

MINUTES OF THE MEETING
EDUCATION COMMITTEE
MONTANA STATE SENATE

January 25, 1977

The seventh meeting of the Senate Education Committee was called to order by Senator Ed Smith, Acting Chairman, on the above date in Room 402 of the State Capitol Building at 11:00 o'clock A. M.

ROLL CALL: All members were present.

Acting Chairman Smith announced he was chairing this meeting for the purpose of allowing Senator Blaylock to present his Bill.

CONSIDERATION OF SENATE BILL No. 68: Acting Chairman Smith called upon Senator Chet Blaylock to present his testimony on Senate Bill 68.

This Bill was the subject of an Interim Study Committee which looked at the teachers' licensing board and the result is Senate Bill No. 68, stated Senator Blaylock. There are two main purposes: establish a board of professional standards and licensure consisting of 6 classroom teachers, 1 school administrator, 1 lay member, 1 local school board member, the Superintendent of Public Instruction or her designee and the Commissioner of Higher Education or his designee, whose purpose is to effect a uniform system of teacher certification; and, according to section 18, pages 17 & 18, the board of professional standards shall establish standards for teacher education institutions and teacher programs upon considering recommendations of the Board of Public Education and the Board of Regents.

At the present time, teachers who are professionals are not treated as a profession. All other professionals and craft groups have control over their own kind, such as plumbers, electricians, doctors, attorneys. For instance, there are 8 nurses on the Nurses' Board who help set curriculum in our nursing schools. With that power, we have one of the finest nursing programs in the U. S., and it is so recognized. The Superintendent now issues certificates according to Board of Education policy. I suggest its time teachers be allowed some say in their profession. Teachers on this board would have a majority vote of one, presuming they would vote as a block. The heads of the departments of our universities now control how our teachers are prepared.

In our colleges and universities the requirements for teacher education courses, number of credits and student teaching time varies greatly; required credits may vary from 45 to 78, according to information in Entry Into Montana's Trades, Crafts and Professions. I believe to give our teachers input into their own profession and prepare them for entry into this important profession, this Bill would be helpful, and I ask a do pass.

Acting Chairman Smith then asked for any other proponents.

Maurice J. Hickey, Executive Secretary of the Montana Education Association, presented testimony supporting Senate Bill 68 in writing, which was passed out to all members, together with supporting documents, copies of which are attached to these minutes. He summarized orally, calling to the attention of the Committee the great difference in credit hours of instruction required for teachers at the various institutions; that even though students say they want or need more courses and more student teaching time, they have no control. Also, that there are no specific requirements for elementary education certification as graduation requirements are now set by the deans of the institutions.

Acting Chairman Smith called for opponents to the Bill.

Leonard H. Sargent, Executive Director of the Montana School Boards Association, presented testimony in opposition to Senate Bill 68, a copy of which is attached. The Committee members were supplied with copies which objected to the proposed board as being autonomous rather than advisory, and the proposed membership would be dominated by one interest group, and the 5-year requirement for membership.

Harriet Meloy, Chairman of the Board of Education, testified in opposition, stating in concept she agreed with what the proposed Bill would do towards improving teacher education; however, the Board of Education represents the teachers; that teachers can go to several different board members with their problems, therefore, there is teacher input. Most of the people involved in education agencies are teachers, though notices sent out of Board meetings do not result in closer relationships with teachers. She read a statement adopted by the Board on teacher certification, qualifications and standards.

Irving E. Dayton, representing the Montana University System, testified he felt this Bill would be more an obstacle than a help, submitting in writing, which is attached, an excerpt from a Board of Regents meeting of December 13, 1976, relating to a similar bill, House Bill 636, 1975, setting out the Board's opposition. He added, further, that another board where there already is a Board of Regents and a Board of Education handling educational functions would complicate matters; and the new board would require staffs and duplicate work. School accreditation and teacher qualifications would be complicated. His department is working with the OSPI and groups throughout the state on problem areas of teachers, consulting with administrators, school boards, placement directors, classroom teachers, deans and personnel in the university systems. The commissioner's office believes it can work with the Board of Education and the other groups adequately. It is their position regarding disparity of requirements that the curriculum and program management should be left to the educational institutions.

Gary Holm, Box Elder, Montana, representing the Montana Association of School Administrators and School Administrators of Montana, testified in opposition that they supported advisory groups to work with

the Board of Education. He felt that educators are not comparable with doctors, lawyers or plumbers because these teachers are working with a captive audience.

David C. Smith, Dean of the School of Education, University of Montana, Missoula, testifying in opposition, summarized 6 reasons which are set out in the attached copy of his statement, and observed that with this proposed board teachers would have a majority of the votes, would determine the licensing standards for superintendents, principals, special education teachers, who may not even be represented on the board, which is objectionable.

There being no further opponents, the Acting Chairman asked for a closing statement.

To clear up a question raised by Mr. Sargent on the 5-year requirement, Senator Blaylock stated this applies to only the teachers and administration members of the proposed board. Concerning teachers having 6 votes on this board, the people who make decisions now on these matters are not elected; they are the heads of our education boards and agencies which can be approached, but each goes its own way. Also, teachers' dues for their certificates will pay for the major portion of the expense of the board. Stating teachers must be treated differently because they have a captive audience; a lot of communities have only one doctor or one lawyer, so that is not valid. This Bill would allow minimum qualification standards to be upgraded for teachers.

Questions were called for.

Senator Dunkle questioned if this Bill called for a registration fee of \$5.00 or \$10.00, and if a "grandfather" clause was included, to which Senator Blaylock replied that the board could charge up to \$10.00 and affirmed there would be such a clause included.

Senator Dunkle asked who certifies administrators right now, the State Superintendent, following recommendations of the Board of Education, and was answered in the affirmative.

He also questioned that the proposed board would determine curriculum for the training of teachers and dictate to the universities what programs would be offered to qualify teachers, with Senator Blaylock stating this is being done now at the nursing schools.

Sen. Dunkle asked if there would be an objection to the membership of the proposed board being changed regarding the number of school administrators, school board members or a representative of the universities. Senator Blaylock replied he would object: that teachers should have the majority on their board.

Senator Mathers questioned the proposed board having veto power over the Board of Education and the Superintendent, if this didn't change the whole concept of the system, to which Senator Blaylock replied he thought not as the board of nursing sets certain standards to

which the nursing schools must comply at present.

Mr. Dayton commented that other professions who have representing boards have to sit for examinations.

Senators McCallum, Mathers and Smith questioned how out of state persons wanting to teach in Montana could obtain certification. Senator Blaylock stated these people would have to find out what requirements were and take courses to meet these qualifications at their educational institutions; that he did not anticipate teachers being required to pass an examination.

Senator McCallum asked if this type of board was set up in any other state, with Senator Blaylock replying that Oregon and California have this system.

Acting Chairman Smith asked for any further questions; there being none, he turned the meeting over to Senator Blaylock.

Chairman Blaylock announced at Thursday's meeting on the 27th, after hearing Bill No. 108, the Committee would take up other pending bills for decision.

ADJOURN:

There being no further business, the meeting was adjourned at 12:30 P.M.

A handwritten signature in cursive script, reading "Ed Smith". The signature is written in dark ink and is positioned above a horizontal line.

Ed Smith, Acting Chairman

DATE January 25, 1977

COMMITTEE ON EDUCATION

SENATE BILL NO. 68

VISITOR'S REGISTER

NAME	REPRESENTING	Check One	
		Support	Oppose
Anna Skousen	Montana State P.T.A.		
James C. Smith	Dean, School of Ed., Univ of Montana		✓
Edward H. Torgent	Montana School Boards Assn.		✓
Carl Johnson	School Administrators of Montana		✓
Gary Holm	MASB & SAM		✓
Brett Shefer	Correspondent Helena High Magnet Board of Public Education		
Erving E. Dayton	Montana University System		✓
Maurice J. Hickey	Montana Educators Assn.	✓	
Joseph B. Mackell	" "	✓	
Christine Dummer	Observing Student		
Jim McFarney	Mont. Fed of Teachers		
Chas Smith	Mont Sch Bds Assn		✓
Pat Rippa	Senate District 31	✓	

NAME Marion Hickey Bill No. 628
ADDRESS 1222 E. 6th Ave Date 1/25/77
WHOM DO YOU REPRESENT? Grant Ed. Association
SUPPORT ☒ OPPOSE ☐ AMEND ☐

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Testimony on SB 68

Maurice J. Hickey, Executive Secretary of the Montana Education Association, appearing on behalf of the Association in favor of the bill.

For years in education we have been challenged, on many occasions and by many different segments of our society wondering when we were going to be accountable for teachers. My continuous answer is that we will be when we have authorization to help make decisions that allow people to enter the profession and become practitioners.

When teachers come to our association for membership they have already been through a program of education, received a license to practice, and generally have signed a contract with a district. This has all been accomplished without any say from those who are in the profession with exception of a narrow segment of educators in the university system.

Montana is 1 of 11 states in the Union which does not provide for approval of teacher education programs by the state board of education.

The present requirement is under 75-6004, R.C.M. 1947, which reads in part "has completed the teacher education program of a unit of the Montana university system." Regulations established by the office of the superintendent of public instruction stipulate that for the standard (class 2) certificate, applicants must have 45 quarter

credits in a teaching major, 30 in a minor (or 60 in a single field) and 24 credits of education courses.

There are no specific requirements for elementary education certification, but the superintendent of public instruction reports that 45 quarter credits of professional education courses "are generally found."

These are generally considered to be the minimum number of credits required. The graduation requirements from the unit become the responsibility of the deans of education.

The net result is a great variance and discrepancy in programs to gain the same certification.

The greatest variance is in the number of credits required for graduation and the time spent in student teaching. The schools of education do not screen applicants for teacher education beyond setting a minimum grade point average. Some require an English and spelling test but I'm not sure these are used as a deterrent to entry.

We feel that this bill will provide for some standardization and program approval to allow those who are in the business of education some say in the process of licensure.

THE COMPOSITION OF BOARDS ADMINISTERED BY THE
DEPARTMENT OF PROFESSIONAL AND OCCUPATIONAL LICENSING

Board of Abstracters: Three registered abstracters appointed by the governor, no two from the same county.

✓ Board of Architects: Three architects, not more than two residents of the same county, who have been practicing for not less than three years. The governor shall appoint the members of the board with the consent of the Senate.

Board of Athletics: Three members appointed by the governor.

Board of Barbers: Three barbers, who have been practicing for at least five years in Montana prior to their appointment, appointed by the governor.

Board of Chiropractors: Three chiropractors, who have been practicing in the state for at least one year, appointed by the governor. No two members shall be graduates of the same school or college of chiropractic.

Board of Cosmetologists: Four cosmetologists, practicing in Montana for at least five years prior to appointment and selection by the governor from a list submitted by the Montana State Hairdressers' Association. Each member shall be at least twenty-five years old and a graduate of a high school or its equivalent. No two members of the board shall be members of or affiliated with a school of cosmetology. The governor shall also appoint an attorney licensed to practice in Montana to the board.

State Electrical Board: Five member board composed of one member of the public, one consumer member of rural electric cooperatives, one master licensed electrical contractor, one licensed journeyman electrician, one representative of investor-owned electric utilities. The governor, with the consent of the Senate, will appoint the members, who must all be residents of the state, from lists submitted by each group.

Board of Dental Examiners: Five dentists, U.S. citizens who have been practicing in Montana for at least five years, appointed by the governor from a list submitted by the Montana Dental Association.

Board of Hearing Aid Dispensers: Five member board composed of one certificate holder from the American Board of Otolaryngology, one certificate holder in audiology from the American Speech and Hearing Association three hearing aid dispensers with five years experience. The members shall be appointed by the governor from lists submitted by each association.

Board of Horse Racing: Five Montana citizens appointed by the governor, one of whom shall be a breeder of race horses,

one a member of an independent horse racing association, one a member of a county fair board that conducts a fair featuring parimutual betting, and two members whose occupation is unrelated to horse racing. No two members shall reside in the same county.

Board of Landscape Architects: Five members appointed by the governor, three of whom must be licensed landscape architects.

Board of Massage Therapists: Three masseurs, who have been practicing in Montana for at least one year, to be appointed by the governor.

Montana State Board of Medical Examiners: Seven members, all U.S. citizens, appointed by the governor with the consent of the Senate. Six members are to be doctors of medicine with at least five years of practice in Montana, no two residing in the same county. The remaining member is to be a doctor of osteopathy, also with five years of practice in the state, although the requirement may be waived for the member's initial term.

Board of Morticians: Five licensed morticians, appointed by the governor with the consent of the Senate.

Board of Nursing: In matters relating to "professional nursing": the board to be five professional nurses, with five years of experience, to be appointed by the governor. In matters relating to "practical nursing": the board to be composed of five nurses serving on the "professional nurses" board plus three practical nurses, with three years of experience, to be appointed by the governor.

Board of Nursing Home Administrators: Five voting members, comprised of two nursing home administrators and three representatives of professions or institutions concerned with the care of chronically ill and infirm aged patients, all appointed by the governor from a list submitted by the board of directors of the Montana Nursing Home Association, Inc. The director of the Department of Health and Environmental Sciences, or his designee, and the director of Social and Rehabilitation Services, or his designee, are ex officio, nonvoting members of the board.

Board of Optometrists: Three optometrists, practicing exclusively in Montana, appointed by the governor.

Board of Osteopathic Physicians: Three resident osteopaths appointed by the governor.

Board of Pharmacists: Three pharmacists, two with at least five years of experience and one with at least fifteen years, appointed by the governor from a list of five persons submitted by Montana State Pharmaceutical Association.

Board of Plumbers: Seven member board comprised of two master plumbers and two journeyman plumbers, residents of Montana for

at least one year and practicing their craft for five of the eight years preceding their appointment; one professional engineer qualified in mechanical engineering; one member of the public who is not engaged in selling or installing plumbing equipment, all to be appointed by the governor. The appointed representative of the Montana State Board of Health, who shall be a sanitary engineer, shall also be a member and serve as the secretary of the Board.

Board of Podiatry Examiners: Five member board composed of one physician selected by Montana State Board of Medical Examiners at its annual meeting; the secretary of the Montana State Board of Medical Examiners; and three podiatrists appointed by the governor from a list submitted by the Montana Association of Podiatrists. The podiatrists shall have practiced in Montana for at least two years prior to their appointment.

Board of Professional Engineers and Land Surveyors: Seven members composed of five professional engineers, with at least twelve years of experience, five of them responsible for important engineering work or teaching in Montana and two registered and practicing land surveyors who have at least twelve years of experience with five of them in charge of important land surveying work in Montana. All are appointed by the governor and must be citizens of the United States and residents of Montana.

Board of Psychologists: Three licensed psychologists, residents of Montana and citizens of the United States, appointed by the governor.

Board of Public Accountants: Five member board composed of three certified public accountants, practicing for five years prior to the appointment, appointed by the governor from a list submitted by the Montana Society of Public Accountants; and two public accountants with five years experience, appointed by the governor from a list submitted by the Montana Society of Public Accountants.

Board of Radiologic Technologists: Seven member board comprised of two radiologists, one physician, one chiropractor, and three radiologic technologists, all currently practicing in Montana, to be appointed by the governor.

Board of Real Estate: Five member board comprised of four residents, to be appointed by the governor, at least two of whom have been actively engaged as real estate brokers in the state for at least five years and are not from the same congressional district; and the Director of Agriculture, who is chairman of the board. Not more than three members shall be of the same political party.

Board of Speech Pathologists and Audiologists: Five members, appointed by the governor, at least two of whom shall be speech pathologists and two audiologists with five years of experience, plus a consumer of speech pathology or audiology services who is not a licensee of any board within the department.

Board of Veterinarians: Six member board composed of five licensed veterinarians, who have been practicing in the state for at least five years, and one consumer of veterinary services who shall not be a licensee of any board under the Department of Professional and Occupational Licensing. The governor shall appoint all members, selecting the veterinarians from a list submitted by the Montana State Veterinary Medical Association.

Board of Warm Air Heating, Ventilation, and Air Conditioning: Seven members appointed by the governor, comprised of two master and two journeyman mechanics, who shall be over the age of majority and residents of Montana for at least one year; one representative of the Department of Administration responsible for the administration of Title 69, chapter 21, who shall act as secretary, one attorney from the department; one representative of the state fire marshal's office.

Board of Water Well Contractors: Five voting members, one hydrogeologist appointed by the director of the Montana Bureau of Mines and Geology; one appointed by the director of Natural Resources and Conservation; one appointed by the director of Health and Environmental Sciences; two licensed water well contractors, resident in the state for three years and practicing for five years, appointed by the governor with the advice and consent of the Senate.

Board of Sanitarians: Three members, all registered sanitarians with three years of experience in the state, appointed by the governor.

Supreme Court:

(M=Major Field, m=minor field)

	U of M		Western		Northern		MSU		Eastern	
	M	m	M	m	M	m	M	m	M	m
Anthropology	48	36								
Agricultural										
& Industrial Ed.										
Broadfield	60	33	58 33		34		39		35 + related credits	
Art			73				57		45	30
Broadfield										
Biological Science	75-78	50	62 31		37		77			44
Broadfield									66	
Business Education			45 33							
Secretarial option	54-60	39-45			63 37		70 43		45	30
Non Secretarial opt.	53-59	37-43			53 37		72 40		45	30
Broadfield			70							
Chemistry	49	33		31	34		62 40		49	34
Communication skills	63	37								
Computer Science	48-50	43								
Distributive Ed.										
Broadfield							72			
Drama	62	36					57			30
Earth Science	62	36					51	40		30
Economics	53	38								
English	60	42	58 41		52 35		59 42		45	30
Broadfield			75		74					
Environmental Ed.		31								
Family Life Ed.							37			30
French	60	45			30-2		54 41			
General Science							54		80	
Broadfield	75				80					
Geography	55	33								
German	60	45					54 41	36	45	30
Health Education					34		43			
Health Education &										
Physical Education	63	43	52 35		53 41-2				62-4	41
Broadfield			75						65	

	M	m	M	m	M	m	M	m	M	m
Physical Education (men)							79	44		
Physical Education (women)							79	38		
History								40	45	30
History-Political Science	53	33								
History - Social Science										
Broadfield			55	37	61	39				
Home Economics	65	47	75		80					
Humanities		36					55	35-6		
Industrial Arts			50	34	44			38		
options: Automotive, electronics, metal										
Broadfield					45-9					
Inter personal			65		46					
Communication	61	36								
Italian	60	45								
Journalism	48	32								
Latin	48	36								
Library Science		30								
Mathematics	55-7	39-40	45	36				36	30	
Broadfield			72	32	61	39	56	38	50	30-2
Music	62	32	56	36						
Broadfield (K-12)			75		41				30	
Vocal opt.									77	
Instrumental opt.							59	41	77	
Studio teaching							59	42	77	
Native American studies							53			
Philosophy		31								
Physical Science		31+								
Physics	45	30	50	33			54-7			
Political Science				33		33	53	36-7	40	30
Psychology	45	30						36		30

	M	m	M	m	M	m	M	m
Reading (K-12)		31						
Russian	60	45					48	30
Social Science	75						60	
Broadfield								
Social Studies			60	44				30
Sociology	53	38						
Spanish	60	45	54	41			45	30
Special Education		36					45	30
Speech Communications			50	40				
Speech				35			45	30
Theatre Arts								
Vocational-Technical				69 - 80				
Education courses required for secondary level education training.								
		42		41		36		39
Credit for Student Teaching								
	10		15	16		16		12

Minimum Credits Required in Elementary Education Degree Program
Montana University System, 1977-1978

	U of M	Western	Northern	NSU	Eastern
Education	48	50	46	64	65
English	21	29	15	11	15
Physical Ed.	3	3	5	3	6
Health Ed.	6	3	3	4	6
Social Studies					
(unspecified)	10			3	9
Government	5	5		4	
History	8	8	15		6
Geography	5	3		8	3
Economics		3			
Psychology		5	14	4	
Humanities					12
Speech Comm.		2		3	
Art	6	7	5	7	3
Music	9	6	6	6	3
Science (unspecified)	15	15	12		13
Biology				4	4
Physical Science				9	4
Mathematics	14	10	9	12	6
Drugs, Alcohol, Tobacco	3	3	2	3	2
Electives	42*	40**	60***	43****	35*****

*electives may be used to strengthen required academic fields or to complete a minor in 1) early childhood education 2) library media 3) mathematics 4) reading 5) science 6) special education

**electives may be concentrated to provide specialization in 1) art 2) business 3) English 4) foreign language 5) industrial arts 6) library 7) mathematics 8) music 9) physical education 10) social sciences 11) science

***students following the Generalist program must use their electives to determine two areas of concentration (10 credits each) in 1) art 2) arts and crafts 3) English 4) foreign language 5) health and physical education 6) history and social science 7) math 8) music 9) science

the following: 1) general science 6) history and social science
2) art 3) biology 4) English 5) general science 6) history and social science
7) mathematics 8) music 9) physical education 10) physical science

****electives must be used to pursue three areas of concentration (20 credits each) in 1) natural science
2) language arts 3) social studies 4) fine arts and theater 5) other field approved by advisor
and department head

****electives must be used to establish a concentration (21 credits) in 1) art 2) early childhood
education 3) English 4) environmental education 5) languages 6) health and physical education
7) history 8) library sciences 9) mathematics 10) music 11) science 12) social science 13) special
education 14) speech-communication 15) theatre arts 16) reading

TABLE VI (Continued)

Requirements for Secondary Level Education
Degrees in The Montana University System, 1975-1976

Admission to teacher education program:

Eastern: Minimum 2.25 cumulative grade point average (GPA,,
after 72 credit hours, 2.25 GPA in professional
courses

Northern: Minimum 2.2 cumulative GPA after 90 credit hours,
approval of adviser and Dean of Students, C or better
in beginning education courses

Western: Minimum 2.0 GPA after 75 credit hours, demonstrated
proficiency in oral and written English

MSU: Minimum 2.0 GPA after or 75 credit hours, demonstrated
proficiency in oral and written English, approval of
advisor

U of M: Minimum 2.00 GPA upon enrolling in Education 200

Degrees offered:

Eastern :
Northern : BS in Education
Western :

MSU: BS in Secondary Education or baccalaureate degree in
his teaching major

U of M: Bachelor of Arts in Education

Admission to student teaching:

Eastern: Minimum 2.25 cumulative GPA, 2.25 in professional courses

Northern: Minimum 2.2 cumulative GPA, approval of Director of
Student Teaching, major and minor departments

Western: Minimum 2.2 cumulative GPA, 2.2 in major and minor
fields, 2.0 in professional education sequence

MSU: Minimum 2.2 GPA in major and minor fields, 2.0 in
education courses, approval of major and minor advisors

U of M: Minimum 2.3 cumulative GPA, 2.0 GPA in Education classes,
consent of Director of Student Teaching

Student teaching requirements:

Eastern: Pre-student teaching observation; student teaching
(12 credits)

Northern: Field experience (3); student teaching (16)

Western: Student teaching (15)

MSU: Student Teaching (16)

U of M: Student Teaching (10)

Requirements For Elementary Education Degrees In The Montana University System, 1975-1976

Admission to teacher education program: Same as requirements for
secondary level education degrees

Degrees offered:

Eastern, Northern, Western, and U of M: Bachelor of Science
in Elementary Education

U of M: Bachelor of Arts in Education

Admission to student teaching program: Same as requirements for
secondary level student teaching

Student teaching requirements:

Eastern: Sophomore practicum (8 credits); student teaching (12)

Northern: Field experience (3); student teaching (16)

Western: Observation (2); student teaching (15)

MSU: Paraprofessional experience (8); student teaching (12)

U of M: Student teaching (15)

Source: Current catalogs of the five units of the Montana University
System.

NAME Leahed H. SARGENT Bill No. 68

ADDRESS 522 N. Sanders Date 1/28/77

WHOM DO YOU REPRESENT? Montana School Boards Assn.

SUPPORT _____ OPPOSE X AMEND _____

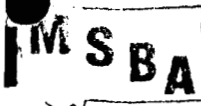
PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY. Done

Comments:

Montana School Boards Association

501 North Sanders
Helena, Montana 59601
Telephone: 406/442-2180

Leonard H. Sargent, Executive Director
Wayne G. Buchanan, Director of Special Services



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COL. GORDON SIMMONS
2415 Glen Drive
Missoula, MT 59801

DATE: January 25, 1977

TO: Senate Education Committee

FROM: Leonard H. Sargent, Executive Director

SUBJECT: Testimony in Opposition to SB 68

For the past year, I have represented the Montana School Boards Association before the Interim Committee which studied HB 636, and have consistently voiced the same concerns that I now voice in opposition to SB 68 which has resulted from that interim study.

SB 68, although it went through some revision, still has a number of problems with which we have to deal:

1. Almost all educational agencies, with the exception of the teachers' unions, have stated that the proposed Board, if created, should be advisory rather than autonomous. The Board of Public Education is charged with the supervision of teacher certification and their policies are administered by the State Superintendent of Public Instruction.

We do not oppose the principal that teachers should have some voice in these matters. The State Board has been moving toward more involvement in certification by teachers. Our objection is that this proposed Board would not be advisory, and even makes the State Board of Public Education advisory to it. (See page 17, lines 23-25 and Page 18, lines 1-4.)

2. Our second major concern is the proposed membership on the Board. We have contended that even as an advisory Board, the membership is dominated by one interest group. Six teachers as members would most certainly place the decision power in their hands in light of an eleven member Board. And such decisions they would be empowered to make!

- a. All certification requirements of teachers.
- b. Approval of the curriculum of the teacher training institutions.
- c. The rules for certification of substitutes.
- d. Election of the Boards' officers.

PAGE 2
Senate Education Committee:
January 25, 1977

e. The expenditure of large sums of money resulting from higher certification fees.

f. The endorsement of all administrators' certificates (with only one administrator on the Board).

g. And ultimately, complete control over the number of persons entering the teaching profession.

3. The Schools of Education have no direct representation on the proposed Board, but only through the Commissioner of Higher Education who would be ex-officio to the committee.

4. The qualifications for membership also create a problem. I would refer to page 3, lines 9-14 which set out the basic qualification for membership. It creates a problem for qualifying the so called "lay person" for membership, and the Commissioner whose office has not yet existed for 5 years.

Considering the problems I have raised and the concerns expressed, I would respectfully ask this committee to consider the real intent of this proposal, and question the establishment of another beaurocratic agency to perform a function already being handled to the satisfaction of most parties to education.

A year's interim study has not improved the purposes of this proposal nor its feasibility and we urge you to vote a "do not pass" on SB 68.

NAME Harriet M. Meloy Bill No. SB 68

ADDRESS 1312 9th Date _____

WHOM DO YOU REPRESENT? Dist. of Pub. & Educ.

SUPPORT _____ OPPOSE V AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

*Relate Board's position
which in a sense opposition*

NAME IRVING E. DAYTON

Bill No. SB 68

ADDRESS 33 S. LAST CHANCE GULCH

Date 1-25-77

HELENA

WHOM DO YOU REPRESENT? MONTANA UNIVERSITY SYSTEM

SUPPORT _____

OPPOSE X

AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:



THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH

HELENA, MONTANA

59601

COMMISSIONER OF HIGHER EDUCATION

EXCERPT FROM THE MINUTES OF THE DECEMBER 13, 1976 BOARD OF REGENTS
MEETING:

. Ms. Pace reported the committee recommended that the Board of Regents support the Board of Public Education's opposition to legislation similar to House Bill 636 (1975), which relates to teacher certification. She so moved and the motion carried.

NAME Harry Nelson Bill No. 68
ADDRESS Box 100 Date 1-25-17
WHOM DO YOU REPRESENT? Montana Association of School Administrators,
a School Administrators of Montana
SUPPORT OPPOSE X AMEND

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

NAME Donald C. Smith Bill No. B68
ADDRESS School of Education, Univ of Montana Date 1-25-77
Missoula, MT 59801
WHOM DO YOU REPRESENT? _____

SUPPORT _____ OPPOSE ☒ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Mr. Chairman, members of the Senate Education Committee,
ladies and gentlemen:

~~I shall try to run counter to the usual image of the college professor and attempt to be uncharacteristically brief and to the point.~~

My name is David Smith, I am Dean of the School of Education at the University of Montana, I wish to speak in opposition to SB 68 for six reasons:

1. The philosophic point is made that teachers should control the licensing of educators as physicians and attorneys, and others, do in their professions. The analogy does not hold. In other professions, the client has an option; if unsatisfied with the level of services rendered one may simply seek services elsewhere at approximately the same cost. Not so in education, parents do not have the same degree of freedom of choice in selecting their child's teacher. Furthermore, education is a function of the state and as long as education is a responsibility of the state the final control should rest with the people and the elected officials of the state. The matter of who should teach the youth of the state is simply too vital to rest in the hands of teachers. The schools, and the determination of those who help mold the minds of our most precious resource should not be controlled by professionals alone, no matter how well qualified.

2. The potential additional costs of the administration of

established prior to the creation of such a board. Common sense dictates that two boards dealing with education would be more expensive than one board. It might also be expected that jurisdictional difficulties would arise between the boards with respect to areas of responsibility no matter how carefully drafted the legislation. Furthermore, the proposed legislation clearly empowers the proposed ~~Board of Professional Licensure~~ to retain its own staff -- and one has visions of another layer of bureaucracy. Finally, additional costs, such as travel costs, could be expected to increase as a result of this legislation. (Professional Licensure Board travel, staff travel.)

3. Senate Bill 68 is not necessary since the State Superintendent could create a similar body at any time without legislation. In fact, if the State Superintendent of Public Instruction were to do so that body would presumably be advisory rather than regulatory in nature and consequently the final decisions with respect to certification of educators would rest ~~in the hands of an official elected by the~~ ^{the State Board of} ~~Public Education~~ ^{the people of the State}.

4. The Office of the State Superintendent of Public Instruction currently has an active Certification Review Panel. That panel does speak to matters of policy and requirements for certification. The composition of that panel is as follows:

- 17 Members representing major educational organizations including:

3 Elementary Teacher

3 Secondary Teachers

3 Administrators

1 County Superintendent

1 Support Personnel
(nurse/psychologist)

3 Higher Education
1 Public Institution
1 Private Institution
1 Academic Discipline

3 Students in Teacher Preparation Programs

- 43 Teachers selected at random from files of the Office of the State Superintendent of Public Instruction.

60

It is immediately apparent that this group is broadly based and that teachers are heavily represented.

5. The composition of the proposed ~~Board of Professional Licensure~~ is questionable. The composition of the board is as follows:

6 Classroom Teachers

1 School Administrator

1 Lay Member

1 Local school Board member

1 Superintendent of Public Instruction
or designee

1 Commissioner of Higher Education
or designee.

The last two members would serve as ex-officio ~~non-voting~~

It could be observed that:

a. Teachers would effectively have a ~~2/3~~ majority of the votes on the board. That would appear disproportionally high.

b. Teachers would, in effect, determine the licensing standards for, not only teachers, but for superintendents, secondary principals, elementary principals, special education teachers, art teachers, music teachers, and perhaps others. In all probability, many of these groups would have no representation on the board. It would not seem desirable to create a situation where one group in education could dictate licensing standards for all groups in education.

c. It could also be observed that there is not a single person who is directly involved in the day-to-day aspects of teacher, counselor, or administrator preparation represented on the proposed board.

6. Finally, it is with regret that I observe that there appears more internal conflict and argument in education than I have known in the more than 23 years I have served the profession as a teacher, principal, central office administrator and professor. Unfortunately the level of conflict does not appear to be subsiding. In my judgement this legislation would contribute to a climate of divisiveness, not to a spirit of unity.

(Examine the educations which support and oppose this proposed legislation.)

Name & Address: (Please print)	Representing: (12)	Do you plan to testify:
Ellen V. Bertelsen	Gallatin Co. School Bd	No
Ed Hawthinson	Bozeman Public Sch	Yes. ✓
Kathleen Gallacher	CDC, Missoula	?
BEV NILES	MT. INFANT OUTREACH	?
Dr. RAY Peck	Havre Public Schools	?
Ralph V. Krohn	Belgrade Public Schools	?
Jack E. Kober	Poplar Public Schools	?
Gavin Kober	Poplar	No
Dorothy Beamer	myself	No
Andy Logozzo	Myself	?
Javier Lopez	Bozeman Sch. Dist. # 7	?
Jeff Ann Willis	Myself	yes ✓

Name & Address Please print	Representing: (B)	Do you plan to testify?
Patty McKeown Bob Leslie McKeown	Trust	
Virginia DeFand	Missoula Special Eds PTA	NO
Pat Regan	Senate District 31	NO NO
Chas Blaylock	Senate Dist #35	no
Makin Jane	Missoula	yes ✓
Dr. W. L. Fendley	Great Falls	yes ✓
Robert Laumeyer	self	yes ✓
Barbara Konecky	self	no
Viki Turberville	Boulder River School & Hospital	no no
Nestor Reginald	"	
Ann E. Muehlen	Montana Easter Seal Society	no
Jack Wrightson	Columbia Falls	no no
Sandra Wrightson	" "	
Judy Johnson	Helena OPI	no
Erving E. Dayton	Commissioner of Higher Education	no.

JOHN HURLY, M.D.
ROSS LEMIRE, M.D.
PATRICK BYRTH, M.D.
PC

INTERNAL MEDICINE

1230 NORTH 30TH STREET
BILLINGS, MONTANA 59101

January 20, 1977

Ann Dussault,
Chairman
Education Committee
House of Representatives
Helena, MT. 59601

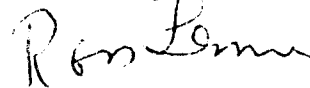
Dear Ann:

Just a brief note hoping you will
do your best to prevent any cuts in Special
Education appropriations.

This is money well spent and often
allows the individual to become self
sufficient rather than a drain on future
community welfare services.

Thank you.

Sincerely,



Ross Lemire, M.D.

RL/cb

P.S.: Say hi to your dad.

Mr & Mrs John S. Schell
4210 Jenamor
Billings MT 59101

Mr. Ann Dussait, Chairman
House of Representatives Education Committee
Helena, MT 59601

Dear Mr. Dussait,

Our four year old son has cerebral palsy and attends the Montana Center for Handicapped Children in Billings. I am writing to you in support of this center and other schools like it. Their program for pre-schoolers is especially valuable since children with these special needs cannot afford to wait until they are 5 or 6 years old to begin.

I find the center especially tailored to our sons needs since he has physical and occupational therapy daily at the school site. The teachers and staff are flexible to any change in need or advancement and encourage independence.

my husband and I also find help through the various parents groups at the school and find the staff at MCHC always helpful and understanding.

I can think of no other arrangement that would benefit our boy more and would ask you to encourage other school districts to consider programs of the same caliber.

Sincerely,

Mary Jane Trubella



Jan. 20, 1977

3010 Brentwood
Lane

Blgo

Dear Madame Chairman

I feel the Special Education
Funding Bill is of the utmost
importance. The children
affected by the bill need not
only love and understanding from
parents but the expertise of
trained professionals in teaching,
physical, speech and occupational
therapy at all levels.

The earlier these children
receive help, the less likely



They are to become wards of
the state and will become self
sufficient adults.

I speak from experience in watching
my grandson progress at all levels
due to the expertise and love
given by the people devoted to
Special Education.

I hope you will ~~do~~ all in
your power to see that the
bill is not defeated or funding
cut.

Sincerely,
Rita Lemire
(Mrs. Rosa E. Lemire)

Arn Dussalt
Chairman
House of Representatives
Education Committee

Dear Miss Dussalt,

My 2 1/2 year old son, Jason
has Cerebral palsy. He has been
enrolled in the handicapped program
at the Montana Center for Handicapped
Children for the past eleven months.
Since his enrollment in this
program his rate of progress has
noticeably increased. Special education
is a necessity for children like mine.
I sincerely hope you will continue
to appropriate all the funds
needed for a complete, high quality
special education program.

Thank you
Mary Beth Sanderson Bldg
Sanderson
316-114545W
Sincerely,
Mary Beth Sanderson

January 30, 1977

Dear Mrs. Dussalt and Committee Members:

Our 3-year-old mentally retarded daughter is a part of the Billings Center for the Handicapped Pre-School Program, and there are no words to express our gratitude — not only to those who are personally involved with her, but to you who have given her this opportunity through your support for Montana's Special Education Programs.

Being the parents of a retarded child is quite an emotional responsibility; there is an ever-present fear of the future. But, with the guidance and training that our children are given by special programs, we know that they will show progress. Please help us by showing your support. Our child's future depends on it.

Sincerely,

Mr. & Mrs. Paul Odgaard (And)
3233 Parkhill Drive - Billings - 59102



Montana Center for Handicapped Children

BILLINGS, MONTANA 59101

SPECIAL EDUCATION BUILDING
EASTERN MONTANA COLLEGE

PHONE 252-9316

COOPERATING AGENCIES

STATE DEPARTMENT OF
HEALTH AND ENVIRONMENTAL SCIENCES
EASTERN MONTANA COLLEGE
BILLINGS SCHOOL DISTRICT #2

January 20, 1977

Ann Mary Dussalt, Chairperson
Education Committee
House of Representatives
Helena, Montana 59601

Dear Ms. Dussalt:

I would urge and encourage support of the Special Education Program in the public schools. Having been associated with these programs for over 25 years, I see ever-increasing needs to provide this special service to children.

The Center program here provides specialized diagnostic services for orthopedically handicapped children from throughout the state in our clinical programs and provides a highly specialized and comprehensive educational and therapy program for children enrolled in our school. We are also able to send highly qualified staff members as consultants to teachers, parents and others working with handicapped children in other schools, helping them set up appropriate training programs for orthopedically and multihandicapped children. This program is primarily supported by special education funds. The demand on the services we are able to provide are constantly increasing.

Again, I would encourage support for these special programs developing throughout the public schools of Montana.

Sincerely,

A handwritten signature in cursive script, reading "Everett D. Peery".

Everett D. Peery, D.Ed.
Director

EDP:mh

ISTANT SUPERINTENDENTS

CHARLES L. FRANK
ELEMENTARY EDUCATION

WINSTON E. WEAVER
SECONDARY EDUCATION

JAMES L. DUTCHER
SICAL EDUCATION & ATHLETICS

BILLINGS PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 2 OF YELLOWSTONE COUNTY
BILLINGS HIGH SCHOOL DISTRICT
101 - 10TH STREET WEST
BILLINGS, MONTANA 59102

WILLIAM A. SERRETTE
SUPERINTENDENT
TELEPHONE 248-7421

RICHARD C. FELLOWS
CLERK & FISCAL ADMINISTRATOR
TELEPHONE 248-7421

January 19, 1977

Ms. Ann Mary Dussault
Chairperson, House Committee on Education
State Capitol Building
Helena, Montana 59601

Dear Ms. Dussault:

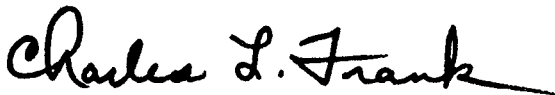
This letter is to endorse the overall efforts for Special Education Programs as currently provided by state law in the State of Montana.

The program provides broad based services for all types of handicapped children and should be continued on much the same basis as at present.

From the experiences we have had in the Billings Public Schools, we believe that the Special Education Programs are beneficial for those children enrolled in one program or another.

I personally continue to support the overall Special Education efforts as currently provided by the State of Montana and feel that appropriate funding be continued so that we will have the necessary resources to adequately provide for the handicapped child.

Sincerely yours,



Charles L. Frank
Assistant Superintendent
for Elementary Education

CLF/bc

1-20-77

Dear Dr. Peery -

I hope this letter will help. Sorry that it is not handwritten, as you requested - but hopefully the message will soften the typewritten effect. It just looked too long when it was handwritten - this, at least, gives the impression of a shorter letter.

If you ever need a PR person - I'll apply! There are so many people in Bulking who don't know about the Center and ~~their~~^{its} many constructive resources. I tell everyone I know.

Sincerely -

(over) Jane Warden

P.S. I think I lied a little
— I was the ONE who
called immediately upon my
return to Billings. Fortunately,
Mera Stenholm recognized
the "symptoms" — I was
hardly coherent.

January 20, 1977

Ann Dussalt, Chairman
House of Representative Education Committee
Helena, Montana

Re: James Wurden - Age 10
Stroke Victim

Dear Ms. Dussalt:

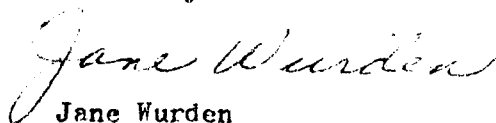
It is my understanding that special education funding is coming before this legislature. As a concerned and grateful Mother, I wish to make my contribution.

My son, Jimmy, suffered a stroke in the Seattle area last summer while visiting his Father. Jim's Father and I are divorced. He was hospitalized at Children's Orthopedic - Seattle - and after being there a month, he and I returned to Billings. The communications between Children's Orthopedic and the Montana Center for Handicapped Children was excellent. Immediately upon our return we were contacted by Mrs. Stenjem, the nurse co-ordinator. I can't say enough for the Center's efficiency, flexibility and genuine concern. Not only did they give consideration to the afflicted child and bewildered Mother, but also extended concern for the well being of other members of the family - a 13-year old son and an 11-year old daughter.

Jim is enrolled in regular school and is periodically checked by both a physical and occupational therapist in his school surroundings. Considering his frightening experience - he couldn't even lift his left arm or leg on July 17 - and the time interval, he has made a good adjustment.

Unless one has been a parent who has had a similar experience, I am quite sure it would be difficult to understand the fears and anxieties. I am benefiting from talks with the Center's psychologist, social worker and a parent discussion group. It helps to know you are not alone in your feelings.

Sincerely -


Jane Wurden

Ann Russell

Chairman

House of Representatives Education Committee

Dear Mrs Russell:

We would like very much to express our views and opinions of the special education programs.

Our first born, Tanya, has cerebral palsy. This was first discovered when she was about two and a half years old. She had had numerous problems and surgeries before this condition was first diagnosed.

The doctors here in Billings suggested she be evaluated before a group of doctors at the Eastern Montana College-Montana Center for Handicapped Children. The doctors confirmed what the first doctor had suspected.

Since the time she had attended the school we can not believe the changes that have taken place. She has improved in her speech, her walking and her eye-hand coordination. She has done a lot of "growing up" since her first day at the center.

The staff and others at the center are some of the most pleasant and extremely helpful people we

never ever met. They answer all questions you may have, if they don't have an answer they guide you to some one who does. They never seem to be upset, always pleasant and helpful. We trust our daughter with them. She is very happy with her school as we are. It takes special people with special skills and understanding to teach our "very special" children in your special schools.

We love our daughter very much and want the best help we can get for her. In our opinion we are getting the best right now.

We very much appreciate every one's efforts in Helena for their help and we want to see this help continue for our daughter and all other very special and very much loved kids in our state and other states.

With all our thanks,
Mrs & Mrs. Thomas Molyneux
1041 North 25th St
Billings, Montana
59111

Billings MONT
JAN. 20 1977

Honorable Representatives

Education Comm.

Mr. Dussault Chairman

Dear Sir

Having been a resident and property owner in the State of Montana for over 40 years I feel that I should express my opinion on a matter that is coming before your Committee.

I have been informed that there are some who feel that the money that supports the special schools for handicapped children should be cut. Having been close to the school at Eastern Montana College I have seen what they are doing for these children. Many of them will become good useful citizens and able to support themselves because of these schools. Most of them would never get the special education needed as most parents could not afford to give it to them. These children are entitled to an education the same as any healthy child. Just because it costs more perhaps than the public schools it is no less important.

I do ask you to do all that you possibly can to keep these schools on the same basis that they are now

Your
Frank E. Anderson

BILLINGS VOCATIONAL-TECHNICAL CENTER

GLENN BURGESS
Director
BEN ULMER
Assistant Director
JOE CROSS
Assistant Director

*School District No. 2
3615 Montana Avenue
Billings, Montana 59101
Phone (406) 248-7741*

WILLIAM A. SERRETTE
Superintendent
WINSTON E. WEAVER
Assistant Superintendent

January 21, 1977

The Honorable Chet Blaylock
State Senate
State Capitol
Helena, Montana 59601

Dear Representative Blaylock:

I want to thank you for the invitation to attend the open public hearing on "Special Education."

Due to other commitments on January 22, 1977, I will be unable to attend the hearing. However, I am always interested in matters pertaining to education, particularly when it affects disadvantaged persons.

I have passed this invitation on to other interested persons as requested.

Sincerely yours,



Glenn Burgess
DIRECTOR

GB/gd

BILLINGS VOCATIONAL-TECHNICAL CENTER

GLENN BURGESS
Director
BEN ULMER
Assistant Director
JOE CROSS
Assistant Director

*School District No. 2
3615 Montana Avenue
Billings, Montana 59101
Phone (406) 248-7741*

WILLIAM A. SERRETTE
Superintendent
WINSTON E. WEAVER
Assistant Superintendent

January 21, 1977

The Honorable Ann Mary Dussault
House of Representatives
State Capitol
Helena, Montana 59601

Dear Representative Dussault:

I want to thank you for the invitation to attend the open public hearing on "Special Education."

Due to other commitments on January 22, 1977, I will be unable to attend the hearing. However, I am always interested in matters pertaining to education, particularly when it affects disadvantaged persons.

I have passed this invitation on to other interested persons as requested.

Sincerely yours,



Glenn Burgess
DIRECTOR

GB/gd

29 November 1976

Mr. LaVerne Richard
Director, Special Education
Hamilton Public Schools
P. O. Box 980
Hamilton, MT 59840

Dear Bud:

In response to the Regional Survey concerning what problems I am having in dealing with Special Education, Federal Law 94-142 and the Buckley Amendment have made the paperwork necessary for compliance next to impossible.

The documentation necessary to place a student in Special Education often is so time consuming that students are often denied services for weeks while the necessary sign-offs, testing, behavioral observations, I.E.P.'s, family history, medical history, and Child Study Team recommendations are being worked through.

My major concern is one of expediency. I am fearful that so much time and energy are expended in assuring compliance that curriculum and teaching have become secondary in serving Special Education students.

Sincerely yours,

Rodney E. Bates, Supervisor
Special Education

REB/mkm

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59801



DOLORES COLBURG
Superintendent of
Public Instruction

November 24, 1976

Rod Bates, Director
Special Education
Missoula County High School District
Missoula, MT 59801

Dear Rod:

Thanks for your letter of November 18, 1976. Hopefully, we will have the Program Review Report ready soon for you.

I did remember to talk to Larry Holmquist regarding the problem with the rules and regulations and transferring students. He wrote a new section for the rules and regulations so that Mrs. Colburg could review them and we feel fairly certain that there will be a way to deal with the problem in a constructive manner so that you do not have to break the rules or have the student stay home until a child study team evaluates the student.

The rules will relate to self-contained students. It would provide you with a trial placement, with parental consent, until the child study team has evaluated and made program recommendations.

We are hoping the rules and regulations will be ready for distribution in January, 1977.

Thank you for writing to us and reviewing your problem. We appreciate persons making constructive recommendations for changes in the rules and regulations.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dorothy W. Beamer".

DOROTHY W. BEAMER
Assistant Supervisor
Special Education

DWB:bj

cc: Fred Appelman

18 November 1976

Dorothy W. Beamer
Asst. Supervisor, Special Education
State of Montana
Helena, MT 59601

Dear Dorothy:

First I want to thank you for your help and support during our Program Review. I really appreciate your being candid and straight forward.

As you will recall, we discussed the problem of placing transfer students in program. Since this is not addressed in the Rules and Regulations, I have outlined a procedure for our district which I feel best meets the needs of the student, but my concern is in being in violation of the Rules and Regulations.

If we adhered to the Rules and Regulations in the case of transfer students, we could conceivably have the student waiting at home for two weeks before placement is made.

When a new student enters our system, they must first be interviewed by one of the Assistant Principals who initiate the necessary enrollment paperwork. The student is then referred to the appropriate Counselor for scheduling classes. The same procedure is followed for Special Education students.

If it has been determined that the student had been in Special Education in the former school, it has been our policy to place that student in a similar program in our system. This is only done, however, after an interview with the parents and the parents have given written permission for short-term placement. This allows the Special Education staff time to request and receive records from the former school and then determine what additional information needs to be acquired in order to justify placement.

It is my hope that this problem can be addressed in the Rules and Regulations.

Sincerely,

Rodney E. Bates
Supervisor, Special Education

REB/mkm

Missoula County High School

SENTINEL UNIT
901 SOUTH AVE WEST
MISSOULA, MONTANA 59801



DON HARBAUGH
Principal

ERWIN BYRNES
Assistant Principal

DARLENE SMITH
Assistant Principal

HYRUM TATTON
Assistant Principal

Special Educations: Laws, Rules and Regulations--
Their Implication and Impact in Montana

Public Law 94-142, the "Education for All Handicapped Children Act," has certainly had an impact on M.C.H.S. Special Education Program. Since it is law, we have made a concentrated effort to come into full compliance at the earliest possible date. There are two specific provisions in the law which we feel must be changed in order to better serve handicapped children.

1.) Sections 611.A.3 and 611.A.4 which provide for the reported number of handicapped children served by each system to be the average of the number of children served on October 1st and February 1st. With the lengthy due process procedures required by the act, the October 1st date is just too early in the school year to allow time to screen, evaluate, and count the number of children needing help.

2.) Section 614.85, which provides for short-term instructional objectives as part of an individualized educational plan. We find it impossible to determine short-term instructional objectives before the teacher has had a chance to work with the student.

Both of the above-mentioned problems with the Act have been brought to the attention of Congressman Max Baucus by the Montana C.A.S.E.

It is our feeling that the second working draft, August 1976, of the Rules and Regulations, is a useful tool to aid school districts in complying with Public Law 92-142 and the Buckley Amendment. While it is true that the necessary "due process" procedures require time and paperwork, it forces us:

1.) To provide program placements that are based on a comprehensive evaluation and team approach and to regularly review that placement. Students, therefor, are benefitting and are not being placed in Special Education programs indiscriminately and forgotten.

2.) To include parents in their child's educational placement and program.

Missoula County High Schools are in support of the Special Education Rules and Regulations. We have noted in writing to the O.S.P.I. those areas in the second working draft that we were having difficulties with and have been assured that those areas will be addressed to in the final draft.

Rapelje Public Schools

School District #32

Rapelje, Montana 59067

Phone [406] 663-4373

BOARD MEMBERS:

Donald Herzog
Lester Hageman
A. B. Stimpson
Robert McFarland
Keith Reynolds

DALE E. HUHTANEN

Superintendent

Committee on Education

My name is Dale Huhtanen, I am Superintendent of Schools at Rapelje, Montana. We have 105 students in grades 1 - 12 and 11 teachers. Presently, we have four students full time and three students, one hour each in our Special Education program. Our Special Education Budget is \$12,879.00.

I will leave a copy of this letter as well as copies of other correspondence that documents what I have to say. I will be very happy to discuss these matters with you, but will limit it now to the following.

I believe special education as it now exists is a true bureaucracy. It is jammed full of red tape, officialism, and proliferation. Special Education can in no way function and exist productively under the current conditions. Seven (7) reasons exist as to why I find the present program inadequate.

1. During this school year I have spent 20% of my time on special education writing and reviewing narratives, attending and chairing child study teams, doing audits and budgets, writing programs, having conferences, attending and holding meetings, and working as a general laborer in the construction of a special education room. Yet the administration section of the budget was approved at \$267.00. I feel I am spending too much time on special education in comparison with other programs. I advised the Assistant Supervisor of Special Education of this in October, 1976, and have yet to receive an answer.

2. We requested that our 1976 - 77 Special Education Budget be \$18,745.00. This was based on the Special Education students from 1975 - 76 which were 1 - EMR, 8 - LD, 10 - LI. Our budget was approved for \$12,879.00. I was informed by the state before I submitted our budget that it would be lowered because we were in excess of the 3% limitation of classification for Learning Disabled (LD) or Educationally Handicapped (EH). We had 8% of the students classified. I do not feel it is percentages we are to be concerned with but students who need services. An average is computed by taking highs and lows - we were high.

3. My budget was first cut to half because, as stated by Mr. Hickey, Assistant Supervisor of Special Education, "only .5 FTE is authorized because of our enrollment unless we entered into a cooperative with Broadview." We had had a cooperative program with Broadview and found it inadequate. I then requested an audit. Before our audit,

I was advised by Mr. Hickey that we could avoid the audit if we agreed to 2/3's funding. I wanted full funding so requested the audit. We ended up with 2/3's funding. Presently we have seven students in special education programs and one more will possibly be placed. I still feel we deserve funding for a full program because we have a full program.

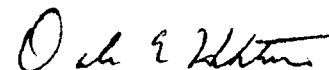
4. Our present special education budget was based on the approval of four students. Within our small school we have had several transfers in and out. We possibly will have some other transfers. Thus we have had students in and out of the program who were never ever considered when budgeting and budget approval occurred. Therefore, I believe we should follow some standard like the Foundation Program - base the money budgeted on the number of students in the program the previous year.

5. One of our child study teams wanted to place a student in special education as Learning Disabled (LD). Everyone in the team agreed to the placement including the psychologist for Regional Services, however, she informed us that the placement would be overruled by the state because that student was not 3 to 4 grade levels below standard. Nowhere in the rules and regulations for Special Education does that standard or rule exist.

6. Several students in our school have large cultural problems. We are ineligible to receive Title I monies and these students do not qualify for special education. Special education is supposed to help handicapped students. If this cultural lag is adversely affecting the students, then I consider it a handicapping condition and feel we should use special education to help them.

7. Last year we shared an Easter Seal Speech Therapist with four surrounding schools. We were informed by the state that Regional Services would be providing these services. The service we are getting is not adequate. Our scheduled services are a Speech Therapist 1/2 day per week, which is not enough. However, we actually have been served nine times in the first 20 weeks of school.

Thank you for your consideration.


Dale E. Huhtanen

Donna Andrews, Clerk
Mary A. Spiekermeier, Secretary

G.R. McLaughlin, Superintendent

Bert Deglow, High School Principal
Joseph P. Erchul, Elementary Principal

Hot Springs Public Schools

Accredited by Northwest Accrediting Association

School District No. 14-J

Hot Springs, Montana

Phone - 741-3285

January 20, 1977

Ann Mary Dussault, Chairperson
House Committee on Education
Montana State House of Representatives
Helena, Montana 59601

Dear Ms. Dussault:

RE: Special Education Program.

Due to ill health I am unable to appear before the Education Committee in person, but I write this information in hopes of helping a valuable program eliminate some serious drawbacks.

1. Schools in the State were forced to re-write their program narratives three and in some cases four times for the 1976-77 term. Suggestion: The Special Education Department write a standardized program narrative and send it to the local schools for Board approval and signatures. (The Billings school narrative seemed to be pretty much the standard.)

2. Money for the "exceptional" child should be allocated to each school under this program.

3. Regional Services Drawbacks: The Regional concept is a waste of money, time, and duplication.

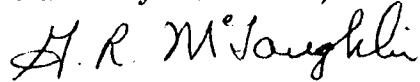
Suggestion:

- a. Psychologist's Services: In 1975-76, we were allowed to contract psychologist services from various sources. Hot Springs contracted the Mental Health Psychologist from Thompson Falls, consequently, our testing was finished and our full quota of 13 students enrolled in the Special Ed. classes by October 1. This year, 1976-77, the local contract was dis-allowed. We had to use a Regional Psychologist, and due to the unavailability of the Regional person, we still do not have our quota of students enrolled in classes of Special Ed., January 1, 1977, we had seven students.

- b. In three years, the Regional Director has been to our school one time to look at our program or to offer suggestions. I have tried numerous times to talk to him on the phone, or have written for advice, and have received little or no help.
 - (1). Let the smaller schools use the contracted services of Mental Health Centers for testing purposes.

- (2). Either make the regions smaller, or provide more staff.
4. The local control of Special Education has practically been lost, due in part to Federal authority, but also due to the autocratic specifications written into the State program by Larry Holmquist, in utter disregard of local administrators suggestions or requests.
 5. I also believe the Special Education Program has been taken advantage of by many of the larger schools, by their indiscriminate hiring of "special people". I would believe that in order to gain some control of the financial aspects of this program, that one idea might be to: Take an average expense of a schools Special Education budget for a two year period, and make that the amount the school would receive hereafter. Appropriate that amount and let the local school, with standard procedures use the allotment for the "disadvantaged" and for the "gifted" or as the local sees fit to use for the good of their own people.

Sincerely submitted,



G.R. McLaughlin

GRM/ms

January 20, 1977

Ann Everett
Chairman, House of
Representatives Education Committee
Helena, Montana

We would like to take this opportunity to express our thanks for the special education program in Montana and share with you the progress our seven year old daughter Michelle has made through the program at Eastern Montana Handicapped Center.

When we first enrolled Michelle, about 2 1/2 years ago, she was withdrawn and deathly afraid of any new surroundings. A visit to a doctors waiting room would produce complete hysterics although she had never had a bad encounter with a doctor before. A visit to the fairgrounds or a ride on an elevator produced similar hysteria. Michelle often spent afternoons in her closet beating and slapping herself black and blue. Mornings often found her bedding soaked in blood from self inflicted injuries. Our attempts to love and console her were rejected. Simple commands such as "please turn out the light" would be followed one time and be met with a blank stare the next.

Thanks to the extensive efforts of the staff at the Center, Michelle has made much progress on the long road back. She no longer hates herself and likes her classmates and staff personal.

The staff in turn likes her. She can now speak in full sentences, read stories, watch television, dress herself, count, print her name and carry out commands beautifully. Michelle is eager to help at school

and around the house and has a very cheerful attitude. We have hopes for her to begin mainstream classwork on a limited basis, in the near future.

We have much to thank the special education program for and hope to see it continue to help Michelle and all the others in the future.

Martin & Karen Robinson
1418 Rawhide Strip
Billings, Mt. 59101