

MINUTES OF THE HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
January 14, 1983

The House Appropriations Subcommittee on Education met at 8:00 a.m. on Friday, January 14, 1983 in Room 104 of the State Capitol. With Vice Chairman Sen. Swede Hammond presiding, all members were present, with the exception of Chairman Rep. Esther Bengtson, who had accompanied the Institutions Subcommittee on their trip to Miles City and Glendive in order to visit the Community Colleges in those cities. The budget proposal for the Montana School for the Deaf and Blind was heard.

Pam Joehler (LFA) began the hearing with her analysis of the proposed budget. See Exhibit "A." The School serves about 325 children. Two new dorms, a food service, and a gymnasium were approved for construction by the 1981 Legislature. One dorm is completed and the rest of the buildings are expected to be completed by October 1983. She reviewed the action which had been taken during the special session of the Legislature. The LFA made several adjustments to the current level expenditures. Since the time that the budget was prepared, the School had been audited and they were instructed to use up their interest and income monies and they had had to make a budget amendment because of this. Therefore, the LFA estimate in this category will have to be revised. The LFA adjusted the utility costs to reflect changes from the construction that is going on. This is a different approach than the Governor's Office took. The agency revised its definition of FTE in its education program. Teachers formerly classified as 1 FTE are now classified as .73 FTE. The total level in the education program has been reduced by 1.86 FTE by the LFA. The School requested that the Legislature continue to support the FTE involved in the Title VI-C federal program. The LFA suggests that if the Legislature continues this support that it request line items to ensure that funds are spent following Legislative intent. The Legislature also needs to determine whether it wants to continue to provide General fund support for the Chapter I programs. The School maintains that there will be a 15% reduction in federal funding and is asking for General Fund replacement.

Frances Olson (OBPP) then presented his analysis. The Executive budget reflects the 1983 level of funding for personal services and for operating expenses. 6% has been added for inflation. In addition, consideration was given for increased operating expenses due to the addition of the new building. For the Chapter I program, the Executive budget proposes to replace the lost federal funds with General funding. The Executive budget also includes the modification for adding an additional custodian for the new facilities. A modified request was put in for utilities for the new buildings. Also 2.5 FTE are requested in an additional modification under the Student Services category.

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Ms. Joehler then added that some clerical errors had been made which would result in changes in three programs at the second-level comparison level. She also brought up the fact that the Board of Public Education had approved a proposal by the Office of Public Instruction that the School assume the responsibility of contracting for audiological services that are currently contracted through OPI. The proposal is to transfer appropriation authority from OPI to the School for the Deaf and Blind and that the appropriation be line-itemed, with any balance reverting to the general fund. No additional FTE will be required. She submitted that the issue could be addressed without making it part of the overall budget.

Questions were asked. Rep. Ernst wanted to know if there were any savings from shutting down the old utilities since the new building was completed. Ms. Joehler explained that there are 2 efficiencies; (1) in the fall of 1983 the old building would be torn down and (2) the new boiler is more efficient.

Mr. Bob Deming, Superintendent of the Montana School for the Deaf and Blind, then testified in support of the Executive budget. He presented a slide show, put together by five C.M. Russell High School students which demonstrated what the School did. After the slide show, bulletins were distributed to the Committee members which contained an analysis of the Governor's and the LFA's budgets; see Exhibit "B". He explained that the booklet had been developed by the Board of Public Education, from private dollars. He stated that their goal was to serve the children at current level with current staff, and the only exceptions were for the FTE for the new facilities.

Sharon Cromems , a member of the Superintendent's Advisory Council for the School for the Deaf and Blind, then spoke. Regarding Title VI-C, the alternative offered was possibly returning those five multiple-handicapped students to the local school districts. This could be done, but those students would be denied the high school personnel that is needed to teach them. This kind of skill is not available in the average school. Another option would be to send them out of State, but it would cost far more than the money proposed by the Governor's budget.

Harriet Meloy, a member of the Board of Public Education, then spoke. The Board supports the School's budget unqualifiedly. They hope the cost problem with the federal government has been resolved satisfactorily. They also support the modified request for utilities for the new building.

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Bob LeMieux, a teacher for the deaf, then testified. He is also a father of two girls who attended the School and President of the Federation of Teachers at the School. He rose in support of the Governor's budget.

Phyllis Honka, the parent of one of the children seen in the slide show, testified. She praised the job the School had done for her son.

Denis Yost, also a parent of the MSDB student, spoke. Their daughter has a partial hearing loss and she attended public schools until the 8th grade, but they were unable to serve her sufficiently. He rose in support of the Governor's budget.

Ann Engels, also a parent of a MSDB student, rose in support of the budget and the School.

Martha Janes, another parent, spoke up in support of the budget and the School.

Janet Grover, another parent, testified. Her daughter attended Helena schools until the 9th grade and was considered retarded. She is now in her first year at MSDB and is accepted simply as a MSDB student attending East Junior High.

Dave Mason, also a parent of a deaf child attending the School, stated that, thanks to the School, now their child can communicate and is a total person. Nowhere else in the State could she have gotten this opportunity.

Questions were then asked. Rep. Ernst asked Mr. Deming to tell the Committee about the School's basketball team. He replied that the girls had won a basketball game this year after five years. The basketball program has made the students' self-image improve greatly.

The hearing was then closed and the meeting was adjourned at 9:00 a.m.

J.W. Hammond
Sen. Swede Hammond, Vice Chairman

VISITORS' REGISTER

HOUSE Appropriations COMMITTEE
Subcomm on Education

BILL _____

Date 1/14/83

SPONSOR _____

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Sharon Crammer	Helena	School bus D.S.B. Advisory Committee	✓	
Diane Zgajcich	2209 4th Avenue North Great Falls	M.S.D.B.	✓	
Mia L. Bennett	Great Falls	M.S.D.B.	✓	
Robert P. O'Ferrin	MSD.B. G.F. FALLS	M.S.D.B.	✓	
Tom McLean	Mont Fed Teachers	Mont Fed Teachers	✓	
Pat Fairbank	Helena	Mont Fed Teachers	✓	
Ron Miller	Rep. Dist 42	House of Reps	✓	
Harriet Moly	1317-9th	B.P.E.	✓	
Tom Ryziski	Great Falls	M.S.P.B. Federation	✓	
Bob LeMeur	Great Falls	M.S.D.B. Federation	✓	
Linda Penner	Great Falls	M.S.P.B. Federation	✓	
Chris Christensen	Great Falls	Sen Dist 19	✓	
Henry K. Berg	Great Falls	Sen Dist. 21	✓	
Jay Miller	Helena		✓	
Don Mass	Helena	Parent of child attending MSD.B.	✓	
Jerry Lynn Kinow	Boulder	Mont Fed. Teachers	✓	
Judy Johnson	Helena	OPI	✓	
Gary Steuerwald	Helena	OPI		
Janet Grouse	Helena	M.S.D.B.	✓	
Doris York	Helena	Parent of child attending MSD.B.	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE

COMMITTEE

BILL

Date _____

SPONSOR

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

SCHOOL FOR THE DEAF AND BLIND
Current level comparisons

Exhibit A

7/4/83

EXHIBIT "A"

PROGRAM	EXPENDITURE CATEGORY	DIFFERENCE	CAUSE OF DIFFERENCE
Administration	Communications	LFA under OBPP \$5000 each year	LFA reduced base year expenditures due to MSDB spending 56.5% more than what was budgeted for in the last legislative session.
	Equipment	LFA under OBPP \$2500 in '84 LFA over OBPP by 7% each year.	LFA included adjustments for new facilities in the current level. OBPP includes agency's request in modified level.
General Services	Utilities		
	Repair + Maintenance	OBPP over LFA \$12000 in '84 \$16,500 in '85	OBPP allowed base adjustments of \$8000 in FY/82.
Health Services	Equipment	OBPP over LFA \$10,340 '84 \$2300 '85	
Education	Supplies + Materials	LFA over OBPP \$24,661 '84 \$3800 '85	LFA allowed one time expenditures in 84+85 relating to the new buildings not allowed by OBPP
	Personal Services	LFA under OBPP \$34,700 '84 \$32,500 '85	LFA has removed 14 FTE from base relating to Title VI-C program and 4 FTE relating to Title I program.
	Supplies + Materials	LFA under OBPP \$3000 each year	OBPP allowed an additional amount each year for purchase of text books. LFA did not.
	Equipment	OBPP over LFA \$2000 in '84 \$3500 in '85	

Signal For The Deaf & Blind
General Services Department
Current Level Comparisons

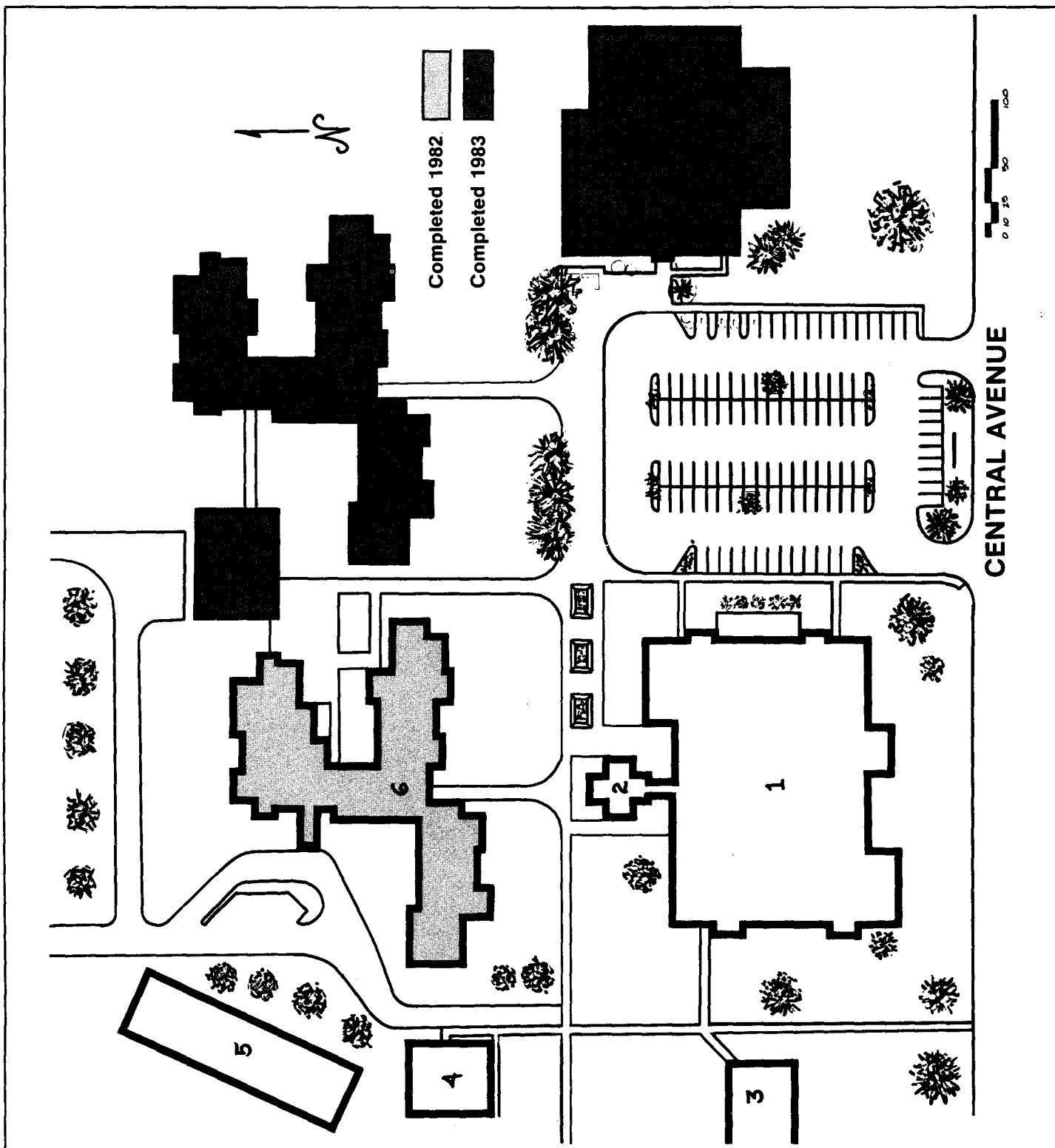
Education Sub committee

1/14/83
Exhibit "B"

telephone 406/453/1401

montana school for the deaf and the blind

3911 central avenue/great falls, montana 59401



- 1 Academic Center
Classrooms
IMC
- 2 Administrative Center
- 3 Shop/Home Economics
- 4 Boiler House
- 5 North Classroom Wing
- 6 Residential Cottage I
(primary/elementary)
- 7 Food Service
Dining Room
Kitchen
- 8 Residential Cottage II
(jr/sr high school)
Apartments
- 9 Physical Therapy
Center
- Swimming Pool
- Splash Pool
- Bowling Alley
- Locker Rooms
- Physical Therapy Room
- Training Room
- Weight Room

**campus
guide**

history
governance

past

Now a contemporary complex

on an 18-acre campus in Great Falls, the Montana School for the Deaf and the Blind was established nearly 90 years ago at Boulder for Montana children with hearing or visual handicaps. Today more than 100 students attend from every corner of the state.

The school was moved to Great Falls in 1936, when a dormitory/classroom building was completed.

In 1971 an academic and administrative center was completed. A building program begun in 1981 replaces the original dormitory with two residential cottages and adds a food service building with dining room, and a physical therapy center that houses a bowling alley, swimming pool, splash pool, locker rooms, physical therapy room, training room, weight room, lobby area, and a gymnasium with seating for sports activities. (Completion date, 1983.)

Governance of the MSDB is entrusted to the appointive State Board of Public Education, which sets requirements for public and vocational education in the state. The Board's seven members serve staggered terms of seven years, meeting every four to six weeks. (Ex-officio non-voting members are the Montana superintendent of public instruction, the commissioner of higher education, and the governor.)

The school originally was administered by a superintendent. Assisting him now are the principal of the department of the hearing impaired, the principal of the department of the visually impaired and the department of the multi-handicapped, the dean of students, and the business manager.

present

*focus
funding*

Total communication skills development is the goal of the Montana School for the Deaf and the Blind for its students . . . for the hearing impaired to be able to use residual hearing, to be competent at American Sign Language and Signed English, to speak, to speechread . . . for the visually impaired to read large print and Braille, to use Optacons and Braille writers, and to be sensitive to sounds and textures.

MSDB teachers, determined that their students will be able to enter the outside world with confidence, encourage students to use every kind of language and communication tool to free themselves of their handicaps.

Hearing-impaired youngsters are taught to sign in correct English so they will be able to understand spoken and written language. They're encouraged to speak as they sign, to finger spell, and to use hearing aids.

Blind students are taught to listen closely and carefully, and to become independent in their environment.

The multihandicapped are taught to develop communication through a prelanguage program that helps them to initiate action, anticipate, imitate, and respond to their environment.

The state school is open to every visually and hearing-impaired child in Montana—from birth through the age of 21. There is no charge for enrollment or for room and board.

More than 100 students (some of them day students from the area) come from all parts of Montana to attend classes on the Great Falls campus. Many are able to take advantage of the selective mainstreaming opportunities at the nearby public schools.

Operating and capital funds,

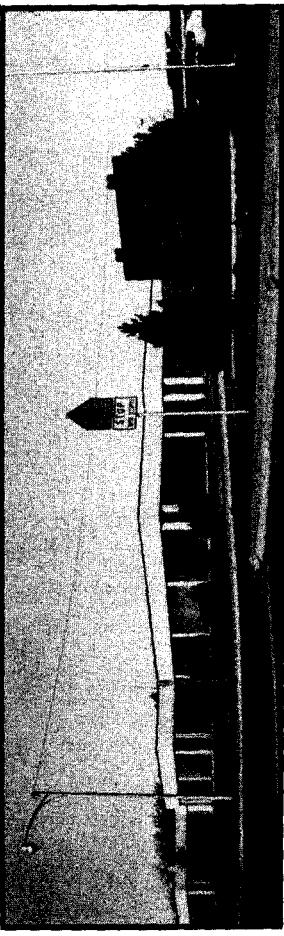
more than \$2 million annually, are appropriated by the State Legislature after the MSDB budget has been approved by the Board of Public Education and then submitted to the Governor's Budget Office and the legislators.

As do public schools, MSDB has its own school lands that earn interest and income. Other funding comes from the Montana School for the Deaf and Blind Foundation, directed by a seven-member board appointed by the Board of Public Education. Foundation board members serve three-year staggered terms. The MSDB superintendent and a Board of Public Education representative are permanent members of the Foundation Board.

Donations to the Foundation arrive weekly in amounts varying from \$5 and \$10 bills to \$10,000 estate checks. The fund (now close to \$200,000) is used for student expenditures beyond the state's obligations—parties, dances, skiing, field trips, special treats and public events. (This booklet was produced with funds from the Foundation.) The Board of Public Education must approve any individual expenditure in excess of \$500 from Foundation monies.

The MSDB Instructional Materials Center receives supplemental funds from the U.S. Office of Education and the American Printing House for the Blind in concert with the Office of Public Instruction.

Academic building



Individual instruction



Parent-infant training



montana school for the deaf and the blind
3911 central avenue
great falls, montana 59401
telephone 406/453-1401

general
hearing-impaired
audiologist
parent-infant
interpreter/tutor
career education
multihandicapped
physical therapy
speech therapy
art
home economics
shop
music
visually impaired
orientation/mobility
brailist
counselors
psychologist
resource consultants
in-service training
medical care
library/imc
child study team

learning

The Montana School for the Deaf and the Blind offers its students the same academic subjects that public school students receive, fulfilling the same Board of Public Education requirements. Added emphasis is on language development for the hearing impaired and life skills for the visually impaired.

Because classes at MSDB are small (six to eight students), individualized instruction is possible. If one way of presenting material doesn't work for a student, another can be used.

All students attend classes in language, reading, mathematics, science, social studies, art, music, communication, home economics, and physical education. As they become ready, students go into the public schools for a portion of their school day.

Most of the visually handicapped students are ready to enter junior high school in their home districts. Hearing-impaired students, because of their more difficult communication problem, usually continue their academic core subjects at MSDB, going into East Junior High School or Great Falls High School for electives.

The MSDB school year coincides with the public school year.

All hearing-impaired students, from preschool through the sixth grade, wear a powerful electronic hearing aid—an auditory training system—in all MSDB academic classes.

Tuned into the teachers' wireless microphones, the "trainers" help even the profoundly deaf develop listening skills that enable them to produce or begin to recognize sounds—especially important in learning to listen through background noise. The mikes can be set up for symphony performances, lectures, movies, record players, tape recorders—anything emitting sound.

Auditory training also helps students develop a skill that will be important throughout their lives: to be able to detect changes in their surroundings as signalled by loud sounds, such as sirens or alarms.

PRESCHOOL PROGRAMMING in language development, communication skills, and social interaction is available for very young children. (Many of them have been part of the MSDB parent-infant program since early infancy.) The children spend the full day in a school setting geared toward communication and academic readiness, but also including art, music, and play activities. Their needs are met almost on a one-to-one level through the assistance of teacher's aides and foster grandparents in the classroom.

IN GRADES 1-3, because stability is important to young children, classes meet with the same teacher in the same controlled classroom setting five days a week. The curriculum includes all the subjects required in public schools—language, reading, science, social studies, and math—PLUS communication classes in speech, sign language, auditory training, and finger spelling. Students have indoor or outdoor physical education daily, and receive instruction in home economics, art, and music once a week. Once or twice weekly, as needed, they work with a speech therapist and, if necessary, a physical therapist.

The staff audiologist tests each hearing-impaired and blind student annually—not only for hearing level, but also for middle ear function. Testing is important in monitoring students for changes or shifts in performance, for detecting and monitoring ear problems, and for evaluating and monitoring the child's use of various forms of amplification instruments.

Testing takes place in an audiotmetric sound suite designed to reduce background noise. Even an infant can be evaluated with the equipment. A diagnostic audiometer is used to evaluate the child's responses to speech and pure tones and ability to understand speech. An impedance bridge enables the audiologist to detect middle ear problems.

Following the battery of tests, the audiologist determines whether a hearing aid will benefit the child (and assists the family in exploring funding sources, if necessary). Each child tries a variety of instruments made available to the school by manufacturers. After the most promising instruments have been tested in the sound suite and in classroom situations, the audiologist makes a recommendation. Following approval by a physician, parents can purchase the hearing aid from a local dealer, a dispensing audiologist, or other dispenser.

The parent-infant program extends the expertise of MSDB across the state and into the homes of hearing-impaired children throughout Montana.

The best years for developing language are from birth until age five. But deaf children and their parents need help to achieve progress during this critical period. That's why an advisor, working under an MSDB supervisor, goes into homes to counsel parents, to encourage language and speech development, to introduce hearing aids and sign language to babies, beginning at birth, and to work with children until they are of school age.

The in-home learning program is developed for a child if tests indicate that hearing is impaired. The advisor provides continuous support and counsel in regular visits, demonstrating ways a parent can communicate with the child, providing video tapes, and instructing in sign language. Parents and advisor work together encouraging the child to use residual hearing, managing the child's hearing aid, and helping with language skills development.

(Telephone 453-1401 for more information.)

Auditory training equipment worn in class by each MSDB student, preschool through sixth grade, is maintained by the audiologist. Provided by the school, the units enable the student to listen effectively in spite of background noises. The audiologist checks the equipment, makes minor adjustments and repairs, determines the most beneficial setting for each student, and replaces ear molds and batteries. An electronic hearing aid analyzer determines whether an aid or auditory trainer is functioning properly.

IN GRADES 4-6, the children change rooms every 45 minutes in a regular seven-period schedule. Language and reading—the most difficult areas for the hearing impaired—continue to receive academic emphasis.

IN GRADES 7-8-9, most students attend some classes at East Junior High School. A cooperative program with the public schools enables students to take physical education, art, home economics, metals, woodworking, and drafting at the junior high. Regular academic classes, under trained teachers of the deaf, continue at MSDB. Interpreter-tutors assist the students, acting as a liaison between MSDB students and staff and the city schools.

AT 10TH, 11TH, AND 12TH GRADE levels, most students have expanded into some of the more than 100 regular and elective classes offered at Great Falls High School while still continuing their core academic curriculum at MSDB. The only students who continue all classes at MSDB are those whose development (academic and/or social) is inadequate for public school attendance.

GRADUATION, as in the public schools, occurs after successful completion of the 12th year. By

then students have completed academic program requirements mandated for all Montana students by the State Board of Public Education.

AFTER HIGH SCHOOL, many hearing-impaired students go on to post-secondary studies in vocational-technical or liberal arts schools across the United States. Counselors assist students in applying for scholarships or in gaining admittance to any of the schools offering programs for hearing-impaired students.

Although there are many other schools for the deaf, most MSDB hearing-impaired graduates elect to attend Gallaudet College (Washington, D.C.), the National Technical Institute for the Deaf (Rochester, N.Y.), California State University (Northridge), St. Paul (Minn.) Technical Vocational Institute, or Seattle (Wash.) Community College.

Graduate studies are available at California State, the University of Arizona (Tucson), Gallaudet, the National Institute for the Deaf, the University of Maryland (Baltimore), the University of Nebraska at Omaha, New York (N.Y.) University, and Utah State University (Logan).

Class presentation at Great Falls High School



The interpreter/tutor program

offers hearing-impaired students the best of two worlds: the expertise and resources of MSDB, and the extended social and educational opportunities of the public schools.

With their interpreter/tutors, MSDB students move comfortably into East Junior High School and Great Falls High School to fulfill course objectives in required and elective classes. They take part in sports, share and enjoy extracurricular activities. Besides providing academic and socialization opportunities, the program fosters responsibility and independence.

Public school students learn how to communicate with the deaf through sign language classes for credit conducted by MSDB staff. (They develop insights into what it means to be deaf from daily association with MSDB students in their classes.) Increasingly, integrated hearing and hearing-impaired friends exchange visits between Great Falls homes and MSDB residences, sharing experiences, social problems, and positive feelings.

Public school teachers have welcomed interpreter/tutors into the classroom without feeling threatened. The professionals discuss how a student can best fit into that classroom situation, and what adjustments (if any) are necessary.

The program also includes after-school tutoring for students who need assistance. Additional support in particular subject areas is available from the MSDB teaching staff.

The career education program

increases the independence of high school students by providing practical experiences in, and awareness of, the working world. Emphasis is on positives and successes.

As often as possible, the community is used as a classroom. White- and blue-collar workers come into the school to explain their jobs. Students work for outside resource people (for credit during the school day) as volunteers or employees.

Coordinated with the counseling program, career education helps students to identify personal interests, skills, goals, and values—and to relate them to their futures.

The program develops an awareness of options in career choices for the deaf. It encourages parents and students to consider post-secondary opportunities by informing them of available schools, scholarships, and job possibilities.

Among the practical matters learned in the small, informal classes are how to apply and interview for jobs (including attitudes and grooming), and how to negotiate salaries with employers. Students open checking and savings accounts, bargain with car salesmen, check want ads, and investigate rentals. They learn about insurance, salaries, budgets, income taxes, and deductions—and how to apply what they have learned to their personal situations.

As volunteers they learn to gain satisfaction from working in a setting where profit is not a factor—assisting with children at day care centers, helping with school yard work, typing for charitable groups.

Multihandicapped deaf and blind students in the prevocational program at MSDB learn activities and skills to help them become productive at short-assembly jobs. Mechanically oriented, the students are trained through simulated work activities.

Emphasis is on completing a task, assembling in sequence, and attaining some independence. Depending on capabilities, the ultimate goal for students is placement in a sheltered workshop or in a competitive industry.

The multihandicapped students live in group homes in Great Falls and attend class at MSDB five days a week. In individualized sessions, they're taught to use whatever vision and hearing they have and to reach their highest form of mobility. Teacher-student communication is developed through touching and by negative and positive teacher responses to behavior. Another form of communication is developed through a prelanguage program: Sequences on an exercise mat sharpen students' abilities to crawl, scoot, knee-walk, and walk—helping them to initiate action, anticipate, and imitate.

Older students who have developed sufficient skills are trained for jobs that require skills in folding, stapling, packaging, sorting, or assembling articles such as pens, flashlights, or hospital admittance kits.

Multihandicapped communication



The physical therapist helps students limited in motor skills to gain maximum movement and coordination.

In relaxed, one-to-one settings, usually twice a week, the students reach, throw, balance, run obstacles, jump on the trampoline. Each action is designed to help them gradually extend movements. All activities are programmed to help them experience success.

Working with a doctor's referral and in cooperation with parents, the therapist motivates the student through a schedule that develops maximum abilities. Because attention span can be short, most students need constant encouragement.

Sometimes two students, if they can help each other, work together in therapy. An older student, serving as a role model for a younger, may be inspired to improve his own abilities.

The therapist works with deaf/blind students in weekly classes in the gym, where opportunities for unstructured, unstressful group activities extend the students physically.

Referrals for physical therapy are taken from parents, staff, teachers, or doctors. At the beginning of each school year, before proceeding with a new program, the therapist evaluates youngsters from the previous year's program. A pre-admission evaluation determines the needs of new students.

Speech clinicians help children achieve their full communication potential. The clinicians encourage the hearing-impaired to vocalize. Clinicians work with the visually impaired children who have difficulty producing sounds and who need special therapy.

Diagnosing, evaluating, and providing therapy, the clinicians work two or three times a week with students who need help. Every aspect of total communication is encouraged: speech and lipreading, sign language, finger spelling. (All alternative forms are used when necessary.) Individualized programs are based on student needs.

Hearing-impaired students are trained in lipreading, and are encouraged to use residual hearing. A video articulator with a small screen is one of the ways to show them the sounds they make, helping them become aware of what their voices can do.

All students are screened in the fall to determine if therapy is needed. New students are evaluated when they enroll.

Most children receive speech therapy through the sixth grade. High school and junior high school students can continue in therapy, if they desire.

Art classes for all MSDB elementary students benefit and delight both visually and hearing-impaired children. Through the process of creating, youngsters become aware of basic design, textures, and colors.

Regular 45-minute classes are part of the weekly schedule for first-through-sixth graders. At least once a year, each class spends a day at the art center at Paris Gibson Square, investigating the exhibits and working with the artist-in-residence on projects planned for the students.

In their own classes, the children use clay, leather, beads, paper-mache, plaster of Paris, paper, paints (sometimes painting with feet, noses or tongues), and an endless variety of other media. Their teacher, without showing examples that might inhibit creativity, explains step-by-step the processes necessary for the children to complete their projects.

Tooling leather



Home economics classes for a six-year-old are unusual, but MSDB administrators and staff believe that children living away from home need homelike experiences. Every child in the first through sixth grades attends a class in home economics once a week.

First graders learn simple tasks usually absorbed by watching their mothers in the kitchen: how to read recipes, use appliances, open cans, heat food, make toast and cocoa, peel and wash vegetables, mix and spread sandwich fillings. The children clean up and put staples away—and learn about the whole cooking process through observing their teacher and participating in the activities.

In fifth and sixth grades, home economics progresses to advanced or "expanded" cookery, to more complicated menu planning and execution. Students are taught simple mending and sewing for survival and fun: buttons, hems, gym bags, needlepoint.

Throughout the grades in their home economics classes, they learn basic social skills as an important part of relating to others.

Shop at MSDB is offered for students who are not able to attend public school classes. At MSDB, class size is small—allowing for individual attention and open communication between student and teacher.

In these classes, students can attain a sense of accomplishment and self esteem—not possible in a public school setting.

The 1- to 1½-hour sessions, mirroring public school courses, teach vocabulary, skills, and safety procedures for working with tools. As students attain job skills, they begin to acquire the direction, maturity, and social acceptance needed for entry into public school shop classes or jobs.



Music is a high priority for both visually and hearing-impaired students at MSDB. All children receive instruction; even the youngest have weekly classes. Many attend symphony and youth concerts. Some take private lessons in piano, guitar, violin, or voice. A few form small singing groups.

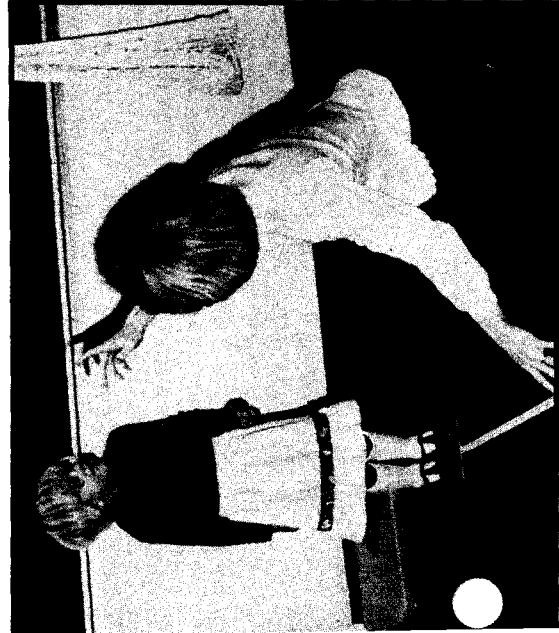
Sound is particularly important to visually impaired children since they depend so heavily on aural skills for communication with their environment. In 45-minute classes twice a week, they learn to listen, to sing, to move rhythmically, to dance, and to use rhythm instruments.

Hearing-impaired children are able to feel vibrations from music with their bodies. Their instruction embraces theory, voice training, dance, body rhythms, singing and signing, composition, musical games, and keyboard.

Through music, the hearing-impaired students are put in better touch with hearing people. Singing and pitch-making improve voice quality and inflection, and ability to form sounds for many students.

The children learn hearing perception by standing around the piano, their hands on the instrument, feeling where sounds are going. Soon they become aware of what sound is and isn't. When they're away from the piano, they're able to sense with their bodies what happens to the sound.

Because the hearing impaired tend to be visually oriented, they like to act out stories with sound effects. They particularly enjoy programs and action on stage. As a challenge to their perception, they're often asked to create drawings of what they remember of a musical performance.



Top: East Junior High School students in sign language class at MSDB
Bottom left: Dipping caramel apples
Bottom right: Physical therapy

Visually impaired children must be taught much that sighted children can learn through observation: how to brush teeth . . . comb hair . . . use knives and forks. Listening skills must be sharpened. From the moment the children waken until they go to bed, they are learning how to live in a sighted world. Their whole day's experiences must be channeled into a total learning schedule that provides continuity for them.

Elementary students walk across the street to Lewis and Clark grade school for social studies, science, and health. Before reaching junior high, most of the children can take all their classes in public schools—either in their home communities or as boarding students at MSDB.

Around-the-clock learning begins in the early morning each school day, when an educational aide (assisting cottage staff) comes into the residential cottage to help the children learn such important daily living skills as dressing, grooming, serving and passing food, pouring liquids, clearing the table. Each task teaches skills that help a child become independent. (In the afternoon, cottage staff members help in the classrooms to ensure coordination of school and cottage activities.)

By 8 o'clock the children are in their classrooms. (Day students who arrive by bus have been met at the bus.) Until able to keep up with their own age groups, children are placed where success is attainable. They're all vastly different—with different capabilities, working at different levels. Thinking skills are usually ahead of motor skills.

Depending on the extent of disability, the children learn to read Braille or large print. They are taught to use a Braille writer and slate and stylus. Often books are placed on tape as a learning medium for them.

Teachers read to the younger children. Math is learned with an abacus and a talking calculator. The Optacon, an electronic instrument that changes the words in any magazine or book into raised print, opens unbounded reading possibilities for those ready to use it.

Every available resource is provided: Braille rulers, books, magazines, workbooks, and tests, large-print and talking books; cassettes. Even a closed-circuit TV system with a special lens capable of increasing the size of the image.

For nearly an hour, four times a week, each child works with a mobility teacher, learning such important skills as how to trail and walk with a cane and how to move about confidently in the cottages, schools, and neighborhood.

Community people come into the classroom or the children go out on field trips to learn as much as possible about the world around them (pet stores, farms, bakeries, fire stations) as related to what is learned in school.

Other regular (but not daily) activities include music, physical education, tactile art, swimming, and home economics.

MSDB personnel constantly work at orienting public school students, teachers, and administrators toward accepting visually impaired students in the regular classrooms. Special sessions for public school children teach how to work and play with handicapped classmates, what to expect of them, and what materials and equipment they use.

At 3:15 the academic day ends. Buses come for the day students; the residential children return to their cottages.

Orientation and mobility training helps visually impaired children cope with their environment and become independent.

The children are taught to manipulate fingers for tying and buttoning, to walk independently, to seat themselves, and to go up and down stairs. They advance to trailing along the walls, using a cane, crossing streets, and walking with and without a guide. As they develop body awareness and listening skills, they become aware of space, sizes, shapes, and textures.

The orientation and mobility instructor, augmenting child-care staff on school days, works in the cottages with residential children from the time they awaken—teaching them how to handle eating and grooming. Day students are met at the bus as they arrive at the school from their Great Falls residences.

Throughout the week, the instructor works individually with every child: with the youngest for half an hour three times weekly, with the more advanced, 45 minutes daily. Initial training is indoors, gradually extending to the campus, the neighborhood, business areas, and the shopping malls.

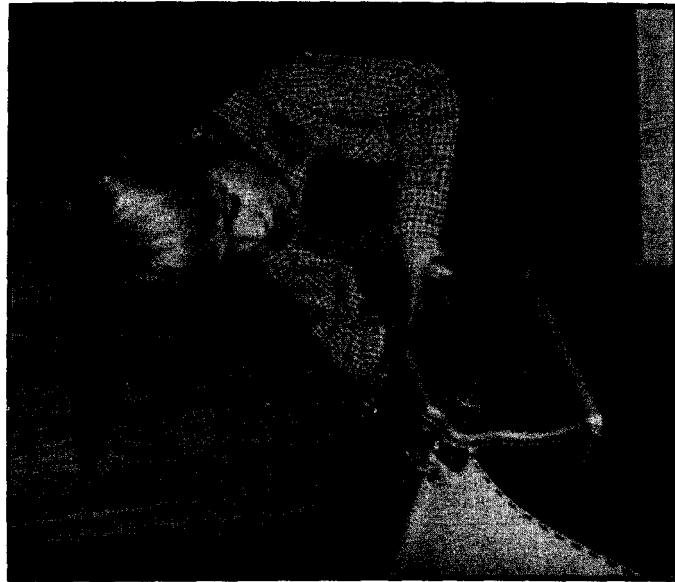
Besides working with students, the orientation and mobility instructor provides in-service training to help public school teachers and students understand the visually impaired.

A Brailist teaches Braille writing and transcribes printed materials into Braille for blind children at MSDB and for public schools across the state.

Workbooks, tests, and short texts—materials ordinarily mimeographed—are transcribed into Braille at the request of teachers or MSDB resource consultants. The materials then can be reproduced on a Thermoform machine.

If an entire volume must be brailled, the work is farmed out to volunteers statewide, who prepare materials in their homes on Braille writers furnished by MSDB.

At the Braille writer



Professional counselors help students adjust to living away from home, working closely with those who have behavioral problems.

Not disciplinarians (the deans handle discipline problems), the counselors help students of all ages to feel better about themselves. They talk with students, involve them in activities, take them shopping, find resources for hobbies, and assist with college applications. Counselors try to achieve the kind of rapport with students that will enable counselor and student to work together in depth on personal problems that might arise.

Quarterly, as part of the residence report and in conjunction with report cards, counselors report to parents on student behavior and adjustment.

Providing additional support for houseparents and parents, the counselors are available to students after school, on weekends, and at special times when a student needs, or can benefit from, the counselor's support.

The school psychologist, through formal and informal testing, assists the classroom teachers and other support personnel in determining the abilities of students and whether they are learning as well as they should.

Every three years each student is tested on intelligence, personality, achievement, perception, motor proficiency, and social and developmental competence. Continuing tests, as needed, ensure that each student will have the best learning opportunities—that alternative teaching methods can be provided whenever necessary.

Academic growth is measured through group achievement tests—each year for hearing impaired, once every three years for visually impaired.

The psychologist also provides parent and family counseling and consultant services to school districts.

Traveling resource consultants

from MSDB work statewide with parents and local school districts to help visually impaired children succeed in public schools near their homes.

With the consultants' help (plus special materials, such as tapes and large-print or Braille books), the visually impaired thrive in junior high and high schools in their own communities.

Consultants work directly with students, teaching Braille, the abacus, and orientation/mobility. They visit schools to see what students need, counsel staff in local schools, and provide input on individual educational programs.

As a link with the school, the consultants also provide support to parents naturally anxious about a child away from home.

The consultants serve nearly 300 children aged 0 to 21 (three-quarters of them visually impaired), in every corner of the state. Headquartered in Helena, Bozeman, Great Falls, Billings, and Missoula, they see each child at least once a month and work daily with students having problems. The Helena consultant also provides technical assistance to the multihandicapped adult program at Boulder River School and Hospital, and throughout the state.

Among other consultant responsibilities are:

- 1) requesting materials and equipment from the MSDB Instructional Materials Center for students statewide,
- 2) accepting referrals from local teachers,
- 3) tutoring students in problem areas,
- 4) locating educational or financial resources,
- 5) contacting sheltered workshops, and
- 6) providing information about MSDB.

In-service training—by and for the MSDB staff, inside and outside the school—is scheduled regularly. Staff members are qualified to provide expertise, counsel, and support to those working with the visually or hearing-impaired in other schools and communities.

MSDB specialists advise on how to adjust classroom lighting for the visually impaired, how to position the sensory handicapped in a classroom, how to relate to a blind person, how to obtain cash resources for handicapped students, how to coordinate activities for the handicapped into the regular program, what can and cannot be expected of sensory-impaired students.

Beginning and intermediate sign classes are offered at the school three times a year—with or without college credit—to students, teachers, interested relatives, employers, friends, and the general public.

At East Junior and Great Falls high schools, MSDB staff members teach sign language as a foreign language for credit, and orient involved students to the hearing impaired.

At various schools throughout Great Falls, an MSDB orientation and mobility specialist familiarizes teachers and children with the visually impaired, demonstrating special equipment and materials.

The MSDB staff also shares its expertise with interns and student teachers from state and private colleges in Montana, Colorado, North and South Dakota, and Maryland.

In-service training for college credit or for information is ongoing for cottage and academic staffs.

Medical care for students is provided under a contract with the Great Falls Clinic, but parents can select any doctor or facility they prefer. Parents pay for laboratory work, medications, X-rays, dental and eye care, and any doctor's appointments not covered by the clinic contract.

MSDB specialists advise on how to adjust classroom lighting for the visually impaired, how to position the sensory handicapped in a classroom, how to relate to a blind person, how to obtain cash resources for handicapped students, how to coordinate activities for the handicapped into the regular program, what can and cannot be expected of sensory-impaired students.

The school nurse accompanies students to the dentist, orthodontist, or ophthalmologist, buys medicines, treats minor cuts and bruises, and gives immunizations. When a student is ill or injured, the nurse telephones the parents. Notification is by postcard when a student is in health service for flu, a cold, or a cough. Complete, confidential medical records are kept on each student.

Nurse aides work around the clock in the health service area of the cottages. Although classmates are not allowed to visit patients, television, books, coloring materials, and homework provide distraction. Students are released from health service 24 hours after temperatures return to normal.

Total communication in class



The library and IMC (Instructional Materials Center) provides library services for MSDB students—plus educational aids that make it easier for visually and hearing-handicapped children statewide to stay in public schools in their own communities.

Reaching nearly 300 students across Montana, the IMC provides special educational materials for blind students. Under the supervision of a director, the center staff sends out large-print textbooks, Braille writers, rulers, workbooks, preprimers, primers, tests, text books, talking calculators, light sensors, cassette recorders, and taped textbooks. Materials are requested by local school districts through MSDB resource consultants working closely with the agencies.

As a depository for the state of Montana, the Center supplies educational captioned films for

In the library



the deaf. Provided to any classroom eligible to receive them, the nearly 1,200 captioned films also help teachers at MSDB to give dimension to classroom subjects.

Additional captioned theatrical films, appropriate to the ages of the viewers, are ordered for weekend entertainment in the cottages.

Meeting accreditation requirements for public school libraries, the IMC has on its shelves the same books found in any elementary school in the state. But also on its shelves are specialized professional and teaching materials for visually and hearing impaired: tapes, a "Talking World Book" encyclopedia, Braille reading materials in every format, and a variety of reference and resource materials for students, parents and staff.

The IMC library clerk works with the MSDB students, teaching them to find books independently. Older students are encouraged to use the networking services of the Montana State Library in Helena (1-800-453-4293) and the Library of Congress auxiliary library in Salt Lake City (1-800-332-4300).

The IMC furnishes, replaces, and repairs special equipment for visually and hearing handicapped throughout the state. Projectors or closed circuit television camera systems and other equipment items are loaned to school districts.

Public school teachers or traveling resource consultants can request special materials at any time. Items are sent from the Center, or ordered for direct delivery from a supplier. If some needed material is not available in Braille, the MSDB Brailist will transcribe from the printed form. (Telephone: 453-1401.)

Four microcomputers (which have become teacher, trainer, and therapist rolled into one for MSDB students) are located in the IMC. Among the most valuable and versatile aids for students, the microcomputers can be used by both visually and hearing-impaired, providing instant reinforcement of successes through visual, print, or voice feedback.

A Child Study Team determines where and how a sensory-impaired child can receive the best education for his handicap—in the home school district or at MSDB. The team's evaluation usually takes place within six weeks after the child is considered for admission.

Parents of new students, as the nucleus of the team, might meet initially with one of the MSDB traveling resource consultants or the parent-infant advisor. Parent and child then come to the school for the child's on-site evaluation. (A spare room in one of the cottages is available for parents for a short orientation period as the evaluation begins.)

For the next four to six weeks, teachers work with the child to see how he gets along socially and educationally, and to determine educational recommendations. Classroom teachers evaluate the child's performance and skills in academic

subjects. The school psychologist tests academic achievement, language, and intelligence. The audiologist assesses hearing loss. A physical therapist determines the kinds of help needed for special physiological problems and obtains a prescription if therapy is necessary. A counselor and house parent evaluate social development in the cottage environment.

Provided with all reports, the Child Study Team and parents meet with a representative of the home district. Together they determine if MSDB is the proper school for the student and (if it is) develop an individual education program (IEP) to fit the child's abilities and needs. Each member of the team (parents included) must sign the plan or file a minority report.

An annual review is required to ensure the best possible program for each child. However, anyone involved in the process can call a review meeting at any time.

Child Study Team



MSDB students learn . . .

- In a public elementary school*
- In a public high school class*
- In a community job*
- In the MSDB laboratory*



living

a typical day
cottages
rules
food/nutrition
transportation
laundry
personal funds
church

A typical day at MSDB finds all residential students awake and up by 6:30 each morning. They breakfast family style in their cottage dining rooms. Selected students who attend Great Falls High School (and must catch the bus by 7:15) eat at 6:45. All others breakfast later. Students make beds and straighten their rooms before leaving for classes.

Blind children who attend public elementary school are walked across the street to Lewis and Clark school as a learning experience in how to listen for traffic and cross streets. Once accustomed to the public school building, they are able to find their classrooms alone. East Junior High School students walk across the street and down the half-block to their classes.

Those enrolled at Great Falls High School catch the school bus at the edge of the MSDB campus. Except for their use of interpreters, their public school classes are like those of any other public high school student.

Other MSDB students (including day students who live in or near Great Falls) are at work in their classrooms in the Academic Building on campus by 8 o'clock. As a supplement to their regular class work, students use programmed materials and special equipment that assist them in learning at their own speeds.

The daily class schedule includes a morning break time (called "cookies and milk" by the younger students). At noon, residential and day students (except those whose schedules require them to eat at the junior high or high schools) lunch in the Food Service dining room.

Junior high and high school students have completed their public school classes and are back on campus by 2:45. If they need help in some subject, they work with tutor/interpreters or classroom teachers for the remainder of the school day.

Classes continue until 3:15, when students return to their cottages, usually claiming an after-school glass of juice or a snack before beginning other activities.

Primary children who have finished their homework assignments play outdoors or in the gym, read, or watch TV until dinner. Older children study, shop, visit friends, clean their rooms and do miscellaneous housekeeping chores, or watch TV. All have dinner in their cottages.

After dinner: more studies, television, reading, playing, visiting. Houseparents serve snacks from the Food Service some time during the evening. Bedtime is at 8:30 or 9 for younger children, at 10 p.m. for adolescents.

New cottages for the residential students help to make on-campus living more homelike. Breakfast and dinner (plus weekend lunches) are served family style in each cottage living unit. (Each unit even has a refrigerator to raid.)

Although food is prepared in the Food Service building, each cottage has an activity core with laundry, snack bar, activity room, and hobby area. Off the core are three wings. Each wing contains a family room, kitchen, dining room, seven double rooms for students, a spare room for visiting parents, an apartment for live-in houseparents, a bathroom between each two bedrooms, and a laundry/storage area for equipment and other miscellany. Large bath areas in the primary wing (boys' and girls') are spacious enough for houseparents to help with bathing.

One of the cottages contains two apartment units (boys' and girls') for seniors who can handle the privilege of learning independent living skills. Students pay token rent and utilities, budget, plan menus, prepare food, and clean. MSDB counselors and cottage staff carefully coordinate the program.

Cottage rules have been developed to handle daily situations and problems. Aimed at helping students respect each other's feelings and property, the rules set limits and standards for general behavior.

Parents' written permission is required for overnight visits with friends or relatives, for leaving school grounds without school staff or immediate family, for dating, or for taking part in special out-of-school activities, such as skiing or hiking. Staff permission is required for leaving the cottages on weekends or after school. Use or possession of alcohol or drugs is prohibited. Smoking and using snuff are not permitted on campus.

Cars are allowed at school—with the permission of the superintendent. But the keys must be left with the dean of students. A car may be used only to go to and from work, and to and from school-related activities approved by the principals. Other parental limitations are strictly enforced.

Nutritional foods are carefully prepared in tempting dishes to provide healthful meals the children like. A nutritionist plans a cycle of menus that incorporate nutritional needs into a variety of favorite foods.

The meals are prepared in the Food Service kitchen by cooks who bake daily—doughnuts, rolls, hamburger buns, cakes, or cookies. The nutritionist monitors the kitchen, shopping weekly for fresh fruits and vegetables.

Students are served breakfast and dinner in their cottages. Lunch is served at noon in the Food Service dining room to residential and day students.

Nightly snacks are part of cottage routine. Houseparents request fresh fruit, chips and dips, peanuts, crackers and cheese, or sandwiches from the Food Service.

Transportation home at no cost to the family is provided each month of the school year for students who live outside the Great Falls area. Students are permitted to visit their homes during any weekend, but travel expenses are paid on regular "travel days" scheduled monthly. Four of the travel days coincide with holiday vacations: Thanksgiving, Christmas, Washington's Birthday, and Easter.

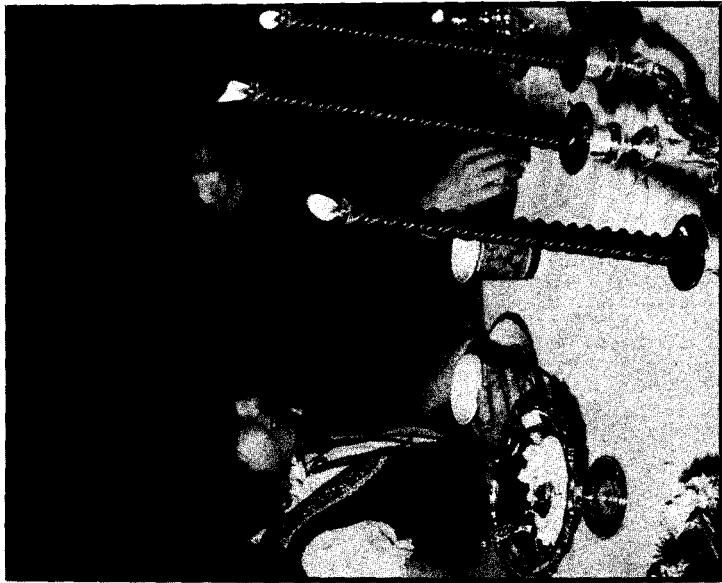
Reimbursed travel is permitted by bus (public or charter) or airline. Whenever a transfer is necessary enroute, greeters meet students at the transfer point. Students also are met at the airline or bus terminal when they return to school. Parents may arrange for their children to travel by private car at an adjusted travel rate.

Personal laundry is a routine responsibility of junior and senior high school students, who are taught to care for their own clothes—sorting, washing, touchup ironing. Houseparents take care of younger children's clothes. All other laundry in the cottages is handled by nurse aides. Night-watch personnel mend for the students.

Students' personal funds are deposited at the school. Students can withdraw from their accounts in the "student bank" at scheduled hours daily, signing out money as needed and stating the reason for withdrawal. They are assisted with money management by houseparents who strictly follow parental restrictions. Parents are sent financial statements regularly.

Church services for the deaf are held each Sunday at several churches within walking distance: Christ Lutheran Church for the Deaf, Sis. Peter and Paul Catholic Church, and the Church of Christ. Vans transport students to interpreted services at the more distant Church of Jesus Christ of Latter-Day Saints and to winter services at the other churches. Student attendance and choice of church are according to parental preference.

Christmas party



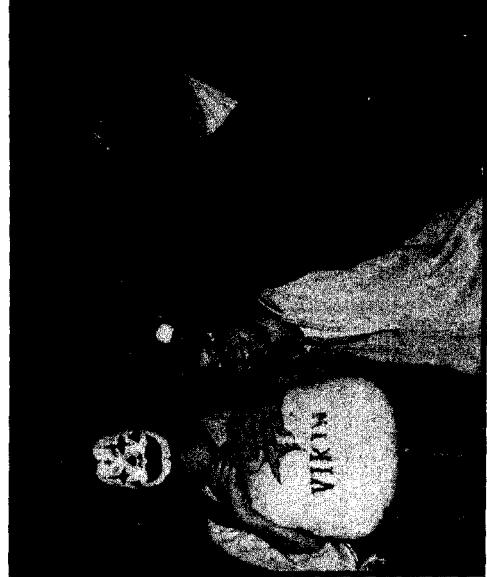
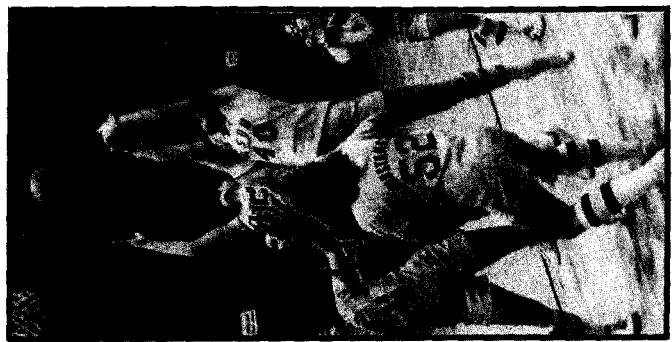
Brownie skating party



Swimming class



Girls' Class C



Halloween costumes

special events
sports
activities

playing

Special events

Labor Day	Roller-skating party. Picnic. Classroom parties. Super-vised trick-or-treat. Scarey costumes. All-school party/dance.	Nearly every student bowls, roller-skates, swims, and lets off steam in the gym. Some add ice skating, downhill and cross-country skiing, volleyball, tennis, weightlifting, or cheerleading. Transportation is provided by a school bus or van.
Thanksgiving	Assembly. Harvest party. Decorations and Christmas music. Drama and music program by elementary/junior high students/music department. Gift exchange. Signing/talking Santa. Party. Reception for parents/friends.	Physical fitness tests each fall and spring present a challenge for students to break existing records in pull-ups, sit-ups, the shuttle run, softball throw, broad jump, run-walk, and 50-yard dash. Winners receive U.S.A. fitness patches. Others receive achievement certificates with their progress reports.
Valentine's Day	Cake/candy.	Parents and a physician must approve participation in the organized sports—wrestling, football, track, bowling, cross-country skiing, swimming, gymnastics, and basketball.
Homecoming	End of basketball season. King/queen. Parents' night. Sophomore/junior egg dyeing and hiding. Egg hunt on campus or in library.	Basketball contributes the most excitement for all ages—boys' and girls' varsity, junior varsity, junior boys' and girls' parochial, boys' and girls' intermediate, and Meadow Gold Sports League for elementary schools. The season begins in October and ends with the boys' State Class C tournament in March. Fans and cheerleaders travel on a chartered bus with the team.
Easter	Prizes.	Basketball even extends into the summer, with many players attending summer camps on college campuses.
April	Athletic banquet.	
Arbor Day	Early May. Senior-tree planting (also for retiring staff). Guest speaker.	Each year selected students develop interaction and motor skills in training for the Special Olympics held each May in a major Montana city. Competing against others with the same skill levels, the MSDB contestants do well in track, field, and gymnastics.
Senior Events	May. Senior trip out of state. Senior prom/dinner.	
Play Day	Track and field games.	
Graduation	Picnic for students/staff and their families.	
Last Day of School Birthdays	Last weekend of school year. Music program/awards assembly.	
	Classroom treats. Individual cake and candles in cottages and school.	
	Presents. Party/cake for everyone. Singing.	
Monthly	Celebration of all birthdays.	

Special activities for weekends and after school help to make life away from home more pleasant for MSDB students—and encourage development of lifetime leisure interests and hobbies.

At least one off-campus activity is planned for each group of students each weekend—sometimes on both days: bowling, attending movies, watching ducks and swans at Gibson Park, looking at toys and fish at shopping centers, picnicking at Giant Springs, ice- or roller-skating at one of the city's rinks. Sometimes service and community clubs sponsor special outings, or there's a symphony youth concert or other special event.

On campus are play equipment, a baseball diamond, play field, tennis court, and sheltered play areas for trikes, bikes, skateboards, and roller skates. (Service clubs have donated some equipment.)

Indoors are the gym for active play, television in the lounge, and (on weekends) captioned movies and occasional dances.

Organized activities include an industrial arts club, lapidary group, art club, Brownies, Junior National Association of the Deaf, exercise clubs, gymnastics, wrestling, Cub Scouts, and Scouts. Scouts at MSDB camp out, tie knots, practice first aid, play games, and eat a lot, as Scouts do everywhere.

for parents . . .

It's difficult for public schools in our state to provide all the special services needed for sensory handicaps.

Your child possibly will do all right academically in a public school, but children make better progress when their learning problems can be identified and dealt with early—as we are able to do at the Montana School for the Deaf and the Blind.

Handicapped children have another need. They need other youngsters to interact with. Development appears to come as much from interaction with peers as from the classroom, yet handicapped children are too often isolated socially.

At MSDB we're able to provide valuable opportunities for interaction. Here, sensory-impaired students find others who have the same kinds of problems. They have opportunities to be with young people their age. They can share frustrations and victories with others who understand those frustrations and victories—who can communicate in the same language—who have the same physical limitations.

Sensory-impaired students also find role models here—successful teachers who have overcome their own handicaps. And they find understanding. Our staff members are sensitive, loving people capable of accepting, teaching, counseling, guiding, and responding to your child.

Great Falls has a population of between sixty and sixty-five thousand (not including adjoining Malmstrom Air Force Base). Recognized as a medical center, the community has four hospitals and numerous excellent clinics. It supports an impressive library and the Charles M. Russell museum.

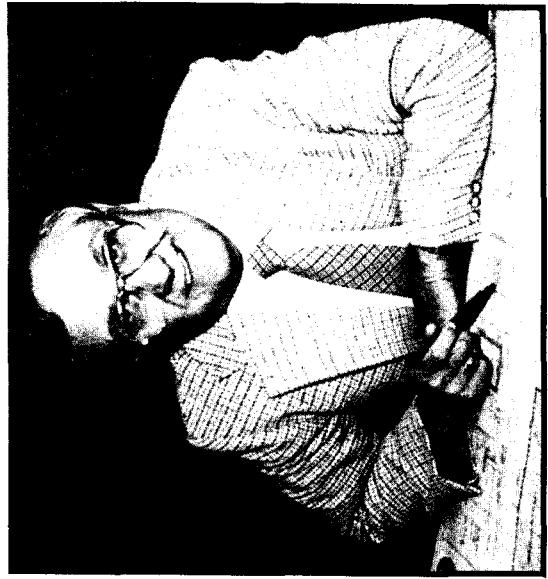
Among its more than 50 city parks are Giant Springs (with its fish hatcheries) and Gibson Park (with its swans and ducks). Recreation and entertainment facilities are numerous: bowling alleys, roller rinks, indoor and outdoor ice rinks, the nearby Showdown ski area, good-sized shopping centers. Many organizations, including the Great Falls Symphony, Cross Country Ski Club, Figure Skating Club, and Voluntary Action Center, share time and resources with our students.

To enroll your child at **MSDB**, you need only 1) complete an application for admission, 2) send us a completed medical examination form from your family doctor, 3) provide information on your child's hearing and/or visual impairments, 4) visit our school with your child.

Within six to twelve weeks, a Child Study Team will be called to determine where and how your child can receive the best education—in your home school district or at our school.

After enrollment, we need your permission for your child's participation in sports, for emergency admission to the hospital, for immunizations, and for leaving the campus with friends and relatives.

Great Falls residents, through interaction with our school, have many opportunities for understanding the visually and hearing-impaired—for knowing them as persons rather than regarding them as hard-to-talk-to introverts. Sign language is taught at our school, and in some public schools, the hospitals, and the Easter Seal Center.



Costs are minimal. We are a free public school. There are no charges for enrollment, or for room or board. You pay medical, dental, and clothing expenses. If your child needs to earn spending money, a work-study program is available.

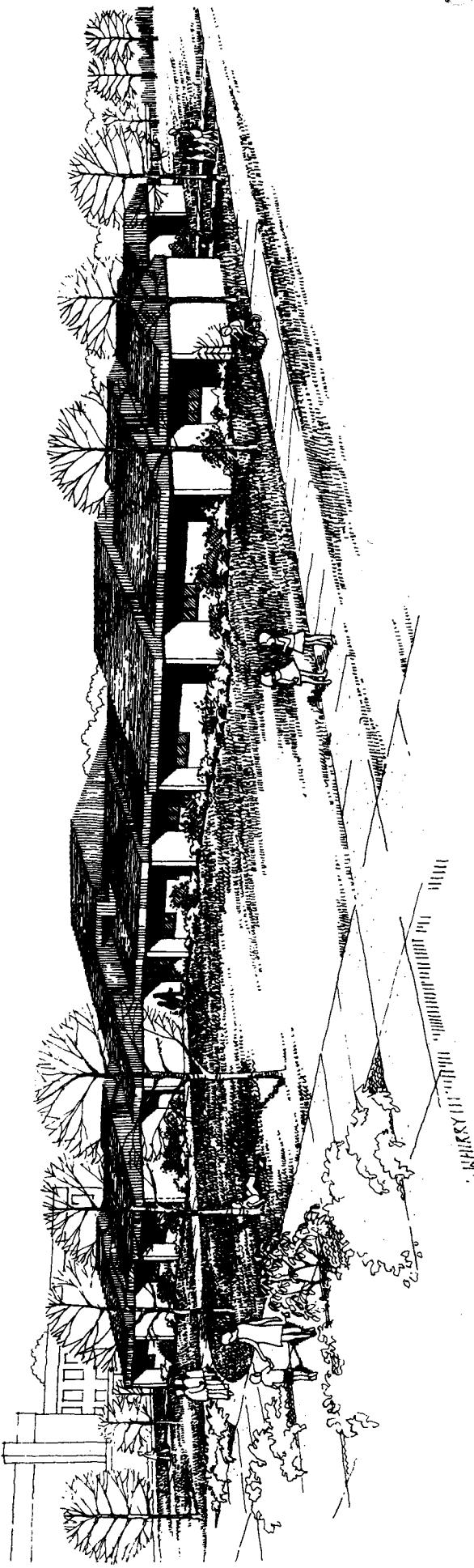
Your rights as a parent include the right to review your child's records. If you believe any information is inaccurate or misleading, or violates your child's rights, you can ask for amendments to the information. Your permission is required before any of your child's records can be released from our files. You also have the right to a public hearing if you are not satisfied with your child's placement, program, or records.

An additional tax exemption (twice the amount allowed for other dependents) is granted by the State of Montana for a dependent child with a permanent handicap of not less than 50 percent disability. On your federal income tax you can deduct as medical expenses any costs of sending your child to our school.

We care about academics, about social and emotional problems, and about life skills. We care about your child.

H. Bert G. Glensing

Superintendent



for more information
write or call

montana school for the deaf and the blind
3911 central avenue

great falls, montana 59401
telephone 406/453-1401

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
BUDGET ANALYSIS
FY'84 & FY'85

PROGRAMS GOVERNOR'S OBPP LFA MAIN BUDGET DIFFERENCES

ADMINISTRATION:

Communications \$ 46,172 \$ (29,427) \$ (16,745)

Since the Montana School for the Deaf and the Blind, by Legislative action during the 1981 session, has become a campus complex increased by four (4) buildings, our telephone communication needs have increased.

In addition, during the past biennium we have incurred several rate changes which have escalated our telephone communication costs.

More sophisticated technology being considered for adoption by the State of Montana in the areas of accounting and communications also makes us anticipate increased costs in this area.

In addition, the number of students served by our itinerant programs, coupled with the increased number of students served on campus, along with higher postage rates, have necessitated an additional request for funds in this category.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

Equipment 3,489 (989)
$$\frac{(2,500)}{(19,245)}$$

This is a request to connect our computer terminal directly to SBAS which will allow our agency to more closely monitor our expenditures on a timely basis.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
 BUDGET ANALYSIS
 FY'84 & FY'85

<u>PROGRAMS</u>	<u>GOVERNOR'S OBPP</u>	<u>LFA</u>	<u>MAIN BUDGET DIFFERENCES</u>
<u>GENERAL SERVICES:</u> Personal Services	\$ 248,062	\$ 216,961	\$ (31,101)

This is a request for an additional 1.0 FTE janitor as proposed in the Governor's Budget.

During the history of MSDB, our maintenance and custodial staff has demonstrated considerable pride in the repair and cleaning of the school's facilities as evidenced by the present condition of these facilities. Parents have reflected their appreciation for having their child educated and reared in a clean, safe and healthy environment. Quite simply, it is not possible for our maintenance and custodial staff to clean 135,000+ square feet of space that will exist with the addition of the new facilities on campus.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

Utilities	340,464	262,442	(78,022)
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We have consulted both architectural firms on campus as well as their two mechanical engineering firms. They have given us detailed baseline data regarding utility consumption on a daily, weekly, etc. basis as well as on a per building basis. Our estimates of utility usage are as accurate and fair as we could develop with this assistance.

At the present time MSDB is in the process of requesting a supplemental appropriation for the current year utility costs.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

Repair & Maintenance	77,045	48,484	(28,561)
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Recent legislative action has provided 5.7 million dollars worth of new buildings on the MSDB campus. These, coupled with existing facilities, amount to a considerable dollar investment by the taxpayers of the State of Montana. We feel that the Governor's recommended amount in this category is a prudent investment for the maintenance, repair and protection of these facilities.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
 BUDGET ANALYSIS
 FY'84 & FY'85

<u>PROGRAMS</u>	<u>GOVERNOR'S OBPP</u>	<u>LFA</u>	<u>MAIN BUDGET DIFFERENCES</u>
<u>GENERAL SERVICES CONT.:</u>	\$ 18,990	\$ 6,150	\$ (12,840) (150,524)

The care and maintenance of the 18.5 acre MSDB campus necessitates expenditures in this category to provide for total campus lawn care, snow removal, shrub and tree care, and general campus upkeep.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

<u>STUDENT SERVICES:</u>			
Personal Services	1,032,472	920,681	(111,791)

In this category MSDB requests 2.5 additional FTE's. This represents 2 child care workers in our Cottages and a .5 nurses aide. With the new family living situation available to our children in the Cottages, we are able to provide houseparents in six areas of cottage living as compared to five areas in the present dormitory. The capability now exists to house 80 children on campus. In the past biennium our on campus population has increased from 60 to 78 students.

In order to provide minimal level of supervision and surrogate parenthood for these children there will need to be an increase of 2.0 FTE's for Cottage Life Attendants in this area.

At present our night attendants provide evening care in our infirmary which they will not be able to do with the new campus complex. Our request for a .5 FTE in this category will provide night coverage on a "need only" basis for our infirmary.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
 BUDGET ANALYSIS
 FY'84 & FY'85

<u>PROGRAMS</u>	<u>GOVERNOR'S OBPP</u>	<u>LFA</u>	<u>MAIN BUDGET DIFFERENCES</u>
EDUCATION:			
Chapter I - Comp I -	\$ 126,647	\$ 106,647	\$ (20,000)
ECIA - Personal Svc.	59,071	- 0 -	(59,071)
Title VI-C			<u><u>(354,369)</u></u>

The Education Consolidation and Improvement ACT (ECIA), Chapter 1, replaced ESEA Title 1 in October 1982. The school has been advised to anticipate a 15 percent reduction in these funds in the 1985 biennium. The agency is requesting general fund replacement for the anticipated decline.

These funds support a variety of support services and direct services at the school, including some of the school's itinerant services, and services that satisfy state and federal special education requirements.

In order to maintain services at the base year current level, the school will require \$21,565 in fiscal 1984 and \$47,033 in fiscal 1985 before pay increases.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

Title VI C funding is not expected to be available in the 1985 biennium for the Multi-Handicapped/Deaf-Blind children presently educated at MSDB. The 47th Legislature appropriated \$26,176 of general fund monies each year of the 1983 biennium to support 1.28 FTE's in the Title VI-C program.

The rapid development of medical technology has given us a higher number of live births; however, many of those children saved have a multitude of early medical and developmental problems. During the past biennium we have had an equal number of students exiting and entering this program. Continuation of legislative support of this multi-handicapped program is requested so that an appropriate educational option is available to local education agencies (L.E.A.'s) for this low incidence population.

RECOMMENDATION:

We support adoption of the Governor's budget recommendation.

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
 BUDGET ANALYSIS
 FY '84 & FY '85

<u>PROGRAMS</u>	<u>GOVERNOR'S OBPP</u>	<u>LFA</u>	<u>MAIN BUDGET DIFFERENCES</u>
<u>EDUCATION CONT.:</u>			
Supplies & Materials	\$ 125,911	\$ 132,173	\$ 6,262

SPECIAL FOODS:Issue:

Option A - Special Foods dollars in FY '81 were \$23,516; FY '82-\$28,728 - FY '83-?--authorized appropriation has been \$20,000. We recommend the Governor's Budget Level of \$20,000. Monies over \$20,000 will be spent and like amount of general fund money will revert.

Option B - Increase appropriation to \$30,000. Retain accumulated fund balance in the school lunch program to offset revenue shortage below \$30,000.

INTEREST &INCOME:Issue:

Option A - Appropriated levels during FY '82 and FY '83 of Interest and Income funds was less than revenue received during the two FY's. The Governor's Budget Office proposes to spend the accumulated fund balance of approximately \$90,000 in the current FY (FY '83) and with a corresponding general fund reversion.

The Governor's Budget Office recommends an expenditure level of \$200,000 each year of FY '84 and FY '85.

Option B - The LFA recommendation is to spend the same \$90,000 of accumulated Interest and Income revenue in FY '84 and FY '85. This would mean an expenditure level of Interest and Income monies of \$240,000 in FY '84 and \$250,000 in FY '85.

Note:

Our latest revenue estimates from the Department of State Lands reflect a level of \$175,000 each year. However, during the planning process, we, the Governor's Budget Office and the LFA used the \$200,000 level for each year.