

MINUTES OF THE MEETING
EDUCATION COMMITTEE
MONTANA STATE SENATE

March 29, 1977

The thirty-second meeting of the Senate Education Committee was called to order by Senator Chet Blaylock, Chairman, on the above date, in the Governor's Reception Room of the State Capitol Building at 11:00 o'clock A. M.

ROLL CALL: All members of the Committee were present.

CONSIDERATION OF HOUSE BILL No. 816: An act for the general revision of laws relating to special education.

Representative Dussault, House District 95, Missoula, Mont., sponsor of the Bill, was called on to present her testimony. She stated that there is a great interest in finding out from parents of special ed students how this has effected their lives and a means of getting to the bottom of the controversy of special ed and its programs and funding is very desirable. Handed out were outlines of the changes amended into the Bill.

Proponents for the Bill included:

Clark Fowler, OSPI, submitted his testimony in writing, copy of which is appended to these minutes, and explained the proposed amendments to the Bill.

Maxine Lane, Missoula, Mont., Parents of Special Education PTA, presented written testimony to the Committee, copy of which is attached.

Lyle Grayson, Special Ed Dept., Billings Public Schools, stated this legislation fits in with the federal requirements.

Jack Rudio, Director, Mont. Council for Admin. of Special Ed, & Missoula Elementary School Dist. #1, stated this is necessary for "house cleaning" of the present statutes, is more consistent with federal law terminology and competitive with most other states' legislation on the matter.

Bob Deming, School for Deaf & Blind, supported Mr. Rudio's testimony.

Connie Skousen, Mont. State PTA, also endorsed the Bill as a good "housekeeping" measure and stated that addressing the preschool

handicapped child is essential for effective treatment.

There was no opposition to the Bill.

In closing, Rep. Dassault commented there were a few major changes necessary to clear up defects in the former law and to comply with Public Law 94-142; another important provision is on page 10, Sec. 4, line 21 of the Bill and that it included a sunset clause regarding regional services and that an amendment was necessary as the former provisions expired on June 30, 1980, and this should be amended so that there is no gap. She requested that the sunset clause be deleted if HJR 84 fails to pass.

When questioned by the Committee, Rep. Dassault replied that an intermediate school district could be established without usurping any local control, a number of schools could participate and a greater number of services delivered through that mechanism. She felt an interim study of special education funding was very desirable. Senator Fasbender questioned who was responsible for identifying children as handicapped, to which Rep. Dassault replied doctors were doing evaluations; the Superintendent establishes rules and regulations on State Board policy, but the local district is where it is all carried out. Mr. Fowler added identification of particular handicap or learning disability is determined by a child study team and their office does a sampling evaluation of those listed as eligible. Larry Holmquist, OSPI, also added they sit down with the child study team and work out procedures. Extensive discussion related to the diagnostic procedure used, the OSIP evaluations and their scope and the type and method of funding of the special ed program.

There being no further discussion, the Chair closed the hearing on House Bill 816.

CONSIDERATION OF HOUSE JOINT RESOLUTION No. 84; A joint resolution requesting the Committee on Priorities to assign the appropriate standing committee to study the feasibility of establishing an intermediate school district structure for the State of Montana.

Representative Dassault, sponsor of the Resolution, stated this was companion to HB 816 and would provide services throughout the state in rural areas, particularly, allowing a study of the feasibility of intermediate school districts; that regional services may not meet funding needed because of other priority for appropriation but this might provide the mechanics.

No further witnesses appeared to support the Resolution and there was no opposition.

Rep. Dassault passed out pamphlets relating to HJR 84 prepared by Educational Service District No. 110 of Washington, entitled "Guide to Services".

Discussion of the relation between HB 816 and HJR 84 was carried on, with Rep. Dassault affirming that the amendments proposed to HB 816 by Mr. Fowler of the OSPI were agreeable with her.

The Chair closed the hearing on HJR 84.

Senator Warden moved that House Bill No. 69 BE TAKEN OFF THE TABLE.

Senator McCallum objected that all members of the Committee previously agreed to leave it on the table.

On roll call vote, the motion failed, with all Senators voting "No" with the exception of Senators Blaylock and Warden.

ADJOURNMENT:

There being no further business, the meeting adjourned at 12:10 P.M.

Chet Blaylock

SENATE Education COMMITTEE

USE BILL 816
HJR 84

VISITORS' REGISTER

DATE March 29,
1977

NAME	REPRESENTING	BILL #	(check one)	
			SUPPORT	OPPOSE
Chas Parker	Univ. Montana - MSTK	816	✓	
Lyle Grayson	Sp. Ed Dept Blg Public School	816	✓	
Shirley All Joe	Sp. Path. Helena Schools	816	✓	
Bill Hickby	Spec. Cd. OPT	816	✓	
Kew Kohl	Dir. of Sp. Ed., Helena Sch.	816	✓	
Judy Johnson	Sp. Ed. OPI	816	✓	
Kim Harris	Sp. Ed. OPI	816	✓	
Daniel M. ...	Mont. Eastern Seal Society	816		
Ben ...	Bismarck Vo-Tech	816		
Thos J. McDowell	School for Deaf + Blind	816	✓	
Bob ...	School for Deaf + Blind	816	✓	
Alve ...	OSPI	816	✓	
Gene ...	Missoula Tech. Ctr.	816		
Al Anderson	Billings Vo-Tech	816	✓	
James ...	Great Falls Vo-Tech	816	✓	
Clark ...	OPI	816	✓	
James ...	OPI	816 HJR 84	✓	
John ...	M.A.R.C.	816	✓	
Kyle ...	UR			
Chad ...	Senate			
Kirk ...				
Bob ...				
Mega ...				
Kathy ...				

SENATE *Education* COMMITTEE

SE BILL 816
HJR 84

VISITORS' REGISTER

DATE March 29
1977

Please note bill no.

(check one)

NAME	REPRESENTING	BILL #	SUPPORT	OPPOSE
<i>Dwight Donaldson</i>				
<i>John L. Rudis</i>	<i>Sch Dist. #1</i>	<i>816</i>	<input checked="" type="checkbox"/>	
<i>Maurice</i>	<i>State PTA</i>	<i>816</i>	<input checked="" type="checkbox"/>	
<i>Maxine Sulbright</i>				
<i>Mona Melton</i>				
<i>Dwight Barber</i>				
<i>LaDene Demec</i>				
<i>Mr. & Mrs. Paul Jansen</i>	<i>Durham High School</i>			
<i>Page Ron Bouchard</i>	<i>Senate</i>			
<i>PAGE, MARGE SOLF</i>	<i>SENATE</i>			
<i>William Ball</i>	<i>Secore</i>			
<i>Jerry A. Fay</i>				

NAME: Jack Rudis DATE: 3/28/77

ADDRESS: 215 South 6th West

PHONE: 728-4000

REPRESENTING WHOM? Missoula Elementary School Dist. #1
& Montana Council for Admin. of Sp. Ed.

APPEARING ON WHICH PROPOSAL: HB #816

DO YOU: SUPPORT? yes AMEND? (w/ OPI's amendments) OPPOSE?

COMMENTS: This is good "house clearing"
legislation for the insightful bill
#386 which was passed in 1974.
Much more consistent w/ federal
law terminology & generally shapes
up federal Montana's Special Educ
law to be more than competitive
w/ most states legislation.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Connie Skousen

DATE: 3/29

ADDRESS: 5975 Pinewood Ln

PHONE: 549-0668

REPRESENTING WHOM? Montana State P.T.A.

APPEARING ON WHICH PROPOSAL: HB 816

DO YOU: SUPPORT?

AMEND?

OPPOSE?

COMMENTS: We feel strongly that HB 816 should be enacted into law as (one) it is a good house keeping measure and (two) it finally gets a handle on the preschool handicapped child. Early diagnosis is essential for these children.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: CLARK FOWLER DATE: 3/29/77

ADDRESS: OFFICE OF Public Instruction

PHONE: 449 - 2417

REPRESENTING WHOM? OPI

APPEARING ON WHICH PROPOSAL: HB 816

DO YOU: SUPPORT? AMEND? OPPOSE?

COMMENTS: I wish to Testify.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Lyle Grayson DATE: 3-29-77

ADDRESS: 2570 Lillis Lane, B/9s 59102

PHONE: home 656-1542 office 248-7421

REPRESENTING WHOM? Special Education Dept. Blgo Public Schools.

APPEARING ON WHICH PROPOSAL: HB 816

DO YOU: SUPPORT? AMEND? OPPOSE?

COMMENTS: I fully support HB 816 as amended by the testimony given by OPI. It is a good bill.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

26

check

NAME :

Larry Halmquist

DATE :

ADDRESS :

Helena

PHONE :

REPRESENTING WHOM?

OSI

APPEARING ON WHICH PROPOSAL :

DO YOU: SUPPORT?

AMEND?

OPPOSE?

COMMENTS :

Lined area for handwritten comments.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

March 29th
HE 816



STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601

GEORGIA RICE
~~XXXXXXXXXXXXXXXXXXXX~~
Superintendent of
Public Instruction

March 28, 1977

524
Bill
Use for

Honorable Chet Blaylock
Chairman
Senate Education Committee
Montana State Senate
State Capitol Building
Helena, Montana 59601

Dear Senator Blaylock:

I am testifying as a proponent for House Bill No. 816 now before your committee. I propose the following amendments for the committee's consideration.

On page 3, line 22, delete the word "seriously." The rationale for this change is to alleviate the stigma felt by some parents when their children are identified as emotionally disturbed. This change was recommended by a fifty-five member Special Education Rules and Regulations Review and Validation Committee that met in Helena on March 6 through 8 of 1977.

Delete on page 5, all materials in line 2 through 25, and on page 6, all materials in lines 1 through 11. Insert as item 8 the following:

"Emotionally disturbed" means a condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time, an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains, or fears associated with personal or school problems. The term does not include children who are socially maladjusted.

The emotionally disturbed category may include students who also may have been diagnosed by appropriate specialists as autistic, psychotic, sociopathic, or schizophrenic. An emotionally disturbed child's disorders are not primarily the result of problems with visual acuity, hearing impairment, physical handicaps, cultural or instructional factors, and mental retardation.

Honorable Chet Blaylock
March 28, 1977
Page two

"Emotionally disturbed" refers to a person who has been identified, based on a comprehensive evaluation, as having observable behavioral patterns which seriously inhibit the academic and social or emotional growth of the individual or the educational rights of others to the point that supportive services are required. These behavioral patterns may include:

1. Excessive physical and/or verbal aggression toward oneself and/or others and a lack of response to regular educational intervention.
2. High frequency of persistent inattention to academic and/or social tasks associated with regular classroom performance.
3. Persistent withdrawal from peer and/or adult interactions associated with the expected social development in a regular educational environment.

The rationale is to bring the definition more closely in line with definitions found in the regulations for federal legislation on handicapped children. The change was also supported by the March 6-9 review committee that met in Helena. This change will clarify the type of children eligible for special education and reduce the possibility of including children in special education classes who are not handicapped.

On page 8, line 5, substitute the word "free" for the word "full" now found in the bill. This change would reflect requirements in current federal law on education of handicapped children and would allow Montana's participation in federal funding for the handicapped.

On page 16, delete all material in lines 16 through 18. As now written, this section of the bill would not allow a district to expend funds received from other agencies for serving the 22 through 25 year old handicapped.

On page 26, in line 16, delete the word "physically" and add after "students" the phrase "who need special facilities." Remodeling may be necessary for some handicapped children and physically handicapped is no longer a handicapping category by definition.

On page 27, line 4, insert the words "district owned" between the word "for" and the word "school."

Honorable Chet Blaylock
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Page three

All mandated services to handicapped is deleted until September 1, 1978.
We recommend that existing mandated service to handicapped apply until
the HB 816 mandates become effective on September 1, 1978.

Sincerely,

A handwritten signature in cursive script that reads "Clark W. Fowler". The signature is written in dark ink and is positioned above the typed name.

CLARK W. FOWLER
Director
Special Education Unit

CWF:es

February 22, 1977

ANALYSIS OF HB 816 ON SPECIAL EDUCATION INTRODUCED BY THE HOUSE
EDUCATION COMMITTEE - Prepared by Rae Haas, Researcher.

The following, by page number and section number, is a brief recap
of the affect of the revisions of each section of HB 816.

- Pages 1 to 7 Section 1. The definitions have been revised to agree with those used in federal regulations pursuant to 94-142.
- Page 7 Section 2. Specific areas of policy to be adopted by the Board of Public Education and to carry out the provisions of this legislation are identified. These policy areas are required to comply with federal regulations and to clarify the state requirements.
- Page 8 Section 3. Subsection 4 has been changed because the responsibility for determining those children in need of special education has been delegated to local boards of trustees in Section 12. The Superintendent of Public Instruction will provide guidelines and procedures only.
- Page 8 Subsection 5 places the responsibility for developing program needs for each child with the local district following guidelines from the Superintendent.
- Page 9 The language in subsection 6 has been clarified so that it is consistent with other sections.
- Page 9 Subsection 7 gives the Superintendent responsibility for developing comprehensive service models.
- Page 10 Subsection 12 and Section 4 revise the authorization for the special education regional services program and defines the services to be provided. The section also contains a sunset clause for regional services.
- Page 11 The language in section 5 providing for interagency cooperation has been clarified.
- Page 12 Section 6. The procedures for establishing special education programs has been revised by removing the provisions for a certain number or category of handicapped children. Service is required for all handicapped children in the "least restrictive alternative setting". This mandate complies with recent federal legislation.
- Page 13 and 14 Section 7. The requirements for a certain number or category of handicapped children to establish a program have been deleted.
- Page 15 and 16 Section 8. Also removes the requirements for a certain number or category of handicapped children needed for establishment of a program. Deletes authorization for programs for handicapped persons over 21.
- Page 16 Section 9. The language in this section has been clarified.
- Page 17 Section 10. The language has been clarified and the Superintendent has been given final authority to negotiate

for out of state service for handicapped children.

- Page 18 Section 12. Establishes the local boards of trustees as the responsible agency for determining children in need of special education.
- Page 21 Section 13. Subsection (A) was intended to allow districts to contract with private agencies. The bill was not correctly printed; however, the amendment may be made by striking " by nonprofit agencies" on line 20.
- Page 21 and 22 Subsection (B) has been amended to allow districts to pay out-of-district travel costs for personnel.
- Subsection (C) allows expenditures for special adaptations of school buses to serve handicapped children.
- Page 25 Subsection (iii) has been deleted and no allowance will be made for building costs.
- Page 26 Subsection 2. An effective date for revised regulations has been set.
- Page 27 Subsection 4. Allows a district to exceed an approved program if they choose to pay the cost.
- Page 27 Section 14. The eligibility for transportation costs for special education students has been clarified.
- Page 28 Section 15. Deletes provisions for serving handicapped persons over 21.
- Page 28 Section 16. Repeals the section which provides for exclusions from special education programs of certain handicapped children or circumstances.

There are many reasons why HB 816 needs to be passed by the legislature.

This bill will bring Montana in compliance with Federal law. It, the bill, does this by changing the definition of all handicapped children. In many instances the definitions are simpler, which makes it easier to identify and then to educate them at a total lower cost.

We are very pleased to see the definition of learning disabilities in this bill rather than the educationally handicapped.

Due Process is now guaranteed by law, as is assurance of a comprehensive evaluation for all children who need it. Right along with this goes the option for schools to contract for services from a profit or non-profit agency. This will allow a district to contract for the best services at the lowest cost.

HB 816 finally takes hold of the pre-school problem. There will be an agency that parents will be able to turn to for help. The earlier a child is diagnosed as needing services, the less it costs to do it. It is also better for him emotionally and for the parents.

Under this bill school districts will be able to conduct screening tests for all children. School districts will be able to send teachers away for extra training, or to take advantage of specific conventions on different aspects of educating the handicapped child.

The most important part of this bill is that it allows classes to be established based on Need and not a Number! Right now in the state of Montana larger school districts are serving children from outlying areas. In some cases this may be the only answer, but for many it is not. The average cost of educating a handicapped child is \$2,000.00 per year. If the child needs foster care, it is another \$1,800.00 to \$2,000.00 per year. This brings the cost up to \$3,800.00 to \$4,000.00 per child.

If you were to hire a teacher, perhaps she might be able to serve 2 EMR's (Educable Mentally Retarded) and some learning disabled children. There might be other things that the teacher would be able to do. The added savings of a teacher staying in one building would be: cost of millage, time lost when traveling, and the efficiency of teaching would improve.

In conclusion, HB 816 needs to be passed. This bill will provide the means by which all children who need services can be served. It will give parents more input in the education of their child. It will also, in the long run, cost the state less. For once a child is identified early, then it is easier and cheaper to prevent the child from becoming a permanent, non-supporting ward of the state.

Maxine Lane, legislative person, Parents of Special Education PTA
of Missoula County

Testimony given at the Senate Education Committee hearing of HB816 by
Gwen Culver, Stanford, Montana.

page 5, lin 4 - The phrase comprehensive evaluation is vague. It does not state what methods are to be used in making the evaluation, nor by whom it is to be made. It seems to me that classroom and special education teachers could very simply and easily make necessary observations and reports in order to make placement possible. I do not agree with the suggestion that this is only a disciplinary matter, as the maladjustment may be a symptom of developing emotional problems.

page 20, Section 9, line 19 - The phrase to a marked degree and over a long period of time should be deleted, in my opinion, because if they were adhered to, the purpose of special education in dealing with emotionally disturbed will be defeated, since early discovery and diagnosis is crucial to treating the problem. It is my understanding that the more entrenched the problem has become, the more difficult it is to remedy. At least two school psychologists whom I have consulted agree with me on this. I would also delete the word seriously at the beginning of the sentence for the reasons mentioned above.

I have reservations about the value of the whole idea of classifications in assigning children to special education. If a child cannot learn or does not learn, he has a problem, and should be given help, without worrying about being in a restrivtive classification. Upon placement, it then becomes the special education teacher's responsibility to ascertain the problem and teach to it. The endless amount of testing, reporting, and other red tape to be followed is keeping children out of the program, instead of having them freely move in and out of the program as their needs arise. Classroom teachers, already overburdened, are understandably reluctant to take on additional meetings, reports, and bureacratic regulations, especially when they feel

as do I, a special education teacher, that the job can be accomplished in a much simpler and more straight-forward manner.

page 8, line 1 - A comprehensive evaluation for each handicapped child - again the wording is unclear, and if the evaluation becomes unnecessarily comprehensive and involved, will result in a great deal of lost time that could be spent in dealing directly with a child's problems. I realize the need for evaluation, but we feel that teachers adequately trained in the field will be able to make a judgement as to the need for testing.

page 8, line 5 - "other policies needed to assure a full and appropriate public education." This phrase seems to me to leave the door open to endless bureaucratic controls and should be deleted.

page 9, line 1-9 - The local board in consultation with faculty and administration should establish procedures to be used by school district personnel in identifying handicapped children, and local districts will be in a much better position to determine the kinds of special education class or program and to determine guides for developing it.

page 11, line 5-6 - There seems to be a problem with the word adequately. By whose judgement is the determination made? Could this line open the door to making regional services a regulatory group? I believe regional services does very well as a consultative group and should continue in that capacity, but should not become regulatory.

page 21, lines 13-16 - Because of the special needs of these children, it may be necessary to provide extra materials that are not necessary for regular students, therefore a larger amount of money for supplies and other materials may be needed.

SUMMARY

On balance, the law appears to have much in **its** favor and I would favor its passage, but with the modifications I have mentioned. Because of the unique character of individual school districts in this unique state, we need more flexible laws to accommodate the varying conditions in our districts.

I realize the need for a definition between special education and Title I programs, but I feel that in rural areas such as ours, legislation that is too restrictive in nature will defeat the purpose of the bill, and will tend to discourage the use of the program. As a result, many needy youngsters will lose the benefits that it was intended to bring them.

I represent no organization or school district, but having discussed these problems with others, including parents, administrators, classroom and special education teachers, and supportive personnel, I find them to be in agreement with me on most of these points. The main problem, and here we all seem to be in agreement, is the lack of flexibility in administering the program, particularly in having to call endless meetings of child study teams, at hours such as 7:15a.m. when no one is at his best. The distances to be traveled in the state of Montana also make things difficult for parents, who may live 20 miles from the school; for supportive personnel who may be 50-90 miles away; for teachers who may also be coaches and involved in a great deal of extra-curricular activity; and for principals who may feel that the days just aren't long enough to crowd in all the meetings they must attend. After being confronted with this type of situation, teachers, parents, and administrators tend to become discouraged and do not refer children who have definite needs to the special education program.

It should also be mentioned that a stigma is connected with special education, and that students themselves do not want to be classified as "dummies who have to go to special education". Whatever can be done in eliminating this kind of connotation ought to be incorporated into the law.

Respectfully submitted,
Mrs. Gwen Culver
Special Education Teacher
Stanford, Montana

Instructional media

INSTRUCTIONAL MATERIALS -- The ESD 110

Production Center is open Monday through Friday during the school year. Services available include: audio tape duplicating, laminating, slide and filmstrip production and duplicating, dry mounting and transparency production. A charge is made for materials used.

Workshops on using and creating instructional materials are offered to teachers and administrators through the ESD 110 Production Center in cooperation with state colleges at various times during the school year.

FILM LIBRARY -- The ESD 110 Film Library is stocked with approximately 8,000 films covering almost every subject taught, K-12. The Film Library is a cooperative supported by 18 school districts. Teachers may order films throughout the school year by using the Film Catalog supplied to each teacher by ESD 110. Films are delivered to most schools twice each week by the ESD 110 Courier Service. In addition to its regular supply of films, the Film Library has leased a number of full length feature films which are available to rent at half or less than half the commercial rate. Also, the Library has media consultants who visit schools and work with teachers on the most effective ways to use films to enrich learning.

ERIC -- ERIC is a collection of research and research related reports in the field of education, provided through ESD 110 by the Region X Office of the United States Office of Education, HEW. Educators may make use of ERIC by coming to the ESD 110 Micrographics Center or by ordering any of the microfiche by number as listed in the monthly issue of *Research in Education*. Monthly issues of *R/E* can be checked out from ESD 110. A duplicate of any ERIC microfiche can be obtained through the ESD 110 Micrographics Center for 15 cents per fiche in a minimum order of \$1.00 (unless paid by cash). For a free information packet on ERIC and more information on ESD 110's ERIC service, contact Marilyn Wilkinson at ESD 110.

esd 110 administrators

Robert J. Marum Superintendent
Dr. James J. Kiefert Assist. Superintendent, Instruction
Gil Cantu Business Manager
Arthur E. Day Director, Educational Media Services
Dr. Don Whitney Director, Special Services

RX FOR INSERVICE -- ESD 110 has an extensive collection of media to support staff development programs. The collection is called Education Library for Staff Development and includes kits, films, sound filmstrips, audio cassettes, and booklets with recent copyright dates. Descriptions of approximately 400 items are included in a catalog that has been distributed to each school district. For more information on this resource, contact the person in your school district responsible for staff development, or the ESD 110 Office.

LEARNING RESOURCES -- A collection of learning resources including tape recordings, professional books, filmstrips, models and kits is available for teacher check-out. A collection of new special resources is available in three areas: women's studies, death and dying, and micromedia. Bibliographies on these topics are also available. Learning resources are delivered to schools at the teacher's request via the ESD 110 Courier Service. An ESD 110 Catalog of Learning Resources 1976-77 which lists these materials is available upon request from the Library/Micrographics Center.

MOBILE WORKSHOP -- The Mobile Workshop is a 23-foot trailer, specially equipped with machines and materials to facilitate media workshops at school buildings. The Mobile Workshop enables teachers to learn how to produce their own instructional materials and to examine commercially published materials. The Mobile Van visits school districts on a prearranged schedule.

MICROMEDIA -- In addition to its ERIC collection, the ESD 110 Micrographics Center maintains several smaller microfiche collections for duplication and for loan. Among the collections are: learning activity packages, packages for autonomous learning, and a small collection of teaching units on color microfiche including four Washington historical units with accompanying cassettes. Workshops on educational microforms, ERIC services and records management will be provided to districts upon request. Teachers and administrators and interested citizens are invited to visit the Micrographics Center and to examine the available microforms.

REPAIR SERVICE -- A repair service for school audiovisual equipment is maintained by the ESD 110 Office. Repair services are provided to schools far below the commercial rate and the service features pick-up and delivery of equipment. Schools or school districts interested in using the repair service should contact Art Day at the ESD 110 Office.

ESD 110

guide to services

Educational Service District (ESD) No. 110 is one of 12 ESD's in the State of Washington formed to provide services to local school districts within its boundaries. ESD 110 serves the 21 school districts in King County plus Bainbridge Island; these districts have a combined enrollment of 237,000. ESD 110 services seek to help districts save money, prevent duplication of effort and provide special services which districts are unable to provide for themselves. This brochure outlines some of the specific services of ESD 110; more information may be obtained by calling or coming by the ESD 110 Office, 1410 South 200th, phone 242-9400.

The Educational Service District 110 Board has seven members, elected in the November general elections by voters in the respective board-member districts. Based on population, three of the board-member districts are in Seattle and the remaining four are divided among the suburban school districts.



A brief description of services offered by Educational Service District No. 110

HJR 84

and support personnel who work with children with handicapping conditions. The services provided are: adequate supply of educational material; materials of examination, demonstration and evaluation; inservice training in the use of media/materials and educational technology; direct assistance to teachers in educational appraisal and programming; and dissemination of information. The information gathered from CHILDFIND, explained above, is maintained in the Total Handicapped Information System (THIS) and is used to aid in forecasting needed special education services. The SEMAT/THIS Program is coordinated by Debora Boeck.

PSYCHOLOGICAL SERVICES -- Three school psychologists from ESD 110 serve several small districts that, because of their size, do not employ extensive special services staff. These districts are: Bainbridge Island, Lower Snoqualmie Valley, Vashon Island, Enumclaw, South Central and Lester. Primary responsibilities of the school psychologist are assessment and reassessment of children referred to special education. In addition, the school psychologists assist school districts' special education staff in their effort to comply with state and federal laws regarding special education. The school psychologists are Victoria Foreman, Judy Schneider and Gary Fisher.

EPILEPSY TEACHER TRAINING PROGRAM -- A training program for school personnel in the recognition and care of students with epilepsy is being offered through the educational service districts to local school districts throughout the state. Programs available to local school districts include three different types of workshops: 1) a one-hour, introductory presentation for total school staffs offering information on the nature of epilepsy, its recognition, treatment and its social-psychological effects on children in school; 2) a six-hour, two-day workshop designed for teachers, school nurses and other school personnel who are interested in a more in-depth study of both the medical and social aspects of epilepsy; and 3) a ten-hour, college credit workshop designed for special education teachers, counselors, psychologists and school nurses offering information of a more technical nature than presented in the two-day workshop. The Epilepsy Teacher-Training Program was funded by an SPI grant and was developed by Alice Haberstich, education specialist, assisted by Glenda Gerstmann.

director-coordinator of the arts program in all school districts within the county. This program is funded by Title VI, PL 93-380.

CDS SERVICES -- Two part-time communication disorder specialists, Susanne Sherman and Ronna Ault, currently provide services to the Lower Snoqualmie Valley and Lester School Districts. Their services include screening, diagnosis and therapy for articulation disorders, voice and fluency problems, and language disorders. Help is provided for children of preschool and school age.

VOC ED CONSULTANT -- This project provides comprehensive curricula guidelines for prevocational instruction (primary and intermediate levels) and vocational training (secondary level) to special education teachers throughout ESD 110. A catalog of instructional objectives is being developed which will cover such subject areas as self-help and independent living skills; preparation for work experience (prevocational skills) and on-the-job training (vocational skills). Accompanying these objectives will be a system for assessing student deficiencies and tracking skill development. The Vocational Education Program is coordinated by Robert Ackein.

ORIENTATION AND MOBILITY -- Bob Miller and Pete Leech provide orientation and mobility training to blind students and inservice training to teachers of blind students. Their goal is to make visually impaired students independently mobile.

HEARING IMPAIRED DEPOSITORY -- This is a depository which will house auditory equipment and educational materials to serve hearing impaired children throughout the state. The depository will be located in the SEMAT Center at ESD 110.

OTHER SERVICES -- Several members of the Special Services staff known as "educational specialists" are available to assist local school districts with: 1) assessment of and programming for handicapped students; 2) obtaining and demonstrating instructional materials designed for use with handicapped students; 3) providing inservice training for special education personnel; 4) assisting regular classroom teachers who have handicapped students in their classrooms. The educational specialists are: Alice Haberstich, Debora Boeck, Robert Ackein, and Terry Ryan.

needs of handicapped secondary students in rural and remote areas of ESD 110. A Mobile Vocational Unit is being prepared. The main goal of the unit is to improve the quality and success of educational programs by providing schools with in-depth information on students' vocational aptitudes, deficiencies, and interests in order to establish realistic recommendations for training. This program is being coordinated by Curtis Johnson, an educational specialist in vocational evaluation. The program is funded by Title VI, PL 93-380.

HOME TRAINING -- The Home Training Program uses specially developed television programs and trained personnel to provide home services for mentally retarded, physically or multiply handicapped children, 0-5 years of age. Marie Kirk is the project manager for the Home Training Program. This program is funded by Title VI, PL 93-380.

HOME ED FOR HEARING IMPAIRED -- The Home Education Program for Hearing Impaired (H.E.P.) is designed to help parents of hearing impaired children from birth to school age. H.E.P. provides help by teaching parents to: manage their child's hearing aids; teach their child to use the hearing he has; help their child develop a system of communication; and help their child develop language. The training is provided by a local parent trainer who makes weekly visits to the home. Quarterly staffings and regular evaluation by the program director, parent trainer supervisor, parent trainers, managing audiologists, psychologist, and other related professionals provide the necessary information to insure the family's success. The program is funded by Title VI, PL 93-380. Linda Lynch is the program supervisor.

DEAF/BLIND SERVICES -- Dr. Marie Thompson coordinates Deaf/Blind Services provided to those children who have both hearing and visual impairments as well as severe communication and developmental handicaps. Services are provided through federal funds (Title VI-C) and include physical therapy and orientation and mobility as well as specially designed educational curricula used in the classrooms.

MUSIC IN SPECIAL EDUCATION -- Eleanor Crispin, special education music consultant, provides selected music and/or art activities to children with handicapping conditions currently enrolled in a special education class. The Music Program is being offered in the Highline, Kent, Renton, and Lake Washington School Districts during its 1976-77 pilot year.

curriculum and instruction

HEALTH EDUCATION -- Clay Roberts can assist local districts in: health education curriculum development, inservice planning, program evaluation, providing learning materials for K-12, seeking funding for development and expansion of programs. A special project of the Health Education Department is the Alcohol Education Project. (See Special Projects Section.)

TESTING -- ESD 110 is coordinating an Evaluation and Assessment Cooperative with approximately 20 school district members. The purpose of the cooperative is to provide cooperative testing and scoring to accumulate criterion-referenced assessment instruments.

CURRICULUM IMPROVEMENT -- The ESD 110 Curriculum and Instruction Office is available to help districts with special curriculum projects. The Office can help districts up-date specific curricular areas, and plan inservice programs for teachers in all curricular areas. Many area-wide professional groups have been established to assist in curriculum improvement in the Puget Sound area, such as the ESD 110 Curriculum Committee and local principals' associations.

RESEARCH -- The C&I Department works closely with research and evaluation associations. The publication *Question Bank* is available through the C&I Department to any district wishing to conduct a community, student, parent, or employee survey. All questions are computer coded for easy tabulation and cross referencing. To help districts make decisions about future curriculum programs the Curriculum Department will assist in conducting surveys on a request basis.

WORKSHOPS -- The ESD 110 Curriculum Department offers inservice opportunities to area educators on a wide variety of locally and nationally important topics. The more than 100 workshops to be offered this year will include such topics as: death education, career education, school playgrounds, school climate and special education. Workshop topics are selected with the help of the ESD 110 Curriculum Committee composed of educational specialists from local school districts. Additional topics are selected by using the results of an annual cooperative ESD 110/AWSP needs survey which samples ESD 110 administrators and teachers.

ENVIRONMENTAL EDUCATION -- Tony Angell, supervisor of the Environmental Education Office in ESD 110, works with students, teachers, and administrators throughout Northwest Washington in the development, training for, and implementation of programs in energy education, land use, population, air and water quality and ecological studies. Special films and appropriate curriculum materials are available for use in classrooms, K-12. His office also manages the utilization of the Whidbey Island Environmental Education Center site by students and teachers. A special environmental project is, "Energy Efficiency in the Food System." (See Special Projects)

GIFTED EDUCATION -- Lynda Blakely serves state-funded projects in gifted education throughout the state. She is available to assist in gifted curriculum development, identification problems, and workshops for teachers and parents.

CAREER EDUCATION -- Career Education Director Kaye Kiefert, and two assistants, Wanda Cadman and Harry Silverthorn, are available to assist local school districts in developing career education programs and inservice workshops. Robert Ackein, career education specialist for the handicapped, is available for local district assistance.

READING -- The Northwest Reading Consortium, a project for utilization of research and development, is aimed at improving reading programs in local education agencies. Warren Beecroft, coordinator for the program in ESD 110, will provide technical assistance and coordinate activities leading to involving school personnel and communities in identifying problems, selecting and installing programs, and modifying them to meet the unique needs of the local school districts. The Northwest Regional Educational Laboratory will develop the knowledge base and provide other technical resources and training for the project. Efforts will be concentrated within the Highline and Issaquah School Districts in the project's initial year.

PRIVATE SCHOOLS -- Jeffrey Keuss provides specific liaison services for private schools including the coordination of information on health, fire, legal, and curricular and instructional problems and requirements.

TALENT BANK -- The ESD 110 Talent Bank is an up-to-date listing of educational consultants available to local districts upon request to the C&I Department for free or at minimal cost (i.e., mileage).

special services

CHILDFIND -- The CHILDFIND project seeks to insure that all children residing in the state who have handicapping conditions and are in need of services are identified, located, and evaluated. The ESD 110 Childfind coordinator, Terry Ryan, works directly with parents or guardians of handicapped children in arranging appropriate evaluation and referral to the local school district responsible for providing an appropriate educational program. The program is funded by Title VI, PL. 93-380.

The [redacted] I Ed [redacted] Math [redacted] and Training Center at ESD 110 serves teachers, administrators

ARTS PROGRAM FOR HANDICAPPED -- The Arts Program for the Handicapped consists of both involvement in various art forms and staff training in different expressive media. Artists visit classes to share their particular talent and expertise with children. The arts encounters may be used to enrich curriculum, as well as to develop basic skills: sound awareness and perception, concepts of directed movement, proficiency in hearing, an understanding of one's own body and its possibilities, skill in self-expressions, use of symbol, and appreciation of the visual environment. Follow-up workshops are conducted with handicapped children to build self-esteem and confidence with these experiences in their classrooms. Muriel Miller is the

AUDIOLOGICAL COOPERATIVE -- The ESD 110 Mobile Audiological Cooperative provides audiological services to eight South King County school districts including Federal Way, Enumclaw, Renton, South Central, Auburn, Tahoma, Issaquah, and Kent. By pooling resources and employing a full-time educational audiologist, O. T. Kenworthy, these districts intend to provide more comprehensive identification, diagnosis, referral, educational programming, and general follow-up services for children with impaired hearing. This program is funded by Title VI, PL. 93-380.

VOC ED EVALUATION UNIT -- To meet the vocational

CREDENTIALS AND RECORDS -- The ESD 110 Certification Office processes applications for teaching certificates and administrative credentials for all teachers and administrators except those in the Seattle School District.

LIAISON -- ESD 110 serves as the liaison between local school districts and many Puget Sound area community, government, and private agencies -- such as: the Red Cross, United Way, Municipal League, and King County offices.

EMERGENCY ANNOUNCEMENTS -- During the school year ESD 110 maintains an Emergency Communications System which enables school districts to communicate quickly and uniformly with their patrons concerning school closures or emergency announcements.

STATISTICS -- Comparative educational statistics compiled annually cover enrollment, assessed valuations, cost per pupil figures, election results and other data.

LEGAL QUESTIONS -- ESD 110 provides a clearing-house for opinions and legal notices from the Prosecutor's Office. In addition, ESD 110 administrators help districts locate and interpret specific topics in the Revised Code of Washington (RCW).

PRINTING -- ESD 110 is able to provide cost-saving printing services to districts upon request.

FEDERAL PROGRAMS -- The ESD 110 Federal Projects Office assists in application review and provides monitoring and technical assistance for selected federal and state funded programs.

FISCAL ASSISTANCE -- The Finance Department provides assistance to local school district personnel in budget preparation, revenue estimating, and other needed services.

REPORTS -- The ESD 110 Finance Office serves as an agency of the State Superintendent's Office in the processing of state reports that local districts are required to send to the State Superintendent's Office.

MANAGEMENT INFORMATION -- ESD 110's Management Information Service provides comprehensive data to school district administrators to help them make better decisions related to housing, salaries, transportation, staffing and other school management areas.

STUDENT MIGRATION PROGRAM -- The Student Migration Program measures the magnitude and direction of student migration between urban school districts in the State of Washington.

COMMUNICATION -- *The 110 Pen* and *Dimensions* are newsletters published for educators and interested citizens in the ESD 110 service area. They feature information about educational programs, meetings, workshops, and significant areawide trends and events. Also, the Community Relations Office is available to assist school districts with their communications programs.

PUPIL TRANSPORTATION -- Elmer London, regional transportation consultant, provides transportation leadership and assistance to school districts in ESD 110, 109, and 108. He provides assistance in all areas of pupil transportation including school bus driver training and certification and school bus maintenance.

ORGANIZATIONS -- ESD 110 assists in program development and provides staff and secretarial services for professional organizations. Among the organizations currently receiving these services: King County School District Organization Committee, School Directors' Association of ESD 110, ESD 110 Superintendents' Association, the School Safety Council, and the Transportation Supervisors' Association.

BUDGETS AND APPORTIONMENT -- The Finance Department monthly apportions state monies to local school districts and also is responsible for reviewing and approving 2nd class school district budgets and budget extensions.

special projects

TRAFFIC SAFETY -- Don Carnahan, regional supervisor for Traffic Safety Education in ESD's 108, 109, 110, and 111, assists school districts in developing and implementing traffic safety education programs. He works with school districts to insure that their traffic safety education programs are in compliance with state rules and regulations. He is also responsible for the implementation of motorcycle safety education programs in schools that are interested. These activities are largely funded with federal funds from the Washington Traffic Safety Commission.

ALCOHOL EDUCATION -- The Alcohol Education Project, coordinated by Carol Mooney and funded by the National Institute on Alcohol Abuse and Alcoholism, involves the development of curriculum materials, K-12, and the training of teachers in using the materials to develop alcohol education units for classroom use.

HEAD START -- ESD 110 administers the Head Start Program for rural and suburban King County school districts.

CULTURAL ENRICHMENT -- ESD 110 is the contracting agency for the Washington State Cultural Enrichment Program. The program is headquartered at the Seattle Center House, room 112; phone 622-7491. The goal of the Cultural Enrichment Program is to provide the best available art experiences not otherwise available to the common schools of the State of Washington. Director of the Program is Randy Rockhill.

ENERGY AND FOOD -- This is an environmental education program managed by Chris Peterson and funded by USOE for secondary schools in ESD 110. The curriculum covers global food problems, energy used in the food system, consumer education and school gardens. Instruction can be provided in renewable energy experiments such as solar flat plate collectors.

HISTORY SHOWS -- A series of four slide-tape presentations on Washington State history, sponsored by the SAFECO INSURANCE COMPANY, is available for purchase from ESD 110. Produced by ESD 110 and written by Northwest Historian Hayes Davis, the series helps students gain a greater understanding and appreciation of Northwest history and geography. Cost of the sets range from \$27 - \$35.

ARCHEOLOGY PROJECT -- The goals of this Title IV (Part C) project, administered by ESD 110, are to develop student and teacher interest in archeology and the pre-history of the Northwest Coast Region. The students participate directly in archeology activities including work on a professional excavation. The program establishes a model for using an agency such as the Pacific Science Center to work with the schools to cooperatively develop, pilot, and disseminate a specific program to meet student learning needs.

MINI-COMPUTER -- A traveling Mini-Computer Program enables students to learn computer concepts and programming.

SENATE COMMITTEE EDUCATION

Date March 29, 1977 HOUSE Bill No. 69 Time _____

(10) 10221

NAME	YES	NO
Senator Chet Blaylock, Chairman	✓	
Senator Ed Smith, Vice Chairman		✓
Senator George McCallum		✓
Senator Bill Mathers		✓
Senator William E. Murray		✓
Senator Frank Dunkle		✓
Senator Paul Boylan		✓
Senator Larry Fasbender		✓
Senator Bill Thomas		
Senator Margaret Warden	✓	

Jennie Lind
Secretary

Chet Blaylock
Chairman

Motion: Senator Margaret Warden made a motion that House
Bill No. 69 be taken off the table; on roll call vote, the
motion failed, with all Senators voting "no" with the exception
of Senators Blaylock and Warden.

(include enough information on motion--put with yellow copy of committee report.)