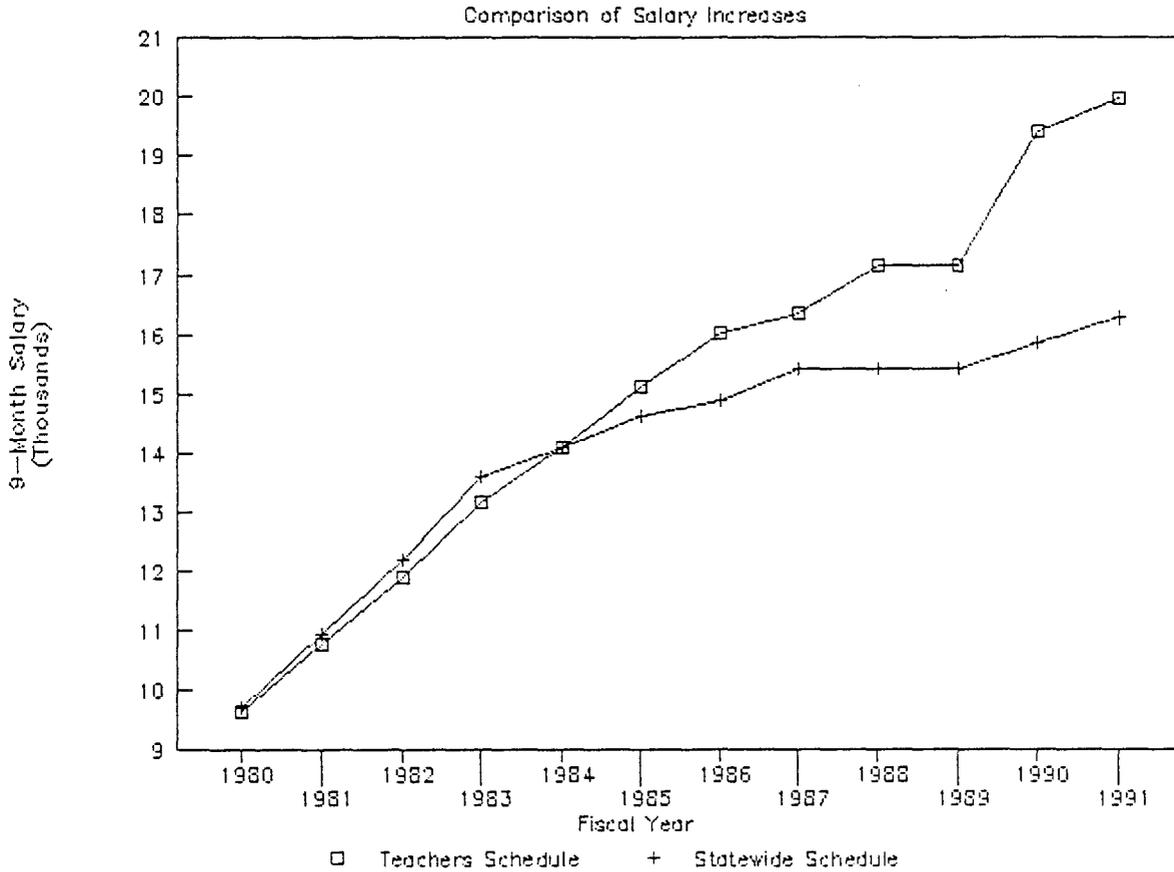
- * The average salary paid to teachers on the nine-month schedule is \$19,734 annually.
- * The actual matrix base for the 1990-91 school term (including holidays and assuming annual leave accrual at the lowest rate) is \$16,449 per year.
- * During the 1990-91 school year, the average base for teachers employed by Montana's Class III school districts was \$16,016, or 2.7 percent below the actual '90-91 base for state teachers. Class III district teachers currently earn an average of \$18,645 per year¹ -- 5.8 percent below that currently paid to state teachers.

Comparisons to Statewide Pay Schedule

- * Since FY 1980, the base for grades 12 and 13 on the state plan have increased 38.1 and 36.2 percent respectively. This compares to a 60.1 percent increase in the teachers' base for the same period.
- * Since FY 1980, employees on the state plan have received six steps averaging about 2 percent per step. Teachers have received eight steps for the same period, averaging over 3 percent per step.

¹1990-91 Draft Salary Survey, Montana School Boards Association

* The graph below follows the pay increases received over the past 12 fiscal years by teachers² and other journey professionals (grade 12) on the state plan. The lines reflect the salaries (steps and matrix increases) received by two hypothetical state employees who began work in 1980, possess college degrees, work nine months out of the year, but are paid under different plans.



²The teacher's annual salary was plotted using data from published matrices. It does not include the additional compensation for paid leaves. The actual salary received by teachers on the nine-month schedule is about six percent above that shown. Also, lane advancements have not been projected since the state plan does not compensate workers for continuing education.

EXHIBIT #9
DATE 2-6-91
HB 462

Amendments to HB Bill No. 462
1st Reading Copy

Requested by Rep. Peck
For the House Committee on Education

Prepared by Andrea Merrill
February 4, 1991

1. Page 1, line 9.
Insert: "

STATEMENT OF INTENT

A statement of intent is necessary for this bill to clarify that the superintendent of public instruction shall promulgate rules that prescribe procedures for the aggregation of the average number belonging of pupils in school districts for foundation program purposes. The authority for rulemaking to secure compliance with school budgeting laws is granted the superintendent of public instruction in 20-9-102. The rules must address the various circumstances concerning location of school districts and the schools within those districts."

STATE OF MONTANA - FISCAL NOTE
Form BD-15

In compliance with a written request, there is hereby submitted a Fiscal Note for HB0462, as introduced.

DESCRIPTION OF PROPOSED LEGISLATION:

An act to revise the method of calculating the average number belonging of certain school districts for school funding purposes.

ASSUMPTIONS:

1. School foundation schedules remain at the FY 1991 level.
2. Executive Budget estimates of school foundation revenues and expenditures are used for purposes of comparison.

FISCAL IMPACT:

Office of Public Instruction
Expenditures:

	FY '92			FY '93		
	Current Law	Proposed Law	Difference	Current Law	Proposed Law	Difference
School Equalization - Foundation	348,547,000	346,307,000	(2,240,000)	347,225,000	344,985,000	(2,240,000)
- Permissive GTB	31,650,000	31,390,000	(260,000)	32,500,000	32,240,000	(260,000)
- Retirement GTB	13,600,000	13,600,000	0	13,600,000	13,600,000	0
Total	393,797,000	391,297,000	(2,500,000)	393,325,000	390,825,000	(2,500,000)
<u>Funding:</u>						
General Fund	104,718,000	102,218,000	(2,500,000)	124,454,000	121,954,000	(2,500,000)
School Equalization (02)	289,078,000	289,078,000	0	268,871,000	268,871,000	0

EFFECT ON COUNTY OR OTHER LOCAL REVENUES OR EXPENDITURES:

The decrease in foundation and GTB aid will require the affected districts to increase permissive or voted levies or reduce expenditures.

EXHIBIT # 10
DATE 2-6-91
HB 4620

Rod Sundsted 2-5-91
ROD SUNDSTED, BUDGET DIRECTOR
Office of Budget and Program Planning

Ray Peck
RAY PECK, PRIMARY SPONSOR

2/6/91
DATE

Fiscal Note for HB0462, as introduced

HOUSE OF REPRESENTATIVES

VISITOR'S REGISTER

EDUCATION & CULTURAL RESOURCES

COMMITTEE

BILL NO. 273

DATE 2-6-91

SPONSOR(S) O'Keefe

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NAME AND ADDRESS	REPRESENTING	BILL	OPPOSE	SUPPORT
<i>Lie R Alexander</i>	<i>Canyon Ferry Limnological Institute</i>	HB273		✓
<i>Allene Whitney</i>		HB273		✓
<i>Marilyn ALEXANDER</i>	<i>CANYON FERRY LIMNOLOGICAL INSTITUTE</i>	HB273		✓
<i>Jay Mc Kenna</i>	MACCS	HB273		✓

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.

HOUSE OF REPRESENTATIVES

VISITOR'S REGISTER

EDUCATION & CULTURAL RESOURCES

COMMITTEE

BILL NO. 415

DATE 2-6-91

SPONSOR(S) Stickney

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NAME AND ADDRESS	REPRESENTING	BILL	OPPOSE	SUPPORT
Laurie Ekanger	State Personnel	HB415	X	
Paula Stott	"	"	X	
Ken McElroy	"	"	X	
John Chalco	D.F.T.			✓
TOM BILONGAN	MVEA			X
Jane Mends	MVEA			✓
Bill Kasis	MVEA			✓

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HOUSE OF REPRESENTATIVES

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EDUCATION & CULTURAL RESOURCES

COMMITTEE

BILL NO. 462

DATE 2-6-91

SPONSOR(S) Peck

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NAME AND ADDRESS	REPRESENTING	BILL	OPPOSE	SUPPORT
Mr Markay Jr Box 24 Roscoe MT	Dist 52-52C	462	X	
G. Michael Reynolds Rt Box 7030 Absaroka	SD 52-52C	462	X	
Rod Olson Box 383, Reed Point, MT.	School Dist. #99	462	X	
Ernie Jean 5002 old Highway 93 Florence Mt	Florence-Carlton School	462	X	
Steve Gault Box 86 Charlo mt	Charlo Schools #75	462	X	
Dianna Kelley Box 72 Charlo mt	Charlo Schools #75	462	X	
Jim Smith	Blue Sky Schools	462		X
Wesley Anger	" " "			
Ray McKenna	MACSS	462	X	

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