

MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
MONTANA STATE
HOUSE OF REPRESENTATIVES

February 11, 1985

The meeting of the House Education and Cultural Resources Committee was called to order by Chairman Dan Harrington at 3:30 p.m. on February 11, 1985, in Room 312-3 of the State Capitol.

ROLL CALL: All members of the Committee were present.

CONSIDERATION OF H.B. 405: Representative Jerry Driscoll, District #92, and sponsor of H.B. 405 relayed that the bill mandates special education for children ages three to six to become effective September 1, 1987. After September 1, 1988, the bill mandates services for those ages zero to two years. He passed out the statement of Intent for the bill and copies of the revised fiscal note.

PROPONENTS: Representative Paula Darko, District #2, and Representative Bob Bachini, District #14, spoke in favor of this bill.

Katharine A. Kelker, a parent from Billings, distributed folders to the committee members containing Exhibits 1A through 1I. She said early intervention services are cost effective. At present 950 pre-school children are being served and 275 are unserved. These unserved students reside in rural areas. Montana is one of nine states not mandating special ed. services for children in this age group. It would be difficult to develop schedules for parents to help with the education costs. She relayed that she had at least 80 endorsements for this bill.

Buzz Christiansen, speaking as a member of the Office of Public Instruction's Special Advisory Panel and Chairman of the Advisory Board of the Carbon County-West Yellowstone Special Education Cooperative said both groups support this legislation.

Representative Dorothy Cody from District #20 in Wolf Point begged support for children and parents affected by this bill. She said she had received more correspondence on this bill than any other. She read letters from the Wolf Point Woman's Jaycees and a parent in her district.

Wayne Vrona from Billings spoke of the importance of learning skills prior to the age of five, except those with special needs have to be taught rather than learning these skills on their own. As a teacher for special education he has seen some children advance two years in a nine month period of time and these gains could not have a price tag placed

on them. Parents need support as they are presently teaching these children. With rises in population, more children will be identified. He felt Montana was behind the rest of the nation in mandating special education for these youngsters.

Sharon Dickman, representing Montana PTA, said that group passed a resolution at their 1984 convention endorsing pre-school special education opportunities for all handicapped youngsters from the age of three. The more independent a handicapped person is, the less expensive it is for the State.

Susan Duffy, a mother from Missoula, testified that her daughter moved from severe to borderline mental retardation because the special services existed in Missoula. She said Montana once had a mandate for early intervention services which was repealed. The small districts may be reluctant to set up services through use of the general fund. She proposed that there are many alternative ways to provide programs without it being centrally based, such as visiting teachers, contracting services, and cooperatives.

Larry Holmquist, Director of Special Education for the Gallatin-Madison Special Education Cooperative in Gallatin County and speaking as a representative for the School Administrators of Montana and Special Ed. Administrators showed support of the bill but was concerned with the funding. Some services were withdrawn when the mandate was repealed.

Debbie Thelen from House District #95 asked whether Montana is falling behind other states. She felt no child should be excluded from normal situations. She has five children, the youngest of which is brain injured.

Bob Van Ettinger from Great Falls supported the bill by saying that early intervention increases the ability to become a member of society. (See written testimony)

Ruth Van Ettinger with the Great Falls Association for Children and Adults with Learning Disabilities expressed strong support as detection of learning problems upon entering school at age five is too late.

Alicia Pichette, from Helena spoke as a proponent. (See Exhibit 2)

Terri and Vic Hager from Belgrade spoke as parents of a handicapped child who felt services were vital. They also indicated that they moved just so they could receive special services.

Cliff Murphy with the Mental Health Association in Montana spoke saying his organization has not acted on this bill but knows that intervention would help.

Mike Morris, Director of the Western Montana Comprehensive Developmental Center in Missoula asked support saying that his agency provides services to these families and they do need school services. Early intervention may prevent them from institutions and group care situations.

Paul Odegaard from Billings read a letter from his wife concerning mandated pre-school programs. (See Exhibits 3 and 4)

Elaine Bishop from Great Falls testified as a proponent. (See Exhibit 5)

Gordon Vandiviere from Billings testified that his fifteen year old son may not have had his present problems if he would have had earlier services. (See written testimony)

Jean Makimster from Great Falls spoke as a parent of handicapped children and said if help were given a lot of problems would have been eliminated.

Linda Zermeno spoke as a parent from Billings in favor of H.B. 405. (See written testimony)

Mary McWhorter testified as a parent of a handicapped boy who receives help from Family Outreach in Helena. These services are extremely beneficial and early diagnosis and intervention can control and eliminate characteristics of the disability.

There being no opponents, Chairman Harrington asked for questions from the committee regarding this bill. Rep. Peck questioned whether this bill would allow parents of non-handicapped children to request services prior to them entering school, to which Larry Holmquist pointed out that the term "moderately" handicapped may need to be defined and rules and regulations need to be written if the law were adopted.

Rep. Driscoll closed the hearing saying that the effective dates of the bill delay the costs until the next biennium. The bill helps people who cannot help themselves with specialized training which parents do not have. It would be helpful in keeping students from institutions.

CONSIDERATION OF H.B. 471: Representative Joe Hammond, District #52, offered this bill to give stability to special education cooperatives in their planning. It requires a school district's participation in a cooperative for a minimum of four years, and calls for the county superintendent to serve as the fiscal agent for special ed. service areas.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

February 11, 1985

Page 4

PROPONENTS: Phil Campbell, Montana Education Association, spoke in favor of the bill as it would alleviate anxiety and frustration for special education employees. The bill was the outcome of a 14 member committee which studied special education cooperatives, appointed by the Superintendent of Public Instruction. (See Exhibit 6) He addressed the possible concerns that the committee might have as being the 3,000 ANB pupil base for establishing a service area and the county superintendent serving as the fiscal agent. At present, school districts can opt to be in or out of a cooperative at any time. It would provide equitable funding distribution, insure services, and would be effective as well as not having a price tag.

Robert L. Laumeyer, Superintendent of Boulder Public Schools and fiscal agent for a cooperative, said he basically supports the bill but offered amendments (Exhibit 7) and reviewed them with the committee. He said many superintendents do not have the expertise to be appointed as fiscal agents. Board members may not want to participate in the joint board.

Larry Holmquist, Director of Special Education at Gallatin-Madison Counties Cooperative also offered suggestions for amending the bill. (See Exhibit 8) He spoke in support of service areas since the Regional Service Programs were discontinued. He felt the bill may be less controversial with 1,500 ANB and there may be hesitancy to obligate future school boards as members of the cooperatives.

Buzz Christiansen spoke as a member of the Montana Special Education Advisory Panel and County Superintendent of Yellowstone County to endorse the bill with the proposed amendments. He showed concern that the county superintendent with the most ANB would not necessarily be the one to be appointed as fiscal agent.

Helen Williams, County Superintendent at Jefferson County, said she could not hire additional office help and questioned the training involved to act as the fiscal agent. She also wondered what effect it would have on the county official's salary. (See written testimony)

Cliff Murphy with the Mental Health Association in Montana spoke support of the bill which may aid in the equalization of services around the state.

Michael Ikard spoke from the Big Sky Special Education Cooperative and member of the task force that studied the cooperative structure. He said cooperatives were the answer for providing equal services and recommended latitude in choosing the fiscal agents and board designee. (See written testimony)

EDUCATION AND CULTURAL RESOURCES COMMITTEE

February 11, 1985

Page 5

OPPONENTS: J. Ray Haffey, an employee of the Anaconda Public Schools opposed the bill as it stands because it ignores local control. He submitted amendments to the Committee which would allow greater flexibility. (See Exhibits 9 and 10)

Terry Minow with the Montana Federation of Teachers opposed passage of the bill. She said the number of amendments and concerns showed by the proponents indicated that the bill had problems.

It was pointed out in discussion that amendments could give an option to the board of trustees to act as the fiscal agent or appoint a designee.

The hearing on H.B. 471 was officially closed by Rep. Hammond.

CONSIDERATION OF H.B. 685: Representative Joe Hammond, District #52, introduced this bill at the request of the county superintendents.

PROPONENTS: Richard Trerise, representing the Montana Association of County School Superintendents said the bill allows the county superintendent, while computing the general fund levy requirements, to anticipate revenues or to wait until it is received and then reappropriate it. He relayed that the mill levies may rise for the first year and then would be back to normal the following year. It would allow for accurate mill levies.

Bob Stockton from the Office of Public Instruction relayed that the state superintendent would like to go on record as supporting this bill. Estimating revenues is a difficult job. The bill specifies that collected money in miscellaneous funds would be used to reduce the following year's levy.

Chip Erdman with the Montana School Board Association supports the bill because estimating revenues is an educated guess and it would set the revenues on a rational basis.

There being no opponents, the floor was opened to questions by the Committee. It was brought out by Bob Stockton that the mill levy increase the first year, he guessed, would be small. Rep. Hammond closed the hearing on H.B. 685.

CONSIDERATION OF H.B. 551: Representative Dennis Rehberg from House District #88 sponsored this bill at the request of the Office of Public Instruction. Change of boundary laws were repealed in 1983 and it inadvertently removed the language dealing with the creation of a new high school district.

PROPONENTS: Bob Stockton with the Office of Public Instruction

said the bill was a request from the Senate Education Committee, as the provision was mistakenly left from the statutes.

Chip Erdman with the Montana School Board Association rose in support of the bill.

Richard Trerise stood as Superintendent of the Lewis and Clark County Schools to say there is a definite need for this process and he would like to see it reintroduced back into the law.

There being no opponents to the bill, it was brought out that the law would parallel those used to form elementary districts.

CONSIDERATION OF H.B. 626: Representative Richard Nelson, District #6, introduced this bill which removes the voter turnout requirements for school bond elections. In order to validate a bond election, 40% of the registered voters must turn out for the election. This bill would revert the passage to a simple majority.

PROPOSERS: Chip Erdmann with the Montana School Board Association spoke of the history of bond elections and said his trustees voted to seek legislation on this issue. It was enacted in 1927, changed in 1935 to at least 51% of the electorate and in the next session reduced to the present formula. He felt the initial reason for the law was the system of communication was not as effective as it is now. See newspaper clipping (Exhibit 12). He said a person casts two votes by not showing up for the election now, one for the turnout requirements and one against the passage.

Richard Trerise of the Montana Association of County School Superintendents rose in favor of the concept of the bill but the members expressed concerns that public notice requirements to election laws may not be adequate in light of the legislation.

Bob Stockton with the Office of Public Instruction, Phil Campbell with the Montana Education Association, and Larry Holmquist from the School Administrators of Montana spoke support of the bill.

Alice Tully, Trustee from Hellgate Elementary and on the School Board Association Board of Directors relayed support for the bill.

OPPOSERS: Sandra Whitney, representing the Montana Taxpayer's Association spoke in opposition to the bill. (See Exhibit 13) One voter could put a long term tax on the taxpayer with this bill.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

February 11, 1985

Page 7

Victor Lohn, retired banker from Kalispell and treasurer for Voters Opposing College Levy (V.O.C.L.) testified against House Bill 626. (See Exhibit 14) He felt the voter information would not be sufficiently publicized and the 40% rule protects apathetic voters. He did not feel the bill represented the interest of the voters.

Harley Gosmy from Kalispell testified that he is paying over \$1,600 in taxes, \$1,100 of which goes to schools and for him it is a matter of survival to testify against this bill. He feels it would make it simple for schools to pass a bond.

Representative Brandewie asked to go on record in opposition to House Bill 626.

Rep. Nelson closed the hearing by pointing out a publication from the Education Commission of the States which showed bond election procedures in school districts and Montana is the only state that has a limitation on a bond approval. The registration records carries obsolete information which could be detrimental to the election before the people vote.

CONSIDERATION OF H.B. 480: Representative Gene Donaldson, primary sponsor of H.B. 480, asked that the bill be heard although he could not get away for opening remarks. The bill was introduced at the request of the Office of Public Instruction and allows unexpended special education balances to be expended in the second year of the biennium.

PROPONENTS: Gail Grey gave testimony in support of this legislation. (See written testimony, Exhibit 16)

Buzz Christiansen from Billings, speaking in behalf of the Special Education Advisory Panel, endorsed this bill.

Larry Holmquist, Director of Special Education for the Gallatin-Madison Cooperative, relayed that they budgeted \$28,000 for a residential placement of a child this year and the child moved in October. This money could not be reappropriated and sits in the budget. Perhaps, he said, the bill does not go far enough, they desired to return the money to the O.P.I. during the current fiscal year.

There being no opponents and no further questions, the hearing on H.B. 480 was closed. The committee moved to executive session.

ACTION ON H.B. 405: Representative Kitselman made a motion of DO PASS to H.B. 405 and its Letter of Intent. Rep. Brandewie made a second to this motion and a roll call vote showed all in favor with the exceptions of Representatives Hannah and Peck.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

February 11, 1985

Page 8

There being no further business, the meeting was adjourned
at 6:05 p.m.



DAN HARRINGTON, Chairman

crf

DAILY ROLL CALL

EDUCATION COMMITTEE

49th LEGISLATIVE SESSION -- 1985

Date 2-11-85

NAME	PRESENT	ABSENT	EXCUSED
Dan Harrington	✓		
Ralph Eudaily	✓		
Ray Brandewie	✓		
William Glaser	✓		
Joe Hammond	✓		
Thom Hannah		✓ (arrived late)	
Raymond Harbin	✓		
Roland Kennerly	✓		
Les Kitselman	excused ✓	(arrived late)	
John Mercer	✓		
John Montayne	✓		
Richard Nelson	✓		
Jerry Nisbet	✓		
Ray Peck	✓		
Jack Sands	✓		
Ted Schye	✓		
Fred Thomas	✓		
Mel Williams	✓		

ROLL CALL VOTE

HOUSE COMMITTEE EDUCATION

DATE 2.11.85 H.B. Bill No. 405 Time _____

NAME	YES	NO
Dan Harrington		
Ralph Eudaily	✓	
Ray Brandewie	✓	
William Glaser	✓	
Joe Hammond	✓	
Tom Hannah		✓
Raymond Harbin	✓	
Roland Kennerly	✓	
Les Kitselman	✓	
John Mercer	✓	
John Montayne	✓	
Richard Nelson	✓	
Jerry Nisbet	✓	
Ray Peck		✓
Jack Sands	✓	
Ted Schye	✓	
Fred Thomas	✓	
Mel Williams	✓	
Dan Harrington	✓	

Secretary _____

Chairman _____

Motion: ~~GO~~ DO PASS 16 FOR 2 AGAINST

STANDING COMMITTEE REPORT

FEBRUARY 11

19 88

MR. SPEAKER

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE Bill No. 405

FIRST reading copy (WHITE)
color

**TO PROVIDE EARLY INTERVENTION SERVICES TO HANDICAPPED PRESCHOOL
CHILDREN**

Respectfully report as follows: That HOUSE Bill No. 405

DO PASS

STATEMENT OF INTENT ATTACHED

STATEMENT OF INTENT FOR HB 405

A statement of intent is required for this bill because it grants the superintendent of public instruction and the department of social and rehabilitation services rulemaking authority in section 3. It is intended that the superintendent of public instruction and the department adopt rules establishing eligibility criteria by which to determine those moderately or severely handicapped preschool children entitled to early intervention services under this bill. The criteria must focus on disabilities that can be expected to continue indefinitely and that cause a substantial delay in a child's development and ability to function in society.

In addition, the superintendent of public instruction and the department shall adopt rules for:

(1) mediation of disputes concerning eligibility for or appropriateness of services in individual cases;

(2) the conduct of hearings relating to eligibility or appropriateness; and

(3) any other due process or procedural requirements that may result from the implementation of this bill.

To the extent possible, the rules must comply with the rules adopted by the superintendent of public instruction for the conduct of special education programs as required by 20-7-402.

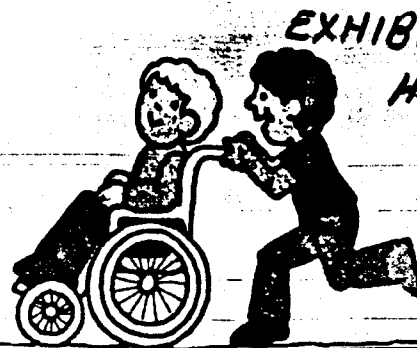


EXHIBIT 1A
H.B. 405
2.11.85

MANDATED PRESCHOOL SERVICES

1. WHY SHOULD WE PROVIDE SPECIAL EDUCATION FOR HANDICAPPED PRESCHOOLERS?

There are four good reasons for providing special education for handicapped preschoolers: 1) the preschool years are a critical period for learning, 2) early intervention has positive effects, 3) early intervention can be cost effective, and 4) early intervention can relieve stress on families.

CRITICAL LEARNING YEARS--The preschool years are critical learning years for all children. While nonhandicapped young children may make acceptable progress without early educational interventions, handicapped children do not (Hayden, 1979). If some handicapped children are not helped at an early age, their handicaps may become compounded and require more intensive treatment. For example, we can predict that if autistic children do not have language which they can use for communication by age three, that those children have a 95% chance of living in an institutional setting for the rest of their lives. With early intervention some autistic children can acquire language skills, thus enhancing their ability to function more independently as they grow older.

INTERVENTION HAS POSITIVE EFFECTS--Early intervention programs can positively influence development, and this positive impact can significantly affect performance in later life. For example, a long range study at the University of Washington Experimental Educational Unit conducted with Down Syndrome children indicates that early intervention can add as much as 10 points to intelligence quotients of these children. In this study 11 Down Syndrome children who received early intervention services and 11 Down Syndrome who received no early intervention were followed during their school careers in the same public elementary school and the same special education programs. At age 12 all of the children were given IQ tests to see how their scores compared. The children who had received early intervention services scored, on the average, 10 points higher than the children who had not received early intervention.

As the Washington study indicates, early intervention can sometimes reduce the effects of a handicapping condition and result in higher scholastic achievement. In other cases, early intervention does not improve the handicapping condition, but it may allow children to do a better job of caring for themselves or of assisting others in their care.

COST EFFECTIVENESS--One purpose of early intervention services is to reduce the need for special education in the future. In Colorado, a preschool special education program called INREAL resulted in 1) fewer children needing special education services at all, and 2)

reduced costs for children who continued to need service. Even after subtracting the cost of providing the preschool program, the Colorado districts which used the INREAL program estimated a savings of \$1560 per handicapped pupil over a three year period.

Wood (1981) did an extensive review of the relative costs of special education based upon age of entry into intervention programs. Dr. Wood concluded that early special education can result in a total cost savings of over \$16,000 per handicapped student throughout the child's school years. Further, Wood concluded that the number of children who leave special education and enter less expensive regular education programs is higher for students who received preschool special education.

Also, Wood noted that not only do the costs of special education services increase at each higher educational level, but the number of children requiring these services also increases as education is postponed. In other words, delaying intervention results in more children requiring more special services at higher costs.

RELIEF OF STRESS--Early intervention for the handicapped child can also have a positive impact on the child's family by providing parents with respite and with information and support in dealing with their child's problems. Reduction of family stress can also have indirect financial benefit for society. Handicapped children can create enormous financial strains on family budgets. The pressure of caring for such a child may require a parent to give up employment (Takanish and Feshbach, 1982). A single parent may be forced to go on public assistance. The supportive services of early childhood programs may help parents maintain financial self-sufficiency.

2. DO RESEARCH FINDINGS SUPPORT THE EFFICACY OF PRESCHOOL SPECIAL EDUCATION?

Yes, there are a number of research studies which seem to show that early intervention is effective. However, though all of these studies of early intervention have promising results, it is wise to keep in mind that there is a great deal we do not know about early intervention because of the limitations inherent in human experimentation (Early Intervention Research Institute, 1984).

POSITIVE FINDINGS

In the sixth Annual Report to Congress on the implementation of P.L. 94-142, the U.S. Department of Education reports that "early intervention with handicapped children results in a significant decrease in services required later; in some cases it eliminates or reduces the services which would otherwise need to be provided when the child enters school, thereby resulting in notable cost savings."

A number of research findings seem to support the conclusions of the Sixth Annual Report. Lazar (1979) analyzed the findings of 15 longitudinal studies of low income and handicapped children who were placed in preschool programs and concluded that these programs had a significant long-term effect on school performance. A longitudinal study reported by Schweinhart and Weikart on the Ypsilanti Perry Preschool (1981) also demonstrated the long-term benefits of preschool programs. The study followed 123 borderline retarded children for fifteen years beginning at age three. Children were randomly assigned to either an experimental group who attended preschool or to a control group who received no preschool program. The results showed that children who had attended preschool maintained a stronger commitment to school, showed higher scholastic achievement, required half as many

special education services, and were retained less often in grade. According to this study the benefits of the program clearly outweighed the costs.

Further, the positive impact of early intervention has been demonstrated for children with a variety of handicapping conditions. Bricker and Sheehan (1981) found substantial gains on multiple evaluation measures across diverse groups of children--normal, at risk, mildly, moderately and severely handicapped. A nationally recognized longitudinal study conducted by Weiss (1981) reported significant improvement of language impaired children placed in preschool programs utilizing the INREAL method of language instruction. These children required substantially fewer special services in later school years. The effectiveness of early education has also been reported for children who have sensory impairments (Adelson and Fraiberg, 1975), Down's Syndrome (Hayden and Haring, 1981), and behavior disorders (Strain, 1981). There is documentation of lasting improvement in the functioning of severely handicapped children who have experienced early intervention (Bruhei and Dow, 1980; Rosen, Morris and Sitkei, 1981).

STUDIES ON THE EFFICACY OF EARLY INTERVENTION IN REVIEW

1. Fifty percent of a child's intelligence develops before age 4, eighty percent of intelligence develops before age 8 (Bloom, 1964).
2. If intellectual development is 80% formed between birth and age 8, the handicapped child will need the most assistance during the early years in order to develop intellectual abilities which lead to a satisfying life (Hammer, 1972).
3. Research has shown that there may be critical periods for the development of certain skills, and that most of these periods occur in the first three years of life (Hayden and McGinness, 1977).
4. With a delay in remediation of an intellectual or cognitive handicap there is a cumulative achievement decrement...Apart from the danger of secondary emotional or sensory handicaps, the condition is progressive--without intervention the child's developmental status inevitably becomes worse with respect to other children as he grows older (Jensen, 1969).
5. Skeels and Dye (1939) took two groups of orphaned institutionalized mentally retarded infants as experimental/control groups. The experimental group was given an enriched environment; the control group was left in the ward with little stimulation. By 1942, the experimental group gained an average of 27.5 IQ points; the control groups lost an average of 26.5 IQ points.

3. HOW MANY CHILDREN ARE SERVED NOW UNDER MONTANA'S PERMISSIVE LAW?

About 950 handicapped children of preschool age are served either by the Office of Public Instruction or the Developmental Disabilities Division.

4. HOW MANY CHILDREN REMAIN UNSERVED BECAUSE THE SERVICES ARE NOT MANDATED?

Between 200 and 275 moderately and severely handicapped preschool children remain unserved in Montana. In general, these children live in rural areas. The 200-275 figure should remain fairly stable over

the next few years unless there is some dramatic surge in the general population.

5. WHY SHOULD THE SERVICES BE MANDATED RATHER THAN PERMISSIVE?

Under the permissive law, we have seen a particular pattern developing. Children who live in or near the larger cities and towns are more likely to receive preschool special education than children in rural areas. Since the numbers of handicapped children in rural areas are usually low, school districts, on their own, have been reluctant to get into providing services to just one or two children. Thus, families with handicapped children who live in rural areas have been faced with some difficult decisions. Frequently, they must choose between continuing in a rural way of life with no service for their child or leaving their rural homes to re-locate in the cities where services are available for their child. It does appear to be discriminatory that some handicapped children do not have access to services. In many cases, even if parents are financially able, they cannot purchase necessary treatments and services because the services are not available in their area.

6. HOW MUCH WOULD MANDATED SERVICES COST? WHO WILL PAY?

The average cost of serving the preschoolers who are currently being served by the Office of Public Instruction is between \$1800-\$2000 per year. The national average is also between \$1800-2000. The cost of DD services is about \$2600 per child per year. DD costs are slightly higher because home intervention programs have additional travel costs.

OPI estimates that there are approximately 200 children aged 3-6 in the moderate to severe categories who are presently unserved. To serve these children would require an additional cost of between \$360,000-\$400,000. Some of this cost can be offset by applying for P.L. 89.313 monies for these children. Wyoming and South Dakota have successfully been using this process for two or more years. At present, the Montana Attorney General is considering the legality of using P.L. 89.313 money in this way. If we do apply for and receive the P.L. 89.313 money, the amount per child would be around \$600 or \$120,000 off the total bill. Thus, there is the possibility that for less than \$400,000 the remaining unserved handicapped preschoolers aged 3-6 could receive the special education that they need.

In the 0-2 age group, it is a bit more difficult to identify the number of unserved children. The DD Division keeps waiting lists of unserved children, but the Division does not sort the data from these lists by age and handicap. Also, it is not possible at this time to determine if children on waiting lists for DD programs also appear in OPI's counts. Thus, we do not have an accurate unduplicated count of handicapped children aged 0-2. OPI estimates the number of these children to be about 75 in the moderate and severe categories, but this figure may be high because it includes deaf and blind children who are served by the Deaf and Blind School. Providers of Child and Family Services in the DD Division estimate between 50-60 children in the 0-2 range, but this figure is only a guess.

Using the figure of 75 children (which may be high) and an average cost per child in DD services of \$2600, it appears that the estimated cost of serving this group of handicapped children would be \$195,000. It is also possible to apply for P.L. 89.313 money to serve

these children. At \$600 per child, the P.L. 89.313 monies would be about \$45,000.

Total costs for serving presently unserved handicapped preschoolers could then be:

\$400,000	Aged 3-6
195,000	Aged 0-2

\$595,000	
165,000	P.L. 89.313 dollars

\$430,000	Estimated annual cost

8. SHOULDN'T PARENTS PAY FOR ALL OR PART OF THESE SERVICES?

It would seem logical that parents should pay for part of the special education services, but there are some problems with parents participating in this way. First of all, the services which are already offered have been provided to children for free. In order to impose fees now, it would be necessary to go back and restructure existing programs. Some existing preschool programs are projects of local school districts, others are Headstart programs funded by federal monies, still others are home-based programs run by the DD Division. The variety of types of services make it difficult to impose a rate structure which would be fair and applicable to all programs serving the age group. Parent financial participation is a notion that is worth considering, but implementation of this concept would be complicated to administer and supervise.

8. WHICH AGENCY OR AGENCIES SHOULD ADMINISTER THE PROGRAM? WILL NEW REGULATIONS BE REQUIRED?

The agencies which would need to be involved would be the Office of Public Instruction, Special Services and the DD Division of SRS. Both of these agencies are already serving preschoolers, though the schools do not normally serve children in the 0-2 age range.

For these two agencies to work together, there will need to be some joint rule-making which applies to early intervention programs. At present, OPI operates under the guidelines of P.L. 92-142, while the DD Division has its own set of rules. Differences between the systems would have to be clarified and coordinated, especially so that parents would understand their rights and would know what to expect.

9. HOW WILL SERVICES BE DELIVERED UNDER THIS LAW?

Implementation of this legislation can occur in several ways. The responsible agencies may provide direct services themselves, or they may choose to contract with some other public or private agency to provide home-based training, center-based preschool, itinerant early childhood specialists, or programs in existing Headstart or day care facilities.

In order to be cost effective, early intervention services for rural areas may have to be provided in innovative ways. Other largely rural states are using a variety of methods to diminish the costs of bringing services to remote areas. Among these methods are 1) use of telecommunications, 2) transport of specialists based in larger cities by air or in specially equipped vans, and 3) extensive use of trained paraprofessionals, especially in the fields of speech pathology and

physical and occupational therapy.

10. WHERE DID THE LANGUAGE OF THIS LAW COME FROM?

HB 405 is closely patterned after HB 2021 passed by the 62nd Oregon Legislative Assembly in its 1983 regular session. Oregon's law was used as a model because Oregon was faced with the same problem that Montana has of coordinating two state agencies which both supply some service to handicapped preschoolers.

11. HOW MANY OTHER STATES HAVE MANDATED PRESCHOOL SPECIAL EDUCATION PROGRAMS?

All but 9 states have some form of mandated preschool special education. Four states with mandated services begin service at birth and continue to age 21 (Nebraska, Iowa, Maryland, Michigan). In the Western region, the following states have preschool mandates: Oklahoma, Texas, South Dakota, Wyoming, Oregon and Washington.

12. WHAT HAS BEEN THE EXPERIENCE OF OTHER STATES WITH MANDATED PROGRAMS?

States continue to report increases in the number of preschool-age handicapped children served, especially those aged three through five. The number of states choosing to participate in these preschool programs has more than doubled since fiscal year 1978. A recent national analysis of the impact of preschool special education demonstration and outreach projects found the accomplishments of these projects to be "greater and more varied than those of any other documented education program...." (Sixth Annual Report to Congress).

13. IS THERE SUPPORT IN MONTANA FOR MANDATED PRESCHOOL SPECIAL EDUCATION?

There is broad-based support for this measure from a variety of groups and individuals, including many with no connection with special education or handicapped children. Copies of endorsements have been sent to the Chair of the House Education Committee.

14. WHAT IS GAINED BY PASSING THIS LAW? WHAT IS LOST IF THE LAW IS NOT PASSED?

If preschool special education services are mandated statewide, we will be assured that all handicapped children in the state have access to appropriate services at the time when they most need them. If we serve all young children who qualify for special education, we stand to save long term costs of more intensive special education which these children may require if they do not have early intervention services.

If we do not have mandated preschool special education, there will continue to be the inequitable situation of some children receiving a free educational service which is denied to others. Since federal and state monies are involved in the services which are currently offered, those parents whose children have been denied services could argue that they are paying taxes for services in which they cannot participate.

The human cost of not serving some children will continue to be high for their families. Parents will have to travel long distances to try to purchase services for their children. Some parents will leave their rural homes, sometimes at great financial sacrifice, to find services in larger communities. Still other parents, who do not have

the financial means to move, will suffer the anxiety of knowing that, without appropriate services, their children will not reach their full potential.



COST EFFECTIVENESS OF EARLY INTERVENTION PROGRAMS

Project High/Scope reports the following:

- self-contained special ed. increases schooling costs by 143% per year
- integrated special ed. increases costs by 169% per year
- costs for the education part only of institutionalization are 187% above the cost of regular education

The costs of operating the program was \$5,984 per child for the two-year program. The benefits were: (1) \$668 per child for mother's released time while the child attended preschool (\$3.34/hr); (2) \$3,353 per child saved by the public school due to less time spent in special education classes; and (3) \$10,798 per child in increased lifetime earnings projected from educational status. Total savings: \$14,819 per child. The benefits amount to a 248% return on the original investment. (10)

WESTAR reports the following from a study of several projects; the Texas Consortium study of 806 children, a National Diffusion Network Review of programs in 7 states, a Battelle Research Institute study of the HCEEP network, and surveys from various state education agencies.

- the cost per year of educating a handicapped child increases with delays in beginning intervention:
(median cost for regular education is \$1,148 per year)
 \$2,021 for programs beginning in infancy (0-2 years)
 \$2,310 for programs beginning in preschool (3-6 years)
 \$4,445 for programs at the elementary and secondary levels
- for every child who begins an intervention program before age 2, the cost per year of education will be less than if the child did not enter a program until school age (\$2,021/yr opposed to \$4,445/yr)
- If intervention begins in infancy, the cost of 18 years of education will be \$37,273. If the child is not placed until preschool, the cost is \$37,600. If intervention is delayed until age 6, the cost rises to between \$46,816 and \$54,340, depending on how much regular education the child can receive. (11)

In Seattle, Washington, the local school district will spend these amounts educating children in regular and special education classes: (12)

- \$4,842 for special education per year
- \$1,525 for regular education per year

A year of preschool education at the Model Preschool Center for Handicapped Children costs an average of \$3,432.

- Thus, a child who spends three years in preschool (cost = \$10,296) and enters and remains in regular education will save the district \$29,608 over 12 years of public education. The cost of 12 years of special education would be \$58,104.
- The present cost of institutionalization in Washington state is approximately \$38,000 PER YEAR. A child attending three years of preschool and 12 years of special education costs a district \$68,400. If institutionalized for the same period, the cost is \$570,000; a savings of \$501,600.

EARLY INTERVENTION

EARLY PHYSICAL THERAPY TWO CASE HISTORIES

In both cases the underlying disability has not changed, but the degree of their handicapped has been greatly changed.

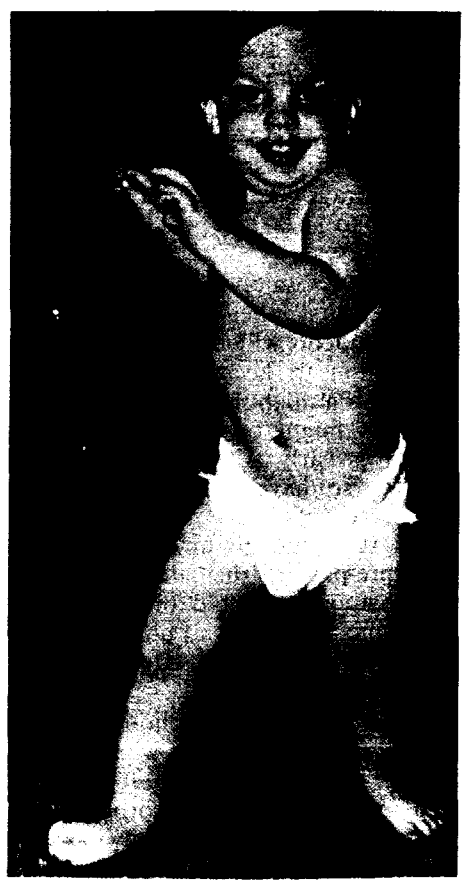
By Michele Hoover, R.P.T.

As a pediatric physical therapist I'm often asked about the types of children I see for therapy? "How old are they?" "What are their disabilities?" How long do they continue to receive therapy?" The answers to these questions are as varied as the infants and children I see. I'd like to tell you about two of them and how early treatment contributed to their development.

ANDREW

I first saw Andrew when he was 6 months old. His mother was concerned because he wasn't rolling. "Andrew just seemed different from his two sisters." Andrew's pediatrician referred him for an evaluation. Andrew's mother came to the appointment fully expecting to be told Andrew was developing just fine, but that wasn't the case. As I watched Andrew it was clear that he was interested in the people and toys around him. He seemed to reach out for them with his eyes, but had difficulty contacting them with his hands. His approach was to swat at them. If a toy was placed in his hand he was happy to look at it and shake it. He wasn't playing hands to knees when on his back or

rolling to the side. These are 4 month level skills. In sitting his back was rounded, lacking the erect posture characteristic of a 6 month old. In standing his legs had a stiff



Andrew takes his first step

quality. The feet were flat on the surface, but the toes were severely curled, almost hidden under his forefoot. As I handled Andrew, I explained to his mother what I expected to see and how Andrew responded. Posturally, his skills were below that of a four month old. My concern was that he was trying to move and interact with his environment, but was not successful much of the time. My recommendation was that Andrew begin direct physical therapy for 1 hour per week.

As the reality of Andrew's evaluation set in over the next week, the family requested a second opinion. An evaluation by our developmental pediatrician confirmed that Andrew displayed several movement patterns characteristic of cerebral palsy, although it was too early in his development to give this diagnosis. Regardless of the specific diagnosis, therapy was instituted and posture-movement goals were set up.

Andrew responded quickly to therapy. At 8 months of age Andrew was rolling and playing hands to feet (6 months). He could now reach directly for toys. The "jerky" arm movements had been replaced with a smooth coordinated reach. At 9 months he began to creep in a symmetrical hitch-type pattern. An intensive home program was developed to improve reciprocal leg movements. At 10 months Andrew was creeping reciprocally, pulling up to standing at furniture and sitting erect. He began to cruise at 12 months.

Developmentally, motor skills were continuing at age level, but quality in his movements was lacking. Standing still had a stiff quality to it. The toe curling had been somewhat reduced, but it was still a factor in spite of the molded shoe insert which inhibited toe curling. His body weight was centered forward over his feet causing him to stand on his toes rather than flat footed. He was now almost 16 months old, the age at which both of his sisters began to walk. He was attempting to take steps in-

Michele Hoover is co-owner of Northwest Therapy Services in Vancouver, Washington.

and motivation of our students to participate in fund raising.

It is our experience that the benefits of these fund raising projects are extensive, varying from a more comprehensive 'education' being provided our students (because of increased funding) to the achievement of objectives in a variety of curriculum areas (i.e., vocational, academic, social, leisure). Major academic objectives met relate to banking skills. Each student has his/her own check-book, record book, and deposit slips. Whenever there is a transaction, the students make it in their records book. In addition to this

function, students count all money, bills, and make appropriate change. Other academic objectives are making posters, advertising, making school announcements, learning about contracts, filling out order forms, charting, delivering, ordering, role playing (especially in being a salesperson), and writing thank you notes. Major social objectives met include using appropriate approach, contact, and interacting skills with the public. Students also learn responsibility for merchandise and money, working with their families, and thanking people for their support through letters and phone calls.

An evaluation of our fund-raising efforts over the last few years has resulted in being aware of procedures that are more successful. The following is a select list of these recommendations:

- Before starting, clearly communicate the purpose of the fund raiser and obtain permission from the school principal, parents, district public relation person, cooks, and any other persons important for the success of your project. Clear all dates with appropriate personnel.
- Make announcements at least one month ahead so people can mark their calendars. Avoid times that conflict with important school events.
- Recognize the importance of good weather for outdoor fund raisers. Fall and spring dates are safer for these types of events.
- Communicate closely with the students' parents. It is important to communicate that the school is not responsible for providing transportation to and from community fund raisers (ie, skating rink, garage sale). Also, notes and phone calls to parents are often necessary to guarantee sales monies being returned to school by students by established deadlines.
- Start small. Pick only one or two fund raisers the first year. This will help determine where support is for future projects that may require more work and assistance. Our first year we raised an average of \$250.00 per classroom. Now we average approximately \$800.00 to \$1,000.00 per classroom per year.
- Remember, sales often go great at first, then taper off later. Students will need added motivation to keep their interest at a high level. Also, students might exhaust their resources early as to who to sell to, so have them order moderately.
- Make sure students have persons pre-pay for their orders. Also, students should obtain the name, address, and phone number, in writing, from customers.
- Don't be shy! Use the phone; you will be surprised what people are willing to do for you in support of your project(s). Once you explain how such a project will help handicapped students, people are very often anxious and interested in helping the fund raiser.

Puget Sound Personnel Service

An employment agency that takes the risk out of hiring. A manpower service that guarantees production. Puget Sound Personnel Services (PSPS) of Seattle is making those claims stick. The employees are handicapped clients of the Divisions of Developmental Disabilities and Vocational Rehabilitation.

Modeled after a successful program in Boston, PSPS has a contract with Developmental Disabilities and works with DVR on a fee-for-service basis. Energetic entrepreneur Scott Rapp, former training coordinator at Tacoma Goodwill, is making the Boston model work in a uniquely Washington way.

"We offer a two phase service approach which allows the employer—in sales slick language—to 'try before you buy' and to see the confidence and dependability of the worker before making the hiring decision. The person is on my payroll initially, as a temporary service worker. When the employer agrees the worker is competent, he then makes the hiring decision." In the meantime, the employer has had what Rapp calls "production assurance." The trainer who accompanies each candidate on the job guarantees the work will be done. If the employee doesn't finish it, the trainer does. As Rapp says, "the employer can't lose."

How can he do it? "We work with major companies that over a period of time can hire four or five or six of our workers." Rapp says this helps him be cost effective; he can spread the cost of a trainer over several employees.

Job applicants are placed in a pool. Although PSPS is open to anyone, their main clientele is disabled persons. Rapp has tried to establish as large a pool of potential employees as possible and the greatest variety of jobs.

dependently. He wanted to walk! We decided to construct a pair of below-knee casts which were removable. These would be made to inhibit the toe curling and fix his feet in a flat-footed position, allowing Andrew to experience a more normal weight bearing sensation on his feet. The casts would block Andrew from going up on his toes. This seemed to be what he needed. Within a month he began to walk freely. He practiced over and over again; walking, getting up from sitting to standing and walking again. His face was full of expression as he delighted in his new-found skill. After 5 weeks of using the casts during his most active hours at home, they were no longer needed. He began to walk better without them. The casts had done the job of showing Andrew how it felt to walk with a flat foot. In therapy we continued to work on balance reactions in standing, making the feet active. At 17 months Andrew was walking well and by 18 months therapy was discontinued.

Andrew had spent 12 months in therapy. He had been referred early, before his movements had become strongly abnormal and most importantly before he had become frustrated because he couldn't physically interact with the world around him. Because therapy had been instituted early we were able to help Andrew learn how to move and play at the time that was appropriate for his development. In this way Andrew experienced success. His mother took an active role in his development as she adapted her handling and positioning at home throughout the day. The baby sitter also used these handling techniques so that we all felt that we had taken part in each new skill that Andrew learned.

Andrew is now 22 months old and he's teaching himself his own motor skills. Early physical therapy established the postural reactions for these skills. Andrew still has retained a mild toe grasp and although it does not interfere with his movement, it does indicate a neuromaturational immaturity. Physical therapy did not "cure" Andrew, but it did allow him to develop more normally.

EMILY

Emily was referred for physical therapy by her pediatrician after a stroke and seizure at 12 months of age. At Emily's initial physical therapy evaluation her mother reported that she has been "a little off balance" ever since the insult (stroke and seizure). Emily's development had been progressing quite normally up to this point.



Emily after one year of therapy

At age 13 months Emily began weekly physical therapy. Her posture was characteristic of a right hemiparesis, although she was not diagnosed until a week later when seen by a pediatric neurologist. At the evaluation she moved quickly around my therapy room. Her body weight was centered over her left hip. The right side of her body was drawn backward. When her weight shifted to the right she would fall down. Her mother explained how Emily fell a lot, hitting her head, and always had bruises about her face and head. She was not able to catch her fall using her right arm. Emily only used her right hand when necessary, otherwise it was tucked close to her body. Her hand was tightly fisted.

In the month since her stroke Emily had developed compensatory movements to keep her weight centered over her left "better" side and still accomplish her motor activities. In spite of her compensations to keep her weight over her left side she had learned to pull to standing and walk. Her develop-

ment did not appear to be slowed, although the quality and effectiveness of her movements were severely hampered. As she walked she lurched to the side.

Emily continued to try to keep up with her older sister. In January Emily broke her right leg attempting to ride a tricycle. She wore a below-knee cast fitted with a footplate to keep her toes in extension, rather than allowing them to curl under at the end of the cast. The weight of the cast severely affected her walking. The "off balance" lurching had returned. After 6 weeks the cast was removed but the walking pattern remained for an additional 2 months. It took these 2 months for her to re-adjust the posture she had learned while wearing the cast. During this time therapy emphasized weight shift to the right and lengthening of her shortened right trunk, but when she walked she continued to shorten her trunk and keep weight toward the left. This was a setback to the progress she had been making.

Emily has now been in therapy for 1 year. She was referred soon after her stroke before compensations in her movement patterns became strong. Through weekly therapy and follow through on treatment goals at home, Emily can adjust to weight shift toward the right and catch herself with both hands if she falls. Her posture has changed dramatically as well. She is more symmetrical; the right side is no longer drawn backward and her right arm is carried relaxed alongside her body. For Emily physical therapy has improved the quality of her movements, therefore decreasing the severity of her disability.

Both Andrew and Emily have spent 1 year in physical therapy. Both have made improvements in the quality of their posture and movements and consequently to the quality of their lives. In both cases the underlying disability has not changed, but the degree of their handicap has been greatly changed. They were fortunate to be referred early to therapy before the compensations for their disabilities became strongly abnormal. Through treatment they learned how to move and adapt more normally.

ANOTHER LOOK AT STUTTERING

There are no miracle cures for overcoming stuttering, but persons with such a disorder can gain significant control and achieve more fluent speech through the Precision Fluency Shaping Program.

By Clifford S. Goldman

There have been many theories regarding the cause of stuttering. Initially, stuttering was thought to be an emotional disorder, the stuttering being a symptom of a fundamental personality flaw, an unresolved "core conflict". This point of view is not supportable in the literature. Stuttering is not a neurotic disorder. Any emotional problem experienced by the stutterer would generally be presumed to arise *after* the stuttering is established.

Mr. Goldman, M.S., C.C.C., is a Speech Pathologist, staff clinician and lecturer at Hollins Communications Research Institute, Hollins College, Roanoke, VA, treating stutterers. He is currently on staff at Portland Center for Hearing and Speech, Portland, Oregon.

Anticipatory and anxiety theories to explain stuttering are also losing credibility by workers in the field. Anxiety and tension states can be correlated with an increase of an individual's stuttering, but this has not been found to cause stuttering. In fact many stutterers report that they often do better when the "chips are down," and experience more stuttering when they are relaxed and not "on guard."

In the 1960's most clinicians believed that stuttering was learned behavior. By calling undue attention to normal stuttering or developmental disfluency, parents cause the small child to become aware that something is wrong about the way he talks. The child then "learns" how to avoid the parent's displeasure about the way he talks

by "trying real hard" to get the words out. This pushing out words, and being very careful, leads to tension, avoidance and struggle, so the theory goes, and full blown stuttering develops. Recent genetic research and clinical observation is undermining this point of view.

Contemporary research on the speech physiology and neurology of stuttering may best be understood as a *coordinative disorder* involving the disruption of the physiological speaking process (phonation, respiration, articulation) and the auditory system as well. The predisposition for this to occur seems to be determined by genetic factors, according to recent research. The stutterer produces respiratory, articulatory and phonatory patterns which are too forceful or aberrant. Although some struggle behaviors exhibited by stutterers may be learned, recent research is suggesting that the stutterer is an individual with a reduced ability to generate the reliable temporal regulation of speech. Stuttering may not be learned as we think of it as a disorder but what is learned is the stutterer's particular style of "breaking through" the ASYNCHRONY or coordination of the voicing, breathing and sound shaping.

A Proposed Treatment Program

There are no miracle cures for the problem of stuttering, but we can help stutterers attain fluent speech through a comprehension treatment program called Precision Fluency Shaping Program (PFSP). term "fluency shaping" refers to the technical activities which form the basis for the speech reconstruction program used with stutterers. This program teaches technical skills that can help transform uncontrolled stuttering into fluent speech. The program was developed by Dr. Ronald Webster, Hollins Communications Institute, Hollins College, Roanoke, Virginia.

Most fluency programs are concerned with reducing the tension of the stutterer, using relaxation techniques. The PFSP doesn't directly



Executive Summary

Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

U.S. DEPARTMENT OF EDUCATION, 1984

Services for Children from Birth through Age Five

- The implementation of the Education of the Handicapped Act, as amended by P.L. 94-142, has brought concomitant increases in the nature and extent of programs to provide education and related services to the population of young handicapped children. Early intervention with handicapped children results in a significant decrease in services required later; in some cases it eliminates or reduces the services which would otherwise need to be provided when the child enters school, thereby resulting in notable cost savings.
- States continue to report increases in the number of preschool-age handicapped children served, especially those aged three through five. This age group represents nearly a quarter of the total increase in the number of children ages three through 21 who received special education services last year. Since 1976-77, there has been an increase of more than 23% in the number of preschool children served.
- Thirty-eight States now mandate services to at least some portion of the preschool handicapped population from birth through age five. The specific ages and areas of handicap for which services are provided vary among States; however, a larger percentage of the three- through five-year-old population is reported to be served in those States which mandate services than in those that do not.
- Four Federal initiatives—EHA-B, the Preschool Incentive Grant Program (20 U.S.C. 1419), the State Implementation Grant Program, and the Handicapped Children's Early Education Program—have played a critical role in encouraging preschool programs. The number of States choosing to participate in these preschool programs has more than

doubled since fiscal year (FY) 1978. A recent National analysis of the impact of demonstration and outreach programs found the accomplishments of the HCEEP projects to be "greater and more varied than those of any other documented education program identified."

IN BRIEF

The DEBT Project: Early Intervention for Handicapped Children and their Parents

DANIEL J. MACY
GARY S. SOLOMON
MARC SCHOEN
GLORIA S. GALEY

■ During the past decade, educators have witnessed the evolution of a multitude of early educational intervention programs designed to serve handicapped infants and very young children. The literature has revealed numerous examples of such programs whose effectiveness has been well documented (e.g., National Diffusion Network, 1980; Shearer & Shearer, 1972; Tymchuk, Dahlman, & Asher, 1981). The importance of and necessity for such programs was highlighted by Hayden (1979), who commented that "While nonhandicapped young children may make acceptable progress without early educational interventions, handicapped or at risk children do not" (p. 510). Building on this growing body of literature, this article briefly describes Project DEBT (Developmental Education Birth through Two—an early intervention program currently operating in Lubbock, Texas) and evidence of DEBT's effectiveness in improving developmental progress of handicapped and at-risk children.

PROJECT OVERVIEW

Originally funded as a demonstration program by the Bureau of Education for the Handicapped, Project DEBT presently is sponsored and supported by the Lubbock Independent School District under the auspices of the Department of Special Education. The major project goal has been early identification and home-based intervention for handicapped and high-risk children from birth through the age of two years.

The DEBT model (DEBT Staff, undated) was designed to encourage parents to participate in

the children's education beginning with the contribution of data to the assessment process, assisting in the direct implementation of the individualized educational program (IEP), and continuing through program planning and evaluation of progress. The DEBT teachers visit each child's home weekly and work directly with the parent(s) and child in implementing the IEP, which is based to a large extent on the Koontz Child Developmental Program (Koontz, 1974; Solomon, Walden, & Galey, 1981). Over 90% of all parents have attended IEP planning sessions, and have assisted staff in measuring child progress (DEBT Staff, 1980). Other DEBT intervention includes parent meetings, program presentations, water and gym play programs, medical and educational evaluations, physical/speech/occupational therapy, and transportation services as needed.

EVIDENCE OF EFFECTIVENESS

One hundred and three DEBT children, representing a heterogeneity of handicapping conditions, served as subjects in the study. They were divided into three groups, according to severity of handicap. Of the 49 children in the Mild/At-Risk group, two-thirds were male, half were Anglo; their mean pretest chronological

Exceptional Children, Volume 49, Number 5. Copyright © 1983 The Council for Exceptional Children. The activities reported here were supported in part by Grant No. OEG-0-74-2676 from the Bureau of Education for the Handicapped, Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the policy of the U.S. Office of Education, and no official endorsement should be inferred. An extended version of this report is available from Gloria Galey, Director, Project DEBT, Lubbock Independent School District, 1628 19th Street, Lubbock, Texas 79401.

Exceptional Children, Vol. 51, No. 3, pp. 199-202.

The following three articles focus on the recently published *Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act*. The Secretary of Education submits an annual report to Congress describing progress in implementing the law. The first article in the series is a summary of the Sixth Annual Report, and is taken directly from the Executive Summary that accompanies the report. I invited two people, Michael Gerber and David Greenberg, to write critical reactions/analyses to the full report. Their articles appear following the summary. Those who wish may submit a reaction to either the report or the articles and it will be considered for publication in the Comment section of *Exceptional Children*.—Editor

Executive Summary

Sixth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

U.S. DEPARTMENT OF EDUCATION, 1984

■ This is the sixth *Annual Report to Congress* on the status of education and related services for the Nation's handicapped children and youth in fulfillment of the provisions of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401, 1411, *et seq.*), as amended by P.L. 94-142. In Section 601(c), Congress stated the purposes of the Act, which are: (1) to assure that all handicapped children have available to them a free appropriate public education, (2) to assure that the rights of handicapped children and their parents are protected, (3) to assist States and localities to

provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The report is submitted by the Secretary of Education in accordance with the provisions of Section 618, which requires that the impact of the program authorized by the Act be evaluated and that updated information, including information regarding the number of children requiring and receiving a free appropriate public education, be provided annually. The Education of the Handicapped Act Amendments of

doubled since fiscal year (FY) 1978. A recent National analysis of the impact of demonstration and outreach programs found the accomplishments of the HCEEP projects to be "greater and more varied than those of any other documented education program identified."

Services to Secondary- and Postsecondary-Age Students

- A noticeable expansion of services to secondary- and postsecondary-age handicapped students has occurred, in part due to (1) increased recognition of the importance of a successful transition from school to work and community life; and (2) the need to preserve educational gains from earlier education. Information from selected States indicates a more rapid growth in services at the secondary level than for younger school-aged children. The 1982-83 child count data indicates an increase of 9% from the previous year for postsecondary-age students aged 18 through 21, and an increase of 70% over the number served in 1978-79. Although all States have mandates to provide services to handicapped students through age 17, 24 States have mandates to serve handicapped youths through the age of 21 if they have not graduated from high school. In addition, many States permit local schools to provide services at least through age 21 even when a mandate does not exist.
- There is a growing trend toward expansion of vocational services and use of community resources to provide vocational skills to secondary- and postsecondary-age handicapped youth. Through such programs, there is also greater opportunity to receive education with and interact with nonhandicapped students.
- Through combining resources from other public and non-profit service agencies and prospective employers, financing of programs for older handicapped youth is being shared among other human service agencies and the private sector.
- The Education Department will assist the expansion and improvement of transitional services for handicapped children and youth through development of curriculum materials, research on the accessibility of

employment training, follow-up studies of secondary-age students, demonstration and dissemination of successful practices, communication between the education community and the business community, and development of workable interagency agreements.

Services to Institutionalized and Previously Institutionalized Students

- Over the past decade, judicial and professional decisions have led to dramatic reductions in the enrollment of handicapped children in State institutions. Many States have now adopted policies to keep or return students to their home communities whenever possible, thereby avoiding institutional placement. Local educational agencies are increasing their resources to assist with previously institutionalized students.
- Changes in SEA, other State department, and LEA policies and practices for provision of educational services to students who remain in institutions suggest improved capability to meet the needs of these handicapped students.
- The primary source of Federal support to children in State-operated or State-supported schools is P.L. 89-313. These funds can also "follow" children who leave the State programs to enter local programs. The number of children supported in LEAs has increased by 700% since 1975 to a total of 49,601 in 1983.

Personnel

- Overall, there was a slight increase between 1980-81 and 1981-82 (the two most recent years for which data are available) in the total number of special education and related services personnel.

Least Restrictive Environment

- Fewer than 7% of all handicapped children are educated in either separate schools or separate environments. Of the more than 93% who are educated in regular schools, about two-thirds receive their education in the regular classroom with nonhandicapped peers.

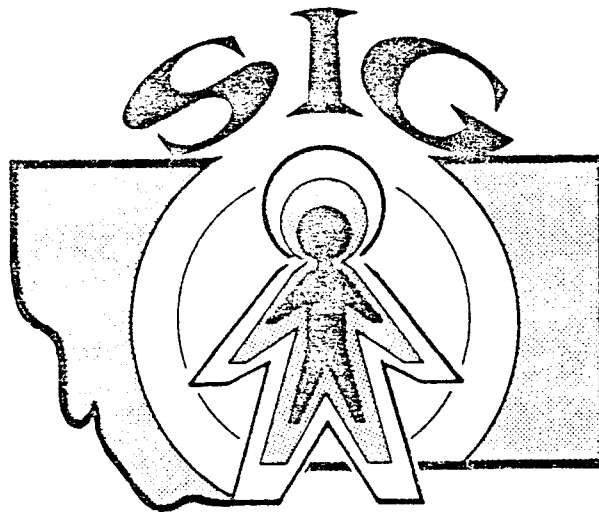
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STATEWIDE EDUCATIONAL SERVICES
1983 - 1984 Ages 1-4 years
LEA'S AND SPEC. ED. COOPS.



STATE IMPLEMENTATION GRANT

MONTANA CENTER FOR HANDICAPPED CHILDREN

SPECIAL EDUCATION BUILDING
EASTERN MONTANA COLLEGE
1500 NORTH 30th STREET
BILLINGS, MONTANA 59101-0298
PHONE: (406) 657-2312

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
DILLON	1 Year												
	2 Year												
	3 Year												
	4 year						2						2
HARDIN	1 Year												
	2 Year												
	3 Year						1						
	4 Year						1						
CHINOOK	1 Year												
	2 Year												
	3 Year						1						
	4 Year						3						
GREAT FALLS	1 Year												
	2 Year						2						
	3 Year			2			24		1	1		1	29
	4 Year			3			15		4	2		2	2
GREAT FALLS	1 Year												
	2 Year												
	3 Year						3						3
	4 Year			1					1				2
SAND COULEE	1 Year												
	2 Year												
	3 Year							1					
	4 Year												
FORT BENTON	1 Year												
	2 Year												
	3 Year						2						2
	4 Year						7					1	8
GERALDINE	1 Year												
	2 Year												
	3 Year												
	4 Year											1	1
MILES CITY	1 Year												
	2 Year				1								1
	3 Year						6					1	7
	4 Year						2						2

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LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
BEECH FORK 38-0330	1 Year												
	2 Year												
	3 Year												
	4 year						2						2
WHITEFISH 44-0335	1 Year												
	2 Year												
	3 Year												
	4 Year						1						
EVERGREEN 50-0339	1 Year												
	2 Year												
	3 Year						1						
	4 Year						1						
BOZEMAN 7-0350	1 Year												
	2 Year						1						
	3 Year	1			1	1	5					2	10
	4 Year	1			1	2	13		1				18
BOZEMAN 7-0351	1 Year												
	2 Year												
	3 Year					1	1					1	3
	4 Year					2			1				3
THREEFORKS 24-24-0360	1 Year												
	2 Year												
	3 Year												
	4 Year					1	1						2
BELGRADE 44-0368	1 Year												
	2 Year						2						2
	3 Year	1				1	3					1	6
	4 Year						3					1	4
WEST YELLOWSTONE	1 Year												
	2 Year												
	3 Year												
	4 Year						1						1
BROWNING 0-0	1 Year				4	1	4					3	12
	2 Year	2				2	2					4	10
	3 Year						11					4	15
	4 Year					2	8		2				12

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTA
BROWNING 9-0401	1 Year												
	2 Year												
	3 Year						1						1
	4 year												
CUT BANK 5-0402	1 Year												
	2 Year								1				1
	3 Year						1						1
	4 Year						1						1
HAVRE 5-0427	1 Year												
	2 Year												
	3 Year			2								1	3
	4 Year											1	1
ROCKY BOY 87-6-1207	1 Year												
	2 Year												
	3 Year						2					1	3
	4 Year						1						1
7 SKY 90-1219	1 Year								1				1
	2 Year												
	3 Year												
	4 Year						2						2
RONAN 90-1199	1 Year												
	2 Year												
	3 Year												
	4 Year						3						3
HELENA 0487	1 Year								1				1
	2 Year						1	1					2
	3 Year					4	8						12
	4 Year						14						14
HELENA 0488	1 Year												
	2 Year												
	3 Year					4							4
	4 Year				1		1						2
ESTER 0510	1 Year												
	2 Year												
	3 Year												
	4 Year						1						1

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
TROY	1 Year												
	2 Year												
1-0519	3 Year						1						
	4 year						1						1
LIBBY	1 Year												
	2 Year			1									1
4-0521	3 Year					1	2						
	4 Year			2			3						
EUREKA	1 Year												
	2 Year			1									1
13-0527	3 Year												
	4 Year	1					3						
EUREKA	1 Year												
	2 Year			1									
CO-0528	3 Year												
	4 Year						3						
EUREKA	1 Year												
	2 Year												
52-0545	3 Year			1					1				2
	4 Year												
MISSOULA	1 Year												
	2 Year												
1-0583	3 Year					1	2					4	
	4 Year			3			1						4
LOLO	1 Year												
	2 Year						1						1
7-0588	3 Year												
	4 Year												
FRENCHTOWN	1 Year												
	2 Year												
40-0598	3 Year												
	4 Year						1						
LIVINGSTON	1 Year												
	2 Year												
4-0512	3 Year					1	1						
	4 Year					1	1						2

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTA
LYDE PARK 41-38-0626	1 Year												
	2 Year												
	3 Year					1							1
	4 year												
MALTA -0658	1 Year												
	2 Year												
	3 Year						1						1
	4 Year												
WHITEWATER DAA-0662	1 Year												
	2 Year												
	3 Year												
	4 Year								1				1
WARTBUTTE 0670	1 Year												
	2 Year												
	3 Year												
	4 Year								1				1
RAD 10-0674	1 Year												
	2 Year												
	3 Year						4						4
	4 Year						3						3
FERLODGE 0712	1 Year												
	2 Year												
	3 Year			1			1						2
	4 Year						4						4
STEVENSVILLE 0732	1 Year												
	2 Year						3						3
	3 Year												
	4 Year												
HAMILTON 0734	1 Year												
	2 Year												
	3 Year												
	4 Year						1						1
SDNEY 0746	1 Year								1				1
	2 Year												
	3 Year												
	4 Year												

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
POPLAR 9-0775	1 Year												
	2 Year												
	3 Year												
	4 year						4						4
FORSYTHE 4-0790	1 Year												
	2 Year												
	3 Year						1						
	4 Year	1					1						
COLSTRIP 19-0796	1 Year												
	2 Year												
	3 Year						2						2
	4 Year						1						
PLAINS 1-0802	1 Year												
	2 Year												
	3 Year												
	4 Year	1					1						
MCCINE LAKE 7-0821	1 Year												
	2 Year												
	3 Year												
	4 Year			1									1
BUTTE 1-0840	1 Year												
	2 Year												
	3 Year			1			15					2	18
	4 Year			1			18					1	20
CHOTEAU 1-0883	1 Year												
	2 Year												
	3 Year						1						1
	4 Year						2						2
SHELBY 14-0910	1 Year												
	2 Year												
	3 Year	1					2						3
	4 Year						1						1
BILLINGS 2-055	1 Year			1		1	9		1			1	13
	2 Year	1		1		1	4					1	8
	3 Year	2	1	3			13					3	20
	4 Year	8					23		2	1		3	37

LOCATION & DISTRICT	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
BELLINGS Z-0966	1 Year												
	2 Year												
	3 Year						1						1
	4 year												
LAUREL -70-0970	1 Year												
	2 Year												
	3 Year												
	4 Year						1						1
MUNTLEY PROJECT	1 Year												
	2 Year												
	3 Year												
	4 Year						1						1

TOTALS

TOTAL	1 Year	-0-	-0-	1	4	2	13	-0-	4	-0-	-0-	4	28
TOTAL	2 Year	3	-0-	4	1	3	18	1	1	-0-	-0-	5	36
TOTAL	3 Year	6	2	10	2	15	138	-0-	4	1	-0-	22	200
TOTAL	4 Year	14	-0-	15	2	9	182	-0-	14	3	-0-	13	252
TOTALS		23	2	30	9	29	351	1	23	4	-0-	44	516

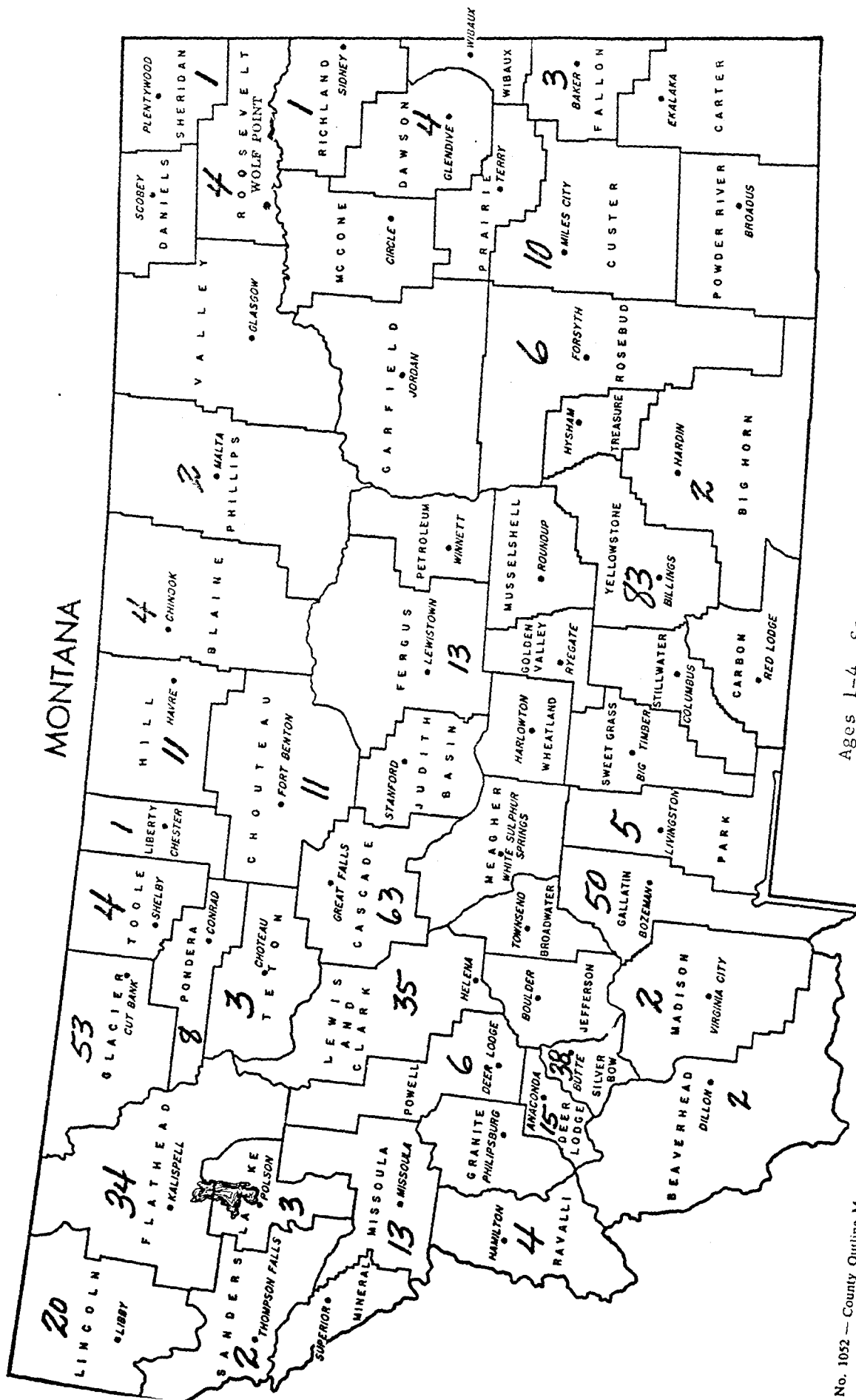
1 Year = 05% of Total

2 Year = 07% of Total

3 Year = 39% of Total

4 Year = 49% of Total

MONTANA



No. 1052 -- County Outline Map
STATE PUBLISHING COMPANY
Helena

Ages 1-4	Served by LEA'S	Total Served: 516
Source:		

Office of the Superintendent of
Public Instruction
Report Prepared 2/1/84

COUNTY	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTA
BLAINE	1 Year												
	2 Year												
SECOOP	3 Year						8	1					9
	4 year			1			18		1				20
CASCADE	1 Year												
	2 Year					1							
SECOOP	3 Year												1
	4 Year						7						7
CLUSTER	1 Year												
	2 Year												
SECOOP	3 Year												
	4 Year						2						2
MALLON	1 Year												
	2 Year												
SECOOP	3 Year						1						1
	4 Year						1						1
MAGUS	1 Year												
	2 Year												
SECOOP	3 Year						7						7
	4 Year			1			11						12
FLATHEAD	1 Year												
	2 Year								2				2
SECOOP	3 Year								3				3
	4 Year						1		5				6
GALLATIN	1 Year						1						1
	2 Year												
SECOOP	3 Year						1						1
	4 Year						5						5
JEFFERSON	1 Year												
	2 Year												
COOP	3 Year						3						3
	4 Year						2						2
WSON	1 Year												
	2 Year												
COOP	3 Year												
	4 Year						2						2

COUNTY	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
MISSOULA	1 Year												
	2 Year												
SECOOP	3 Year						1						
	4 year						3						3
PARK	1 Year												
	2 Year												
SECOOP	3 Year					1	3						
	4 Year						4						
PONDERA	1 Year												
	2 Year						1						1
SECOOP	3 Year						3						3
	4 Year						7						
POWELL	1 Year												
	2 Year						1						1
SECOOP	3 Year						2						2
	4 Year						8						8
SANDER RIVER	1 Year												
	2 Year						1						1
SECOOP	3 Year						1						1
	4 Year												
RAVALLI	1 Year												
	2 Year												
SECOOP	3 Year												
	4 Year						4					1	5
SANDERS	1 Year												
	2 Year												
SECOOP	3 Year			1									1
	4 Year	1					3						4
STILLWATER	1 Year												
	2 Year												
SECOOP	3 Year						1						1
	4 Year						2						2
YELLOWSTONE	1 Year			1									1
	2 Year			1		1	4						6
JOP	3 Year			1			6						7
	4 Year			1			11						12

TOTALS

	AGE	HH	D	MR	OH	OI	SI	VI	LD	ED	DB	MH	TOTAL
TOTAL	1 Year	-0-	-0-	1	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	2
TOTAL	2 Year	-0-	-0-	1	-0-	2	7	-0-	2	-0-	-0-	-0-	12
TOTAL	3 Year	-0-	-0-	2	-0-	1	37	1	3	-0-	-0-	-0-	44
TOTAL	4 Year	1	-0-	3	-0-	-0-	90	-0-	6	-0-	-0-	1	101
TOTALS		1	-0-	7	-0-	3	135	1	11	-0-	-0-	1	159

1 Year = 1.2% of Total

2 Year = 7.5% of Total

3 Year = 27.7% of Total

4 Year = 63% of Total

**Source of Information: Office of the Superintendent of Public Instruction
Report Prepared 2/1/84

MONTANA

Counties and Cities shown on the map:

- Lincoln**: LIBBY
- Glacier**: CUTBANK
- Flathead**: MISSOULA
- Sanders**: SPOONER
- Thompson Falls**: THOMPSON FALLS
- Superior**: SUPERIOR
- Mineral**: MINERAL
- Missoula**: MISSOULA
- Powell**: POWELL
- Granite**: PHILPSBURG
- Hamilton**: HAMILTON
- Ravalli**: RAVALLI
- Deer Lodge**: DEER LODGE
- Anaconda**: ANACONDA
- Boulder**: BOULDER
- Jefferson**: JEFFERSON
- Silver Bow**: SILVER BOW
- Beaverhead**: DILLON
- Madison**: VIRGINIA CITY
- Gallatin**: BOZEMAN
- Big Sky**: BIG SKY
- Big Horn**: BIG HORN
- Carbon**: CARBON
- Red Lodge**: RED LODGE
- Yellowstone**: BILLINGS
- Stillwater**: STILLWATER
- Columbus**: COLUMBUS
- Big Timber**: BIG TIMBER
- Sweet Grass**: SWEET GRASS
- Wheatland**: WHEATLAND
- Harlowton**: HARLOWTON
- Golden Valley**: GOLDEN VALLEY
- Musselshell**: MUSSELSHELL
- Roundup**: ROUNDUP
- Winnett**: WINNETT
- Petroleum**: PETROLEUM
- Fergus**: FERGUS
- Stanford**: STANFORD
- Judith Basin**: JUDITH BASIN
- Great Falls**: GREAT FALLS
- Cascade**: CASCADE
- Lewis and Clark**: LEWIS AND CLARK
- Choteau**: CHOTEAU
- Conrad**: CONRAD
- Pondera**: PONDERA
- Toole**: TOOLE
- Shelby**: SHELBY
- Liberty**: LIBERTY
- Chester**: CHESTER
- Hill**: HILL
- Havre**: HAVRE
- Blaine**: BLAINE
- Chinook**: CHINOOK
- Malta**: MALTA
- Phillips**: PHILLIPS
- Valley**: VALLEY
- Daniels**: DANIELS
- Scobey**: SCOBEE
- Sheridan**: SHERIDAN
- Plentywood**: PLENTYWOOD
- Roosevelt**: ROOSEVELT
- Wolf Point**: WOLF POINT
- Glasgow**: GLASGOW
- Richland**: RICHLAND
- Sidney**: SIDNEY
- McCone**: MCCONE
- Circle**: CIRCLE
- Dawson**: DAWSON
- Glendive**: GLENDIVE
- Prairie**: PRAIRIE
- Terry**: TERRY
- Wibaux**: WIBAUX
- Miles City**: MILES CITY
- Custer**: CUSTER
- Baker**: BAKER
- Fallon**: FALLON
- Ekala**: EKALAKA
- Carter**: CARTER
- Powder River**: POWDER RIVER
- Broadus**: BROADUS

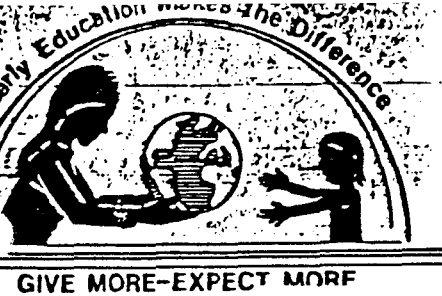
Numbers on the map: 1, 2, 3, 4, 5, 8, 11, 19, 26, 29.

No. 1052 — County Outline Map

No. 1052 — County Outline Map
STATE PUBLISHING COMPANY
Helena

Ages 1-4 Served by Spec. Ed. Cooperative Served: 159 Total

Source of Information: Office of the Superintendent of Public Instruction
Report Prepared 2/1/84



TECHNOLOGY AND RURAL SPECIAL EDUCATION

EXHIBIT 1H
H.B. 405
2-11-85

Instructional Programming Information

The North Slope Borough School District of Alaska uses a computer-assisted management system to organize special education programming. The system assists in development of the IEP and generates required reports. The computer program handles the repetitive paperwork aspects of creating and managing IEPs.

For example, district administrators developed programs that linked many IEP goal/objective statements to assessment instruments. This provided a criterion-referenced inventory of performance analysis on more than 200 key skills in reading and math. The computer program also included content areas ranging from study skills to sensory perception skills.

Gathering Data for Prescriptive Programming

A Head Start program in Otsego County, New York, uses videotapes in which a child reacts to a structured sequence of situations as input for prescriptive programming. Children involved are located in remote areas, and the videotapes are sent to and viewed by staff at a more centralized rural facility. Their input is used by local personnel for planning prescriptive programming for the child and for locating agencies which can best provide appropriate services. The tapes become a permanent part of the child's records against which subsequent recordings are compared. Testing the child in a home-school situation eliminates clinical aspects which often affect performance.

Parent Training

In a program in Newfoundland, videotapes are the primary vehicle for training parents of children with hearing impairments. During a four-day residential workshop for these remotely located parents and their children, parents view teaching videotapes. Training videotapes are later sent to the families on a monthly basis for use with their loaned videotape play-

back units. An auditory trainer is also furnished to parents for use at least once per day in one-to-one language teaching sessions with children, as described in the videotapes.

The program has tremendously reduced the number of staff needed for home visits. A visiting teacher went to each home once per semester and conducted weekly telephone counseling sessions with parents. Considerable improvement was noted in parenting behavior and child performance.

Parent Communication

Strategic placement of CB radios was an inexpensive approach to communicating with parents in rural Appalachian "hollers" that are hard to reach because of their terrain. The excellent natural communication system allowed relatively quick access to parents and provided a needed and reliable way to carry messages. More sophisticated "instant" communication systems for service providers and their families use telecommunication.

Increasing Curricular Offerings

A high school in Littlefork, Minnesota, facing a decline in quality because of dwindling school population, inflation, and fewer resources, designed a system offering 178 courses to 78 high school students. Four outside resources, typically used as supplements to courses, were combined to make one curriculum package. These included computer courses, correspondence courses, audiovisual resources, and video tape recorders.

The district set aside a classroom in the high school for its "one-room schoolhouse" and equipped it with study carrels, computers, and other electronics. A manager uses diagnostic records, counseling, contracts, and other student learning devices. Individualized learning goals and styles are emphasized. Resources used in the center have been reported to be cost-effective (e.g., cost per hour for a computer-taught course is \$5.49). Discipline problems have been exceptionally low because of a high level of student motivation.

Saving Staff Costs/Labor Intensity

The need to reduce the numbers of professional personnel required was the initiative for a short-staffed remotely located learning center

Communications



Speech therapist Sherry Johnson and Steven B. Cook, 4 work together on improving the boy's speech.

Problems overcome in special program

Photos - story
By George I. Maas



Preschool
Ferguson
work of
Element

By George I. Maas

It's more than special education for special children.

All children are special. So is the preschool handicapped program that has been in use at West Elementary School for the past five years.

The program lives and could die at the hands of federal budget cutters, says program director Vern Barkell. But a bill now before the Montana Legislature could reduce the uncertainty preschool educators, specially trained and morally groomed, must face in their work with handicapped people.

Simply put, special-ed teacher Linda Ferguson defines the program as "serving kids who cannot be served elsewhere."

Those close to the program have found that the public is largely unaware of its existence in Laurel.

To qualify for the program, a child cannot be eligible for local kindergarten or first grade, says Barkell. The child must show at least a 25 percent delay in one or more of the following areas: physical development, self-help, social or academic skills, and speech-language.

Gains can be made with the program, that's been proven. Speech, physical and occupational therapists, psychologists and instructors and aides, all work toward multiple goals: educating a child; preparing a child for the transition to kindergarten or first grade — and for life itself. The emphasis is on the individual.

"None of their problems are exactly the same," says Ferguson of the 11 children now enrolled in the program. "Every case is decided individually."

Although anyone may refer a child for services, most referrals come from the parents, she says — from those parents, anyway, who are aware the program exists. After the referral is made, Ferguson will then go into the home, at the parents request, conduct various tests with the youngster, and consult with the parents.

All of the eleven students currently in the program have speech deficiencies, some more severe than others, she says. The parents and their child can, and do, learn a sign language geared for people who are not deaf. Parents play an important role in their child's education, says Ferguson, as any parent should with any child, handicapped or not.

Morning and afternoon classes are held at West School three days a week. Children are placed in these sessions on the basis of age and individual ability levels, says Barkell. Two days a week the preschool teacher holds sessions in the student's home, working with the kids and helping parents to overcome whatever problems their child may have.

Until the child reaches "that magic age of six," stated Ferguson, when he or she could, if necessary, enter state-supported and mandated special education programs, educational possibilities are questionable in terms of financial support. Rumored is the possibility of the federal funds to preschool programs being slashed.

There are expenses, and lots of them. But locally, parents are obligated only for transporting their child to class.

But a glimmer of hope on the horizon that may dim the uncertainty surrounding the preschool program in Montana has strong support from Barkell and others in his field.

A bill before Montana legislators proposes that 3 to 5 year olds be included in the state-supported and mandated special education programs. Currently, the state guarantees special education for 6-18 year olds. Some communities continue that education beyond those years.

Donald and Geryl Fox, parents of 3 1/2-year-old Derek, who has been in the Laurel program since fall, are enthusiastic about Derek's progress. Geryl, crediting the personal attention her son receives from the instructors and speech therapist at West, says the most noticeable changes are in Derek's speaking abilities and in his interaction with other children. She says

extreme frustration because he could not communicate with anyone. "He had no way of telling us what his problem was," said Letitia.

Since he entered the preschool program, "His frustration level has been cut 75 to 80 percent. He's learning sign language," she stated. "By the first of the year (1984), we noticed an obvious difference."

"He's better...It's better than listening to your child scream 12 hours a day. I don't think we could have a better teacher than Linda Ferguson."

"We had his hearing tested several times. His hearing is good. There is no explanation of why he can't talk. He fully comprehends what you say," the boy's mother said.

"We have a good outlook for Steven," Letitia said.

"I don't think we could have a better teacher than Linda Ferguson."

-Letitia Cook

they are hopeful their son will be able to enter primary school when the time comes. If he cannot, they are confident the continuing special education will keep him moving ahead. Letitia Cook, mother of 4-year-old Steven, called the program her son entered in September of 1983 "exceptionally good."

She and her husband, David, first heard of the Laurel program through the Montana Center for Handicapped Children in Billings.

"Steven does not communicate verbally," explained Letitia. After taking her son to a leading pediatrician in Billings, she says she and her husband became frustrated with what they were told. "We just got tired of hearing that he'll grow out of it." She says her son experienced

"Most important is not to give up," she advises other parents whose children are not "quote-unquote normal. Things will get better."

Roberta Weninger, an aide with the program off and on for the past three years, who says she gets called in when "the teachers need help," is another who can attest to the program's value. She says she has seen children come to the program "with no speech. When they leave, they can talk." She recalled another child who would limit her speech to a couple of sentences. Then one day, during testing where Weninger is required to write down statements made by the child, the young girl spewed forth several pages of expression.

Ferguson emphasized the individuality of the kids' problems. "You can't tell what they'll do from year to year."

Asked if she could informally evaluate a child and say whether that child would eventually grow into a normal, productive adult, she said, "No."

Children from the following school-areas are eligible to attend the Laurel program: Laurel, Elder Grove, Canyon Creek, Elysian, Blue Creek and Morin.

A handbook is available from the Yellowstone-West Cooperative office by calling 628-7903, or from the superintendent's office, more fully explaining the special education services for preschool and school-aged children.

(Reporter's note: The Laurel Outlook wishes to express its appreciation to Mr. and Mrs. Donald Fox and to Mr. and Mrs. David Cook, all of Laurel, for allowing us to photograph their sons for this public awareness article on the Laurel preschool handicapped program.)

February 11, 1985

EXHIBIT 2
2-11-85
H.B. 405

Chairman Harrington, and members of the Committee:

My name is Alicia Pichette, my home is in Helena

I appear/write to day as a proponent of HB405.

When we brought out daughter, Blythe home from the hospital, her doctor's parting words to us were: "Your baby is going to require great patience and creativity to help her develop." Well, its taken all that and more to help us cope with the monumental problem of teaching Blythe. She was 8 months old before she learned to smile.

When Blythe was 6 months old she entered an early learning program through the public school system in Maryland. The ehlp they gave our family can't carry a price tag. That program saved my life, it probably saved Blythe's life, too. The first thing we taught her was to swallow, so she could drink her formula. The services we received there included occupational therapy, physical therapy, vision and hearing evaluations and general support. The waiting list for county-based services was long, we were on it for 2 years and never received any services. If not for the services we got from the public school system, there would have been no help for our family.

Blythe is now in a special preschool program here in Helena. We've come a long way in three years. Blythe can hold a spoon and is learning to feed herself. Without those early intervention programs, maybe our daughter could do some of those same things, but I doubt it.

As long as society-properly-intends to provide special education services to handicapped children, it only makes sense that we try to make those services as effective as possible. I hope the COmmittee will give close consideration to testimony that details the increased responsiveness and accellerated learning demonstrated by kids who have had the benefit of early intervention programs. The money you spend here is a good investment.

EXHIBIT 4

H.B. 405

2-11-85

To: Members of Committee
From: Paul & Ande Odegaard
Re: Mandated Pre School
Date: February 10, 1985

We would like to express our support of the mandated pre school program. We are parents of a ^{13 year old} mentally retarded daughter who definitely benefitted with the Billings school district pre school program. We were able to pinpoint her needs early and get started on an education program. Without the pre school program our ability to cope with her problems would have been impossible without foster homing her outside the state into an area that had pre school help.

Sincerely,



Paul and Ande Odegaard

3233 PARKHILL

BILLINGS, MT 59102

EXHIBITS 3
H.B. 405
2-11-85

To: Members of Committee
From: Paul & Ande Odegaard
Re: Mandated Pre School
Date: February 10, 1985

We would like to express our support of the mandated pre school program. We are parents of a ^{13 year old} mentally retarded daughter who definitely benefitted with the Billings school district pre school program. We were able to pinpoint her needs early and get started on an education program. Without the pre school program our ability to cope with her problems would have been impossible without foster homing her outside the state into an area that had pre school help.

Sincerely,



Paul and Ande Odegaard

3233 PARKHILL

BILLINGS, MT 59102

My name is Elaine Bishop from Great Falls, and I am here in support of House Bill 405 due to the fact that our youngest boy who is in headstart, as well as special Ed, would not be as far along as he is had it not been for the help he has received from the speech therapist in Headstart, but I think that the funding for this should either be picked up by the state or else be able to get services from the public school system. He also goes to pre-school special Education at Lewis & Clark school in the afternoon.

Elaine Bishop
1016 Central Ave West
Great Falls, Mont 59404

SPECIAL EDUCATION COOPERATIVE COMMITTEE

FINAL REPORT

In May of 1981, a select Study Committee was appointed by Ed Argenbright, Superintendent of Public Instruction, to review statewide special education service delivery patterns as provided by existing special education cooperatives. Specifically, the Committee was charged with investigating and offering recommendations regarding the following cooperative issues:

1. Funding of Cooperatives - Specifically, how to best distribute available appropriations to ensure comprehensive, cost-effective special education services for all handicapped children in Montana.
2. Boundaries - Given the existing cooperatives, and in light of specific districts not currently included in cooperatives, how best the state could be sectioned into efficient cooperative service units.
3. Function and Organization - In the absence of specific regulations and/or guidelines, cooperatives have developed in a variety of forms. The task of the Committee was to review current cooperative structures and to formulate general guidelines for the effective organization of cooperatives.
4. Regulations and Specific Legal Issues - The Committee was to address specific issues that have been raised regarding the legal status of cooperatives, limits of responsibility, applicability of standard meeting and conduct of business regulations, tenure issues, collective bargaining, etc.

A final report on these and related issues was requested by the fall of 1982 to allow legislative consideration of any proposed recommendations.

This document represents a final report of deliberations of the Cooperative Study Committee.

The Committee, as appointed, was composed of 14 members representing a variety of local school districts and current cooperative and state office personnel. (A list of the Committee membership is appended hereto as Appendix A.)

Since the Committee's inception in May of 1981, seven meetings have been held. Included among the topics discussed were: (1) current cooperative structures and a history of their development, (2) a review of alternative service delivery systems utilized throughout the United States, (3) a statewide cost-per-student analysis of all special education services, (4) legal issues impacting cooperatives (e.g., tenure, responsibility, contracts, collective bargaining, ownership, etc.), and (5) current and alternative cooperative funding patterns.

In addition to input from Committee members, information was requested and received from the Office of Public Instruction counsel, the Office of the Attorney General, the Interim Legislative Education Finance Committee and numerous public school and cooperative personnel.

For the purposes of soliciting public input and publicizing the work of the Committee, a discussion draft of proposed recommendations was distributed to all school officials, county superintendents, special education directors and selected other interested persons. This draft was mailed during the week of May 24, 1982 with a specific request for comments and suggestions.

Approximately 53 written responses and 20 phone messages were received by the Committee. In general, the responses indicated that the respondents were satisfied with the current system of cooperatives and did not favor any radical changes in the organization, administration or funding system currently in use. Specifically, opposition was voiced concerning: (1) an apparent loss of local district independence if cooperatives were expanded, (2) an unwillingness of Class A districts to become participating members of a cooperative, (3) the expansion of cooperatives into larger service districts (opposed primarily by cooperatives who would lose their identity by absorption into larger units), and (4) opposition by specific school districts who did not want to become members of a particular cooperative.

However, in spite of the negative responses received, many respondents supported the concepts underlying the committee's suggestions, i.e., the need to increase the efficiency and effectiveness of the cooperative system, the need to develop more equitable funding distribution and the necessity of ensuring the availability of special education services throughout the state.

COMMITTEE RECOMMENDATIONS

The Committee, following lengthy discussion and the consideration of information including studies of other states' experiences, an indepth review of the present and historical structure and funding patterns in Montana, adopted the following position statements:

- A) An interdistrict cooperative structure is the most viable mechanism for providing comprehensive special education services in Montana.
- B) The current system should be organized in such a way so as to ensure the availability of special education services to all children in Montana.
- C) In order to maximize the efficiency and effectiveness of the service delivery system, cooperatives should, unless contraindicated, encompass service districts enrolling from 3,000 to 6,000 students.
- D) To the maximum extent possible, present district and cooperative boundaries should be maintained.
- E) The current funding system used by the Office of Public Instruction should be maintained to allow flexibility to equitably meet the diverse needs of all sections of Montana.

SPECIFIC RECOMMENDATIONS

1. A special education cooperative structure similar to the one that has developed in Montana appears to be the most appropriate one for Montana and should be continued and strengthened.
2. For purposes of planning, the state should be divided into service districts (i.e., either a stand-alone district program or a cooperative service district) based upon current school district and cooperative boundaries. Unless there is evidence to indicate that an existing arrangement is preferable, the service districts should encompass a minimum of 3,000 student enrollment. Exceptions may be made because of population density, geographic factors or unique local conditions. Such exceptions could be negotiated by the Office of Public Instruction.

All school districts shall be included in a planning service district. School districts of sufficient size (i.e. 3,000 enrollment or as negotiated by the Office of Public Instruction) may constitute a stand-alone service district; however, they will be included in any adjacent cooperative service unit(s) as an affiliate member to facilitate planning for low-incidence children and to encourage cooperation.

3. Membership (participation) in a cooperative service district shall be voluntary, but state funds for administration, clerical, speech therapists, psychologists and other support staff within a service district shall be budgeted with the cooperative unit, unless it is clearly preferable to maintain such staff within existing district programs. Individual districts may continue to budget for self-contained and resource teachers and aides. Normally, itinerant/consultive teachers will be funded through the cooperative.

A variety of organizational structures for cooperatives has developed throughout the state including: (a) the host district model where an individual school district (generally the largest district in the cooperative) has assumed the fiscal administration for the cooperative, (b) the county superintendent model where a county superintendent has assumed the fiscal responsibility, and (c) a no-host model where the cooperative board assumes the fiscal responsibility. Although each of these models has specific advantages, and each has proven to be operational, the Committee recommends consideration of the county superintendent model for cooperatives if they are being newly developed or are considering reorganization. The most obvious advantage of the county superintendent model is in reducing the potential legal liability currently assumed by a school district host (i.e., tenure, fiscal accountability). A copy of the Attorney General's opinion of March 10, 1982, which addresses some specific legal issues raised by the Committee, is appended as Appendix D for your consideration.

In order to help visualize the potential impact of implementing the Committee's recommendations regarding minimum cooperative size, creation of new cooperatives in areas not currently served by a cooperative and combining cooperatives to increase efficiency, the Committee developed a draft statewide cooperative organizational plan. A list of the resulting cooperatives, and their enrollments, is included here as Appendix B. Also included is an outline map (Appendix C) showing the location and geographical coverage of the resulting cooperatives. Please be advised that these plans are simply one application of the recommendations of the Committee. In the event of actual reorganization the Office Of Public Instruction would need to conduct an indepth review of alternative cooperative arrangements.

COOPERATIVE COMMITTEE DISCUSSION PROPOSAL

EXPANSION OF COOPERATIVE STRUCTURE

CO-OP/COUNTIES SERVED	CURRENT ENROLLMENT	TO INCLUDE (Not Presently a Member)	TOTAL ENROLLMENT
1. DANIELS-SHERIDAN			
Daniels	552	All New	
Sheridan	1,091		
Roosevelt	2,674		4,317
2. PRAIRIE VIEW			
Richland	2,888	Sidney	
McCone	588	Glendive	
Dawson	2,378		
Prairie	393		
Wibaux	358		6,605
3. MILES CITY			
Garfield	296		
Rosebud (Rock Springs)	8		
Custer	2,142	Volberg	
Fallon	807		
Carter (North)	277		3,530
4. BROADUS			
Powder River	522		
Carter (South)	16		
Rosebud (South)	2,629	Colstrip Forsyth	3,167
5. PHILLIPS-VALLEY			
Phillips	1,065	All New	
Valley	2,208		3,273
6. EAST YELLOWSTONE			
Yellowstone (East)	2,513		
Treasure	216		
Big Horn	2,179	Big Horn	4,908
7. YELLOWSTONE WEST/CARBON			
Yellowstone (West)	2,399	YBGR	
Carbon	1,580		
Stillwater	1,179		5,028

CO-OP/COUNTIES SERVED	CURRENT ENROLLMENT	TO INCLUDE (Not Presently a Member)	TOTAL ENROLLMENT
8. CENTRAL MT L.C.			
Fergus	2,261	Lewistown	
Judith Basin	501		
Petroleum	125		
Musselshell	870		
Golden Valley	202		
Wheatland	414		4,373
9. BEAR PAW			
Blaine	1,548	Havre	
Liberty	418		
Hill	3,463		5,429
10. PARK/SWEET GRASS			
Park	2,474		
Sweet Grass	610		
Meagher	420		3,504
11. GALLATIN/MADISON			
Gallatin	2,735		
Madison	1,025		
Jefferson (South)	709		4,469
12. HELENA VALLEY			
Lewis & Clark	2,059		
Broadwater	655		
Jefferson	922		3,636
13. SOUTHWESTERN MT			
Beaverhead	1,590		
Silver Bow	31		
Deer Lodge	2,334	Anaconda	
Granite	571		
Powell	1,265		5,791
14. BITTERROOT VALLEY			
Ravalli	5,011	Hamilton	5,011
15. MISSOULA AREA			
Missoula	4,394	Target Range	
Mineral	889		5,283
16. SANDERS/LAKE			
Sanders	1,935		
Lake	4,013		5,948

CO-OP/COUNTIES SERVED	CURRENT ENROLLMENT	TO INCLUDE (Not Presently a Member)	TOTAL ENROLLMENT
17. LINCOLN COUNTY			
Lincoln	3,975		3,975
18. FLATHEAD COUNTY			
Flathead	6,745		6,745
19. NORTH CENTRAL LRC			
Cascade	673		
Chouteau	1,164		
Lewis & Clark (Augusta)	122	Augusta	2,959
20. BIG SKY			
Teton	260		
Pondera	1,453		
Toole	997		
Glacier	2,775		6,485
TOTAL CO-OPS			= 94,436

61.72% of State Enrollment

DISTRICTS MAINTAINING SEPARATE SPECIAL EDUCATION PROGRAMS

DISTRICT	ENROLLMENT
1. Great Falls	12,762
2. Kalispell	4,110
3. Bozeman	4,117
4. Helena	6,689
5. Missoula Elementary	4,751
6. Missoula County High School	3,617
7. Butte Elementary	3,703
8. Butte High School	3,094
9. Billings	15,716

TOTAL AA DISTRICTS = 58,559

38.28% of State Enrollment

Boulder Public Schools

ROBERT L. LAUMEYER, Superintendent

Boulder, Montana 59632

EXHIBIT 7
H.B. 471
2-11-85

JEFFERSON HIGH SCHOOL
Ron Fuller, Principal
Phone 225-3317

Boulder ELEMENTARY SCHOOL
Barbara Konesky Patrick,
Principal
Phone 225-3316

Clerk of Jefferson High and
Boulder Elementary School
Kim Harris
Phone 225-3740

Proposed Amendments to House Bill 471

Line 2~~2~~, page 1, 3,000 change to 1,500.

Line 9, page 3, section 4, The county superintendent or
his authorized representative.

Page 3, section 4, add to end of line 14..

This responsibility can be transferred to a county
superintendent of a county that has fewer students in
the cooperative if agreed upon by both county superintendents.

Line 9, page 4, section 6.. Composed of trustees or their
authorized representative.

Gallatin-Madison Co. Special Education Cooperative

P.O. BOX 162 - 11 EAST MAIN

BELGRADE, MT 59714

EXHIBIT 8

H.B. 471

2.11.85

February 11, 1985

TO: HOUSE EDUCATION COMMITTEE MEMBERS

FROM: Kathy Pattee, Principal, Monforton School
Larry Holmquist, Director of Special Education
Gallatin-Madison Co. CooperativeRE: H.B. 471 -- An Act Requiring the Creation of
Special Education Service Areas

I would like to indicate our support for H.B. 471. The need for defined service areas has been necessary since the legislature discontinued the Regional Services Program under the Office of Public Instruction. Since that time, requests have been made to three different State Superintendents to establish these areas in order to coordinate services and guarantee service to local districts. Each time this issue is addressed, it appears too political for the Superintendent to make the decisions necessary. Because of the lack of decision at this level, it is very important this will be enacted.

I would like to suggest several changes which provide for greater flexibility in its implementation.

- 1). Page 3 - Line 9-14: We use the County Superintendent as a fiscal agent and this works very well for us. We would support the option of having local districts being the fiscal agent in those cases where Cooperative Members wanted to do that.
- 2). Page 3 - Line 22: Most Cooperatives now have in their Contracts that their duration is perpetual as had been recommended by the Attorney General's office. We have been cautioned recently that Boards of Trustees may not enter into multiple year contracts which obligate future boards. This provision would carry the same concern.
- 3). Page 4 - Line 7-10: Recommend that the Joint Board be composed of the trustees or their representatives. We have had trustees appointed to our Board in the past and we cannot get their active participation on our Board. We have 17 districts involved in our Cooperative and to coordinate the meeting of all those trustees is impossible. We have had excellent participation from our school administrators and teachers who participate on our Board

LH/pr

SERVING SCHOOL
DISTRICTS IN
GALLATIN &
EASTERN MADISON
COUNTIES

ITINERANT EDUCATIONAL
& PSYCHOLOGICAL
SERVICES

MATERIALS CENTER

SPECIAL EDUCATION
CONSULTATION
AND
SUPERVISION

INSERVICE
TRAINING

WITNESS STATEMENT

Name MICHAEL IKARD Committee On EDUCATION
 Address 215 So Maryland - Conrad Date 2/11/85
 Representing Big Sky Sp Ed. Co-op Support ✓
 Bill No. 471 Oppose _____
 Amend ✓

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: As member of 1982-83 Cooperative Study Committee (ORT)

1. Excellent Bill - PROVIDES CONTINUITY STATEWIDE - EFFICIENT PLANNING FOR ALL RURAL DISTRICTS, Cooperatives are only answer
2. By having all districts belong, children in all districts receive similar programs from district to district.
3. I support 3000 minimum service pattern for administration (Someone with expertise in Sp. Ed. admin should see that appropriate services are available to each district)
4. I recommend the following amendments:
 - Give participating districts the latitude to determine fiscal agents (county supt or district clerk)
 - Provide provision for cooperative board to be composed of trustees and/or their designee.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Dillon Williams Committee On _____
 Address Boulder Date 2/11/84
 Representing Co. Supt. of Schools Support X with recommendations
 Bill No. H.B. #471 Oppose ☒
 Amend ☒

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: & Concerns:

1. In small counties where the Co. Supt. is the sole office worker, the impact on the work load would increase.
2. The number 3,000 pupil requirement should be amended to be 1,500.
3. Should Co. Supts need training to service the Co. if this is passed?
4. I would favor the bill with some amendments as I have stated. I support the concept.
5. What would this do to state law setting Co. Supt.'s salaries?

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

EXHIBIT 9

H.B. 471

2-11-85

ANACONDA PUBLIC SCHOOLS

P.O. Box 1281
ANACONDA, MONTANA
59711

Phone:
563-5101

Special Services Office

My name is J. Ray Haffey, representing the Anaconda Public Schools, and I am here to testify as an opponent to House Bill 471. House Bill 471 was encouraged by the Montana Education Association in an effort to "improve access to special education" and to "assure protections not currently guaranteed cooperative employees."

These goals are worthwhile, but House Bill 471 in its present form ignores local control of education by local boards of trustees and offers the county superintendent as the only implementation model. Ideally, education as well as special education services are best managed within the context of each individual school district. Due to Montana's size and rural nature, cooperatives or regional services have frequently met the state's complex needs. The Anaconda School District would prefer to keep its current service structure, but does not deny the value of cooperatives.

The major problem with this proposed legislation is not one of direction, but one of implementation. Traditionally, local education decisions have been made within the local school district under a board of trustees and a superintendent. For greater flexibility and smoother implementation, we recommend that the bill be amended on page 3, lines 9 through 14, to read: "A county superintendent or a local board of Trustees may serve as the fiscal agent for a cooperative. In any cooperative composed of districts from more than one county, the school district with the largest pupil enrollment shall determine if they wish to serve as the fiscal agent or designate a county superintendent."

This amendment allows greater flexibility for implementation in a given area and does not alter the primary purpose of this legislation. By amending House Bill 471 to include the alternative of a local board of trustees as a fiscal agent, the bill would provide a choice for school districts to plan and implement the most effective cooperative for their area.

We are opposed to further legislative reduction of local control, but if this bill is to pass, we strongly urge you to consider our amendment providing an alternative for a local board of trustees as a fiscal agent.

Thank you.


J. Ray Haffey

February 11, 1985

Amendment to House Bill 471

- 1) Page 3, line 9.
Strike: "The"
Insert: "A"
Following: "superintendent"
Insert: "or a local board of trustees"
Strike: "shall"
Insert: "may"
- 2) Page 3, line 11.
Following: "the"
Strike: "county" through "county" line 12
Insert: "school district"
- 3) Page 3, line 13.
Strike: "based" through "belonging"
Following: "shall"
Insert: "determine if they wish to"
Following: "as"
Insert: "the"
- 4) Page 3, line 14.
Following: "agent"
Insert: "or designate a county superintendent or
another district"
- 5) Page 4, line 9.
Following: "trustees"
Insert: "or their designees"

LAKE COUNTY, MONTANA

COUNTY COMMISSIONERS

DON CORRIGAN
Polson

HAROLD FITZNER
St. Ignatius

MIKE W. HUTCHIN
Polson

TREASURER

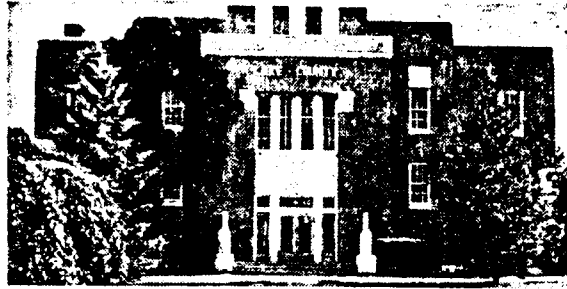
MARJORIE D. KNAUS

CLERK AND RECORDER

ETHEL M. HARDING

ASSESSOR

WILL TIDY



SHERIFF AND CORONER

GLENN FRAME

CLERK OF COURT

KATHERINE E. PEDERSEN

SUPERINTENDENT OF SCHOOLS

GLENNADENE FERRELL

COUNTY ATTORNEY

JOHN FREDERICK

JUSTICE OF THE PEACE

CHARLES C. MEYER

Ronan

COUNTY SURVEYOR

POLSON, MONTANA 59860

February 8, 1985

Representative John Mercer
House of Representatives
Montana State Legislature
State Capitol
Helena, Montana 59620

Dear John:

I urge your support for House Bill No. 685.

This bill would allow boards of trustees and county superintendents to be able to reappropriate ACTUAL dollars in determining revenue for school budgets rather than anticipate amounts that will never prove to be correct. Reappropriation is being fiscally responsible. Anticipation is like a carnival game.. 'you pays your money (or in this case anticipate it) and you takes what you gets.'

In these days of financial distress for the operation of our schools, building a budget on actual dollar amounts is absolutely necessary. I am seeing declining reserves and schools operating in the red for months at a time between tax collections.

There are too many variables in anticipating revenue. Motor vehicle revenue can vary with the district levy; interest rates are unpredictable. Schools can spend only what they have budget approval to spend. Any extra revenue must be carried over to the following year.

Please lend your support to HS No. 685.

Sincerely,

Glennadene Ferrell
Glennadene Ferrell
Superintendent of Schools
Lake County, Montana

2.11.85

MONTANA STANDARD

Butte, MT 59701

(D-20,191, S-20,737)

SEP 25 1994

SUPERIOR CLIPPING SERVICE
SUPERIOR, MONT. 59872

No reason to protect 64 apathetic voters

Staying home during school bond elections could prove more expensive to voters, depending on what the Montana School Boards Association does next month.

The MSBA's delegate assembly recently passed a resolution to allow a simple majority of ballot-casting voters to approve government bond issues. Some of the biggest bond issue requests, of course, come from school districts.

A bond issue now fails if fewer than 30 percent of the registered voters cast a ballot. If turnout is between 30 and 40 percent, 60 percent of those voting must approve the bond issue. Only if the turnout reaches or exceeds 40 percent can a simple majority vote pass the bond issue.

The MSBA will decide next month at a state meeting whether to send the resolution to the 1985 Legislature. According to MSBA Executive Director Wayne Buchanan, the resolution (and others) reflects a growing concern among school trustees about how education is financed.

Requiring a minimum number of voters to approve bond issues appears to protect the majority from the minority in elections where turnout is low.

Actually, however, the law simply protects ignorant and/or apathetic voters from themselves. It does so by thwarting the will of those are interested enough to vote, when bond issues are passed by small voter

turnouts.

Why should the law cancel a vote passing a bond issue just because X percentage of voters stayed home?

It's hard to think of a good reason. Bond issue elections normally are well-publicized in Montana, not to mention thoroughly discussed and advertised. In most cases, only an ostrich could truthfully say he hadn't heard of such an election before it was held. If he stays home, and a minority of voters saddle him with a tax increase, that's his tough luck.

Abolishing the minimum turnout requirements, of course, would benefit school boards. The likely effect would be to make it easier to pass bond requests.

Making it easier to raise school taxes isn't automatically a good idea. Schools consume huge amounts of tax revenue as it is.

But the idea that the state should protect lazy or ignorant or apathetic voters from themselves, by occasionally cancelling the vote of an alert, interested minority isn't so hot, either.

If school districts put a bond issue on the ballot, and the issue is publicized, advertised and debated, why not let the issue be decided by those who are interested enough to vote.

If the stay-at-homes see the minority loading up everybody else's tax bill, and object to it, they won't stay at home much longer.

EXHIBIT 13

H.B. 626

2-11-85

WILLIAM G. STERNHAGEN
CHAIRMAN, BOARD OF DIRECTORS
S. KEITH ANDERSON
PRESIDENT

MONTANA TAXPAYERS Association



P O BOX 4909

1706 NINTH AVENUE

HELENA, MONTANA 59604

406 442-2130

February 11, 1985

To: House Education Committee
Re: HB626

Mr. Chairman and members of the committee:

For the record, my name is Sandra Whitney, representing the Montana Taxpayers Association.

We are opposed to House Bill 626, both for philosophical reasons, and for reasons of impact upon the taxpayer.

Under current law, MCA sections 7-7-2238 and 7-7-4235, a 40% voter turnout is mandated for city and county bond elections. The section of law which this bill would amend requires that same 40% turnout for school bond elections. Philosophically, we see no reason why requirements for a successful school bond election should be any less stringent than requirements for a city or county bond election. That argument alone, we feel, should be enough to warrant killing HB 626.

If this bill were to pass, there could be a very undesirable impact on the taxpayers of a school district which was conducting a bond election. Right now, regardless of the weather on election day, or the timing of the bond election, a successful election must have at least 40% of the registered voters voting. That means that as few as 20% + 1 voter could vote a long term obligation onto the rest of the taxpayers. Voter apathy notwithstanding, we maintain that that percentage is low enough. If the weather is bad, election timing is wrong, or the voters see little or no reason to support a bonding effort, the election should not be valid. We cannot justify giving 10%, or perhaps even 5% of the electorate the power to mandate a tax on all property taxpayers, regardless of the reason for a low voter turnout.

For these related reasons we recommend a do not pass vote on HB 626.

Thank you.

(name is Victor Lohn. I'm a retired banker from Kalispell and I am testifying in opposition to H.B. 626.

For the last few weeks, I have been acting as treasurer for V.O.C.L. Voters opposing College Levy. V.O.C.L. is a registered political Committee organized to oppose a bond levy requested by Flathead Valley Community College. The original request of the Community College was voted on by the Flathead County voters at the general election in Nov. 1984. Their levy request was for a 10 Million dollar levy to build a new campus. This levy was turned down by the voters by a vote of 12,603 in favor and 12,804 against. The Community college is now preparing to present a slightly reduced request and have stated that it will be presented to the voters sometime in 1985. The College is now in the process of surveying all 27,000 registered (ers in Flathead County and will store the names of their supporters in a computer bank so they can be sure that these people vote the next time their levy request is presented. This is a huge head start for them if the 40% requirement is eliminated.

= In the short period that V.O.C.L. has signified that we would oppose the second request for the College Levy, we have received numerous donations from sympathizers and many of these have signified strong opposition to the fact that non-property owners are able to vote on issues that they are not required to pay for.

In 1970, a landmark decision of the U.S. Supreme court made any restriction on who could vote on bond levy requests unconstitutional. In 1972 a legislatively enacted constitutional amendment removing the taxpayer qualification from the 1889 constitution, was presented to (people for a vote. The people of Montana turned down this amendment, but the framers of the new 1972 constitution, being aware

of the supreme court decision, deleted taxpayer qualification. The people of the states I mentioned earlier, had opposed deletion.

Since educators, administrators, teachers, and school boards represent a fairly large block of voters in any community, they have a large head start on the remainder of the citizens on any bond levy. Because of the number of employees and the number of non-taxpaying students registered to vote, in a Community College this is especially true.

In Flathead County, all taxpayers of course pay the required six mill levy for the University system, but we also are paying an additional 11.88 mills for the community college. Taxpayers in Glendive and Miles City also are supporting a community college in addition to the six mill statewide levy. To now permit the administration of these community colleges to build new facilities without a voter turnout of 40% would result in a huge backlash of voters. This backlash will be reflected in the requests of the elementary and secondary schools for their annual operating levies. Both the grade schools and the highschool in Kalispell have required special levies for operation for as long as I can remember. These levies would be in serious jeopardy if the community college can get a large mill levy passed without the 40% requirement.

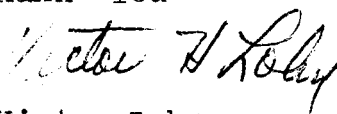
Since the schools conduct their own elections, and the county election committees only furnish a list of registered voters, the school could hold any election, any number of times. They alone could decide how much publicity to be given the request, and they also would have a large block of voters and beneficiaries going to vote. A simple majority of votes would be practically assured.

If this session of the legislature does not provide for increased financing for public schools at the state level, they will force a large tax increase on the citizens in the various counties

and then to now permit bonding without a required 40% turnout, they will be committing a great dis-service to all Montana primary and secondary schools that depend now on special levies for operation.

Montana voters have previously indicated that they did not want to eliminate the property taxpayer requirement, and we are confident that they do not want to eliminate the required 40% also.

Thank You



Victor Lohn
Treas. V.Ø.C.L.
Box 336
Kalispell, Mt. 59903

February 11, 1985

Gentlemen:

The 40 percent turnout of registered voters is important because it prevents the political entity which calls the election from stacking the deck in its favor. In order to get the 40 percent turnout a political entity has to publicize the election, make the issues known, and urge the voters to turn out. If no requirement was necessary what's to prevent the political entity from publishing the legal notice, which very few taxpayers read and proceeding with the election.

Flathead County has a unique problem in that Flathead Valley Community College has a 1,000 to 1,500 member student body of which a large portion are registered voters in Flathead County. It would be possible, maybe not probable, to set an election date and urge the students to turn out as part of the daily activities of the college. If there was no organized opposition and very little publicity a very small minority could impose millions of dollars in taxes on an uniformed electorate.

I do not feel that the political entities would publicize the information that is needed by the voters if they did not need the 40 percent turnouts with sophisticated polling techniques the political entity can be reasonably assured that they can win or lose an election weeks before the election is held. Telephone surveys can be made and voters in favor can be stored in computer banks and called on election day to vote. You may not think that this will happen but it is happening right now in Flathead County. Flathead Valley Community College has already spent in excess of \$20,000 and is committed for thousands more on public surveys and telephone surveys. With sophisticated computers, automatic dialing methods and prerecorded messages a very limited number of people can contact people who have indicated there favorable preference. We must not allow this to happen.

It would be nice to assume that voters do not suffer from apathy unfortunately they do. The 40 percent rule helps to protect them.

We are sure that the political entities experience frustration when an election is decided in their favor but they lack the 40 percent turnout. They however are protected in that they can reschedule the election at least twice more and attempt to turn out the voters. The taxpayers however do not get a second chance when the election meets the 40 percent requirement and is passed. The taxpayers have no feasible method of recall.

Page 2
February 11, 1985

I urge you to kill this bill as it does not represent the interests of the voters but certainly slants the balance of power to the political entities who schedule elections. These entities already have organized boards and financial resources that the individual taxpayer does not. Please do not give them an overwhelming advantage.

Sincerely,

Lary P. Johnson

LPJ/klc

EXHIBIT 16
H. B. 480
2-11-85



OFFICE OF PUBLIC INSTRUCTION

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

Ed Argenbright
Superintendent

February 8, 1985

TO: Representative Dan Harrington
Chairman, Education and Cultural Resources Committee

FROM: Gail Gray
Director of Special Education

RE: Testimony on HB 480

The Office of Public Instruction supports this bill which would 1) clarify the process for approving special education allowable costs, and 2) allow the unexpended balance of the special education appropriation of the first year of the biennium to be carried over and expended in the second year of the biennium.

The first modification is necessary to clarify the approval process for special education allowable costs. We consider this a housekeeping-type of modification request. It is a situation which was called to our attention by personnel of the Montana Legislative Council. As the law presently reads, the Superintendent of Public Instruction, in section 6(a) of 20-7-431 MCA, cannot approve a maximum-budget-without-a-vote for special education which exceeds legislative appropriations. In 6(b) it states that if the Superintendent of Public Instruction does approve allowable costs beyond legislative appropriations for special education, then each district shall receive a pro rata share. The requested change would indicate that if the allowable costs do exceed the legislative appropriation, then the costs should be pro rated.

The second modification would allow the use of unexpended funds allocated for special education costs approved in the first year of the biennium to be reallocated for special education by the Superintendent of Public Instruction for use during the second year of the biennium. The specialized and dynamic nature of special education programs contribute to many changes within individual districts each year. The change of one student can vary the need for funding by as much as \$30,000 in one year. I have enclosed an example of a less dramatic change with this testimony. As a result of these changes, significant reversions to the State of Montana can occur. We would very much like to see unexpended special education funds utilized for the purpose for which they were appropriated. Allowing the flexibility to use unexpended funds from the first year of the biennium in the second one would be of great assistance.

cmw25
enc

JuDean Sundheim
Board Chairman

FAIRVIEW CONSOLIDATED SCHOOLS

Ethel Hawley
Clerk

DISTRICTS 13 (Elementary) and 3 (High School) RICHLAND COUNTY

Gordon Gumke
Elementary Principal

KEN AVISON
Superintendent

Doug Walsh
High School Principal

P.O. BOX 467

FAIRVIEW, MONTANA 59221

(406) 747-5265

January 10, 1985

Gail Gray
Director of Special Education
Office of Public Instruction
Helena, MT 59620

Dear Gail,

Pusuant to our request for contingency funds to allow us to hire an aide for a student () we received \$ 2,479.00. . has been placed in a foster home in Billings and we are therefore not serving him any longer. Please be informed that we have expended \$ 1,287.00, leaving an unused balance of \$ 1,192.00 remaining.

Sincerely,



Ken Avison
Superintendent

WITNESS STATEMENT

Name Linda L. Zermeno Committee On _____
 Address 2418 Terry Ave. Date 2/11/85
 Representing _____ Support ✓
 Bill No. 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. I am the parent of an Autistic son who is 9 1/2 years old. Autism is a severe life long disability affecting communication and social behaviors. One of characteristics of Autism is a delay or interruption in speech. My son had some language between the ages of 1 and 2 and lost all speech at that time.
2. He was born in Los Angeles and we lived there till JP was 6 1/2 years old. At that time we moved to Montana. He was diagnosed at age 2 1/2 and began his first program at age 3 years 3 months. This was at UCLA - NPI in Los Angeles where the Pre school Mandate was in effect. Although he remained in this program for 1 year he was eligible for public school.
3. This early intervention served as a great stress relief for me as he was getting the help he so desperately needed. His own-all functioning age went from 6 months to 24 months at the end of the first 3 months in his program. He went from a child who would not sit down for meals, would not go to bed in his own bed, etc. with his hands. to one that sat at the table went to bed at a decent hour in his own bed. He used a spoon to eat and ~~was~~ was beginning to dress himself.
4. (back)

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

I feel and can testify to the fact that preschool programs are extremely beneficial to the handicapped child.

Furthermore I would like to add that had J.P. been diagnosed earlier than 2 1/2 and had he had intervention between the ages of 1 and 2 he might well have had the stimulation necessary to retain his speech. I also contend that many of the characteristics of his disability might have been better controlled and eliminated.

I urge you to look favorably on legislation to secure the Preschool Mandate in Montana.

Thank you

WITNESS STATEMENT

Name Gordon Vandiviere Committee On Education
 Address 244 Suburban Dr. Billings MT Date 2-11-85
 Representing _____ Support ☒
 Bill No. 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. I am the parent of a 15 year old autistic son. At the time our son was very young there was no preschool program available. He did receive
2. some help from Children Village but no where as intense as he needed. Part of the secret in training these children is getting their severe behaviors under
3. control and increasing their attention span so that they can learn or be taught. Progress is very slow, so the sooner the education process is begun the
4. quicker these kids begin to learn and make progress. I cannot help but feel if he had received this early help that we might not be having many of the problems we are presently dealing with. I urge you to support this preschool program to give these kids the early help that they need so badly.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Bob van Ettinger Committee On Educ.
 Address 1730 alder H.F. Date 2-11-85
 Representing self Support ✓
 Bill No. 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. as a learning disabled parent of four learning disabled young adults and an extremely visually impaired child I wish to ~~support~~ express my support of House Bill 405
2. Research of available literature shows an overwhelming degree that early intervention and treatment of handicaps increases their chance of becoming contributing members of society. My experience with my own children and my observation of other children bear this out. That this is done at a local level provides the ability of the parent to parent the child involved. The present method, used with the visually impaired of institutionalizing them at the age of 3 is a relic of the distant past. For the residential student, the first months of no contact between parent and child is in all probability the most devastating experience of the child's life and can only be equated with the abandonment by or death of the parent. This has prevented many parents from obtaining services to the detriment of both child and community. For the many handicapping conditions that no services are provided
3. the state will spend \$10.00 ~~per year~~ or more for each dollar not spent, and many that could have become productive members of the community will require support for life.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Starnell F Santos Committee On _____
 Address 1100 5th Ave So. Gt Falls Date 2-11-85
 Representing _____ Support ✓
 Bill No. 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. as a parent who has a child with Down Syndrome, I believe early intervention has helped him ~~to~~ very much.
2. Living in Great Falls, we were able to have the help of Anne Trincas from Child and Family Services and.
3. he has progressed greatly!
- 4.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Dana Darko Committee On _____
 Address 1410 S. 4th St S Falls Date 2-1-85
 Representing _____ Support ✓
 Bill No. 275 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. In 1979 I had the opportunity to go and work in the state's institutions. Being there I met a considerable amount of the individuals there ~~who~~ had Down's. They had not received training when they were young. If they had they wouldn't have been there. I think training and education of handicapped children at an early age is most important.
- 2.
- 3.
- 4.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Mary Lark Committee On Education
 Address Box 28 - Cascade Mt Date Feb 11, 1985
 Representing Land Grant of youngsters Support ✓
 Bill No. H.R. 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. Having been a classroom teacher for 35 years, we have met with results of youngsters who have had learning disabilities. Some have had early training and are able to function at a near normal and in some cases at a high normal level. This is because they were fortunate to have been in an area where early childhood training was available.
2. have had early training and are able to function at a near normal and in some cases at a high normal level. This is because they were fortunate to have been in an area where early childhood training was available.
3. The areas that really are benefitted are the attention span - social behavior and peer interaction.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Roger + Sherry Langford Committee On Education
 Address 2245 Euclid Missoula, MT. 59802 Date 2-11-85
 Representing Self Support Yes
 Bill No. HB 405 Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

1. We strongly urge adoption of HB405 as written.
2. As a land (property) owner and business operator in Missoula we see this bill as a tremendous step forward in improving our states' educational system. It would be a more cost effective way of handling the monies available. As stated in several testimonies this would get help to all children that show need. Our child, Jason, is now 4 years, 9 months has received all help we have been able to find. We have received services thru YWCA CDC, and Big Sky Preschool of U of M. But we were denied service by School Dist. #1 (Missoula) who has a program in effect for children 3+ up because we live 4 miles out of school district boundaries and the school district (Hellgate) in which we live and pay mill levies to doesn't have a program. When contacting Hellgate District I was told to "talk to us when your child is 5 yrs. Law says we have no responsibility until that time" At 5 yrs. our child, like all others, has already passed through

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

the most formable years of his life.

WITNESS STATEMENT

Name Beverly Owens Committee On _____
 Address 2025 S. Bly Blvd #70 Date 2-11-85
1 Bly Mt. 591-1
 Representing _____ Support ✓
 Bill No. 405 - Pre School Mandate Oppose _____
 Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY. (now 22)

Comments: Early training saves dollars. Our son
 1. was in a private pre-school program for 2
 years before he was allowed to attend
 2. public spec. Ed at the age of 7. It was
 very noticeable then school that he was
 more advanced than the child who had no
 3. pre-schooling. I feel very strongly about
 mandating pre-school. I firmly believe
 4. if the foundation was set up so all kids
 had the same dollars spent on them for Education
 the same should apply for the pre-school
 for d.d. persons. It has been proven that some
 students that have received pre-school were
 able to start reg. 1st grade. Please give our
 children a better start than what parents can
 provide. We try our best but the trained
 teaching staff can create miracles.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

WITNESS STATEMENT

Name Wayne R Vrona Committee On HB 905
Address 3 Queen Victoria Date 2/11/85
Representing Billings 59105 Support ☒
Bill No. _____ Oppose _____
Amend _____

AFTER TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: See Attached
1.

2.

3.

4.

Itemize the main argument or points of your testimony. This will assist the committee secretary with her minutes.

First 5 years of Life we learn:

- Language
- sitting, walking
- self care skills, buttoning-dressing, eating
- concept formation: ~~from~~ red green blue yellow, to what's right/wrong
- skills in pre-reading: classifying, differentiation of objects/shapes
- problem solving

~~Many~~ Things we take for granted -
as we sit here, not giving much
thought to the fact that the better
part of our life skills were shaped
and began in the first 5 years of life

- A normally developing child generally learns these skills ~~we~~ thru everyday interaction with their environment.
- a handicapped child needs to be taught these skills - can be a long process especially those children that are multiply handicapped - often the case.

- I have been involved in preschool handicapped programs since 1974
 - as center based classroom teacher
 - Home intervention Teacher
 - consultant to a program serving 6 counties
 - a concerned person

During that time, I have helped many parents & children; some children advanced as much as 2 years in a 9 month period of time in areas of language, motor or cognitive (Thinking) skills. Without the intervention their development would have been advancing 3 months in a 9 month period. Much of that progress came from ^{direct} teaching and my teaching the parents - to teach the children.

I have seen children enter Kindergarten or 1st grade without support services - because the problems were discovered early in those highly impressionable ~~formative~~ years of development, 1 year of preschool services saved several years of resource or self contained placement.

In my career I have earned ~~approximately~~ \$3,000, I have worked with approximately 320 children. This is the equivalent of \$260⁰⁰ per year per child, of course. The gains have no price tag. \$260 - a good ski weekend in Montana.

I want to address a different cost. One area in great need of support are the parents. The parents are the teachers of the children

Without intervention to families of handicapped children ~~that has~~ There is costly impact on social foundations in general, that can't be counted in \$ + \$

- For the most part (in these families)
- higher divorce rate of 85%
 - higher child abuse rate
 - higher rate of substance abuse
 - abandonment & desertion
 - suicide (A higher rate may not exist - but I know it's happened)
 - higher educational costs to taxpayers down the road

There is no guarantee you will eliminate these problems with pre-school services, however you provide a means of prevention. I don't need statistics to tell you ~~if~~ these things can be reduced - I know they can. Parents have told me that preschool intervention changed their lives - they didn't need to tell me - but I felt good knowing it did.

We are providing services to handicapped children in Montana - but NOT to everyone who needs it. Because of Montana's vast rural area, many children who desperately need services aren't even identified. With the steady rise in Montana's population and advances in educating the public as well as techniques in identification - more children will be identified.

Is Montana going to wait 5 or 10 years down the road to catch up to the majority of this nation in recognizing the need for these services? Will we hear 10 years from now that we should have

Started the programs in 1985 -
When it was COST effective?
(How many times have we heard that?)

The Bottom line is said to be money.
The Bottom line is NOT money, it's the
citizens of Montana, lives of people who
support this State - 'Let's see Montana's
Support for ~~these~~ these people. In ^{this regard} Montana is
in the 70's, ~~again~~ let's move into the
80's.

~~I'm NOT a native Montanan, however
I believe in a good future here, even
if I gave up my career to move here -
remember I was a preschool handicapped
Teacher~~

I do want to applaud the State
of Montana for passing the child
restraint law - having worked with
several children brain injured as a result
of car crashes, I can tell you it is
~~was~~ a good law - I think enforcement
however, leaves a lot to be desired.

In conclusion,

Coming from a small prairie state out east called Illinois — where preschool services are mandated. I can honestly tell you people there still believe we cook on wood stoves, and just got telephones. Of course we all can joke about it, however, when I tell them we don't have mandated preschool services, they're not so sure I'm kidding about the wood stoves & telephones. I'm ^{just} sorry to tell them — I was ~~not~~ kidding.

These children and families deserve the chance in life that you had — please give it to them — support 405

TO: HOUSE EDUCATION COMMITTEE

FROM: KEN, JILL, AND BECKI ROHYANS
HELENA, MT.

RE: HOUSE BILL 405

Mr. Chairman and Members of the Committee:

You will hear today from many parents the stories of how early intervention programs and pre-school have helped their children. Our daughter, Becki, is one of those children. She is severely retarded and is now 9 years old and engaged in a daily battle to reach her potential. She is succeeding admirably.

In her fight to be a well-functioning nine year old she has had many allies. Other than a medical community that has given her care far beyond that which most children will ever require, and a family and friends who never gave up, the two most important factors in her development have been Family Outreach and its forerunner, Infant Outreach, and her three years in Helena's special education pre-school. Overwhelming heart problems for the first three years of Becki's life led to a diagnosis of death by age 2½. She disproved the diagnosis. Outreach worked with us and with Becki through innumerable hospitalizations, several surgeries, and many health setbacks. These, of course, resulted in mental and functional setbacks in like degree.

Today, Becki is reading, lives for school, and practices constantly for Special Olympics. (She likes new clothes the most when they work well for running!)

Those first critical years are the time when children learn the most. Especially our children. Luckily, Becki had the resources at hand to develop everything she could. We as parents had the love to do whatever was necessary, but not the skills. I know the panic I felt when I first realized, "This is more than I can handle - I don't know what she needs, and I don't know how to do what she does need."

Simply put, we needed Outreach - we needed pre-school. There are more children everyday who need these services and their parents who are every bit as panicky. Please help them.

February 10, 1985

To: House Education Committee
Montana State Legislature
Helena, MT

The Great Falls Association for Children & Adults with Learning Disabilities (GFACLD) expresses its strong support for the passage of House Bill No. 405, which provides for early intervention services for handicapped preschool children.

Research and literature indicate overwhelmingly that early intervention and treatment of handicaps greatly increases the potential for their eventual amelioration. This is particularly true for children who have learning disabilities. Detection of their learning problems upon entry into school programs at age 5 is almost too late.

Your support of this bill is very much appreciated.

Sincerely,
GREAT FALLS ASSOCIATION FOR CHILDREN
& ADULTS WITH LEARNING DISABILITIES
(GFACLD)

Carole Spahr

By: Carole Spahr, President
1100-7th Avenue South
Great Falls, MT 59405

January 28, 1985

Dear Representative Harrington,

It is my understanding that the Education Committee will be considering legislation to mandate special education preschool shortly for handicapped children. Therefore, I'm writing to you to request that you vote favorably of the mandate.

I have a son who is four years old and is presently enrolled in the special education program here in Trumbull at West School. Steven is a non-verbal child whose communication is limited, he also has a learning disability and without this program there would not be

any services of this superiority available to him.

As the parents of a handicapped child it our responsibility to acquire whatever service there are for our son; just as we do for our non-handicapped children. If these services are not provided for our son and other learning disabled children how could we as parents teach them well enough that someday they can be on their own. It is my personal opinion that if more parents were aware of such a superior program and were assured the programs would be available, just as regular schools are; that more of our disabled and handicapped children could receive a better education. It is so vital that

We provide these "SPECIAL" children with the proper education just as it is important to every child; as we know some children are not able to grasp things as quickly as others therefore, they need special help.

With Steven we cannot begin to express how the two years of "early" special education has changed our lives. Since starting the program he has learned sign language as an alternate way of communication. Before starting he expressed himself by screaming and throwing tantrums. His frustration level has dropped 75% to 80%, needless to say so has ours.

Steven may never talk (verbally), but because of the quality of education he is getting he can

—

Comunacate his needs to us and
others through sign language,
which is his primary comunacation.

I can't imagine what the
past few years or future years
would have been like if there
had not of been early intervention
with special education.

Therefore, I beg you Sir,
and your fellow education
Committee members, to vote on the
legislation that would mandate
preschool special education
services for all children like
my Steven who each have
"SPECIAL" needs.

My deepest appreciation to you
for your time and cooperation.
God's Blessings be With You.

Sincerely Yours,
David and ~~Detia~~ Cook and Steven

David & Letitia Cook
1024 10th Ave
Laurel, Mt.
59044

HB 405-

as a parent

To Whom it ~~concerns~~

I feel This Bill is needed, I have 2 kids of 3 That are in special Education classes one is in Head start he's 5 yrs old, he's been there 2 years^(HS) Plus This year he's in a special Education Pre school and has made Tremendous improvement But need more help, I have a 10 year old That when ~~we~~ he was small we lived in a rural town if he had help or special schooling he would not have the trouble he has now, he's in a special Behavioral ~~to~~ class, he's Hyperactive & he's has Emotional Problem, Because of his problem was refuse regular class and placed in a small closet space room to go to school at

also when I was LITTLE I had problems I was 15^{years old} before I got speech help I still Have a problem people think it an accout, but it not, Plus if we ~~can~~ can help The kids now, They won't have The Problem I had to live with cause I wasn't able to get help, ~~the~~ But I want to get help for The kid now.

Jean Mahonister
1716 1st Ave SO
Great Falls mt 58444
761 3238

Feb. 10, 1985

As the parent of a 3 1/2 yr old daughter who is multihandicapped, I see first hand the great need for Early intervention with the handicapped.

Our daughter is currently enrolled in a program for multihandicapped children in Great Falls. I am thankful that this program exists, as it attempts to address her specific & very individual needs.

The problems of the ^{current} public school Spec Ed program for 3-6 yr olds revolve around a lack of funding.

My daughter's classroom is overcrowded, with children age 3-5 yrs of age sharing the same class & teacher.

Related services, such as Occupational Therapy and Physical Therapy, so pertinent & necessary to the young child especially, are on a consultant basis only, with little or no "hands on" therapy from that professional.

On visiting with school administrators, I constantly hear — "we have no room, there is no funding". The program is far from what it should be to serve these children, yet at least some problems are being addressed, & progress is being made.

It is my first hand experience with our daughter, & my experience as a Speech Therapist having worked with special children of all ages - that prompts me to speak out.

I urge you to look favorably on legislation which would mandate services to preschoolers.

It's a good investment in their future.

Thank
you —

Joan Luckhart
Quint Falls, MN

Feb. 11, 1985

I strongly support the passage of HB-405. In my present position as Special Needs Coordinator at the Great Falls Headstart, I have a great deal of contact with the services of our district preschool special education unit. Seven of our Headstart children attend special education preschool also. Without these services the children would be greatly delayed upon entry into kindergarten. Intervention at this early age is mandatory if they are to experience any degree of success in a mainstreaming situation.

I know from experience also that learning is a forever problem. In our district the services of the occupational therapist and ^{the} physical therapist are stretched to the limit. Our children suffer as a result. There are many who need the time of these highly trained and qualified professionals, and they must ~~be~~ ~~with~~ ~~in~~ "make do" with very little.

Please give your sincere and heartfelt attention to this bill.

Linda Regnier
Great Falls Headstart
Residence: 3405 Basin Lane
Great Falls, MT
59404

February 11, 1985

To Whom It May Concern

I would like to voice my support for H.B. 405 which mandates pre-school special education. My son Jimmy, who is 5 years old, is enrolled in the special education program at Lewis + Clark Elementary School. This is his second year in the program. Without the dedication of his teachers and the fact that the program is available, my son would still be 9 months to 1 year behind his peers. This program needs more teachers and more funding. I'm sure there are a number of children in our community who could have received the same assistance my son has received. One of the reasons our society has our children start their education at 5 or 6 is because the kids learn the best while they're young. Are we going to deny any child a head start? All our children need the best we can provide for them, but some need that extra helping hand, and I feel that the best time for this is during the pre-school years.

Sincerely
Barbara Anderson
806 -7 Av. S.
St. Paul, Mt.

Rep Harrington and members of the legislature. For the record I am Debbie Chelen from Billings. I am a long time Montanan and am proud of my heritage. My great-grandfather hosted the first cattle scale ring in Miles City in the early 1900's. I am proud of Montana and proud of Montana's educational system. I have five beautiful children. Four healthy & normal and my youngest is a beautiful but brain injured baby girl. She is 20 months old. She was 10 months when I called the Early Childhood Intervention program in Billings. She was not sitting up when they came & evaluate her & see if she met the criteria for the program. She was not verbally communicating and had very little personality. I want you to know that I have a firm testimony of Early Intervention and know that it has worked miracles for our family. This special little person that didn't sit and had zip personality is now sitting by herself, crawling, and pulling herself up & furniture. (over)

She is becoming verbal and has loads of personality. I know that Montana has always been one of the top in the nation in education. Are we falling behind other states. I ask you to please support bill 405 so that the services that my child is so fortunate to receive will be available to other children in rural areas just importantly I suggest to you that no child should be excluded from normal situations if they can benefit and I say that they can and will benefit from Early Intervention.

Sincerely
Mrs. Debbie Thelen
1945 Sonneck
Billings Mont.
HD 95

VISITORS' REGISTER

EDUCATION

COMMITTEE

BILL NO. 405 - Early Intervention DATE February 11, 1985

SPONSOR Jerry Driscoll

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Kipster Jack	4315 Murphy Bldg	✓	
Debbie Helen	1945 Pennack	✓	
Jay R Verna	3 Queen Victoria Billings	✓	
Julia Jensen	2418 Terry Ave Billings	✓	
Gordon Vandewere	244 Suburban Drive Billings MT	✓	
Leaverly Owens	2025 S. Blgo Blvd. #70 Billings Mt	✓	
Pat McCall	3233 Park Hill Billings MT	✓	
Kathleen A. Kelker	2210 Fairview Pl. Billings 59102	✓	
Vivian Marie Hager	Box 870 Belgrade MT 59714	✓	
Norma Koenig	430 Church St. Helena	✓	
Lynn Hopewell	984 Rimrock Rd. Billings	✓	
Jay Prichard	2031 Bev. H. Hs Blgs MT	✓	
Susan W. Drury	340 North Ave. West Missoula	✓	
Mary McWhorter	2103 Gold Rush Ave Helena MT 59601	✓	
Christie Deck	701 Fox Drive GREAT FALLS, MT 59404	✓	
Sharon Kiekman	3985 Trident Rd. Three Forks, MT	✓	
Gaudia Potts	50 Plummer St. Dr. Kalispell, MT	✓	
Linda Thidack	Box 432 Big Timber, MT	✓	
John Holmquist	P.O. 1509 Bozeman	✓	
Betsy Christensen	P.O. Box 3508 - Billings	✓	

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

Lynn Huxley

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Judy Lynn Hinson

MFT

Pena J. Whelan

Billings

VISITORS' REGISTER

EDUCATION

COMMITTEE

BILL NO.

405

DATE

February 11, 1985

SPONSOR

Jerry Driscoll

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
R.C. van Ettinger	self - Great Falls	✓	
Carol Dixon	Helena	✓	
Lynda Ragnier	Great Falls	✓	
Jean Gustafson	Great Falls	✓	
Ruth van Ettinger	Great Falls	✓	
Elaine Bishop	Great Falls	✓	
Carolee Lee	Helena	✓	
Stanell R. Davis	Great Falls	✓	
Carolyn Johnson	Fort Benton	✓	
Roger Johnson	Missoula	✓	
Shirley Haglund	Missoula	✓	
Kirk Thompson	Helena	✓	
Ed Myers	Kalispell	✓	
Dan Darko	GT Falls	✓	
Gaul Darko			
Sylvia DonLath	MT, PS, MT, L	✓	
Debra Blankenship	Otter Mt	✓	
Margaret Rouse	Helena, MT	✓	
Cliff Murphy	MHAM, Bldg, MT	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FOR

Allison Helette

714-6th Helena

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Beverly Pickett

Helena

CS-33

JUDITH CARLSON

HELENA

VISITORS' REGISTER

EDUCATION

COMMITTEE

BILL NO. 471 - Sp. Ed. Service DATE February 11, 1985
Areas

SPONSOR Hammond

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
<i>[Signature]</i>	P.O. 1509 Boyman	✓	
<i>[Signature]</i>	P.O. Box 35022 Puller	✓	
<i>[Signature]</i>	State of Texas	✓	
Robert L. Laumeyer	Boulder		✓
Chrisine Deak	Gl. Falls	✓	
<i>[Signature]</i>	Co. Hunt.		✓
Phil Campbell	M E A	✓	
Mary House	Coistrip	✓	
Michael E. Hand	215 So Maryland corner	✓	
Jerry Lynn Menow	M F T		✓
Robert H. WEBER	ST. IGNATIUS	✓	
David A. Creel	10-15 Meadow View Lane Victor	✓	
Rep. Beverly A. Cray	Wolf Point	✓	
Mike Morris	Wagonville	✓	
Margaret Rogers	Helena, MT		
Ron Williams	Helena MT	✓	
J. Ray Hefley	Anaconda MT		✓

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION

COMMITTEE

BILL NO. 685 - Reappropriate Funds DATE February 11, 1985
From Previous Year

SPONSOR Hammond

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
<i>Larry Holmgren</i>	P.O. 1509 Bozeman	✓	
<i>Bruce Chantigny</i>	P.O. Box 35022 Puller	✓	
<i>Judy Vidale</i>	Box 432 Big Timber	✓	
<i>Christie Dack</i>	701 Fox Dr Lot 1000 Mt	✓	
<i>Richard Thorne</i>	Helena	✓	
<i>Phil Campbell</i>	Helena	✓	
<i>Bob Harder</i>	P.O. Box 727 Malta	✓	
<i>Jeri Day</i>	Bozeman MT	✓	
<i>Mavis Parks</i>	Cascade MT	✓	
<i>Frank Capotte</i>	415 E. Aspen Bozeman MT	✓	
<i>John Smith</i>	Helena - OKI	✓	
<i>Paul Hoff</i>	327 Pentris Place Bozeman	✓	
<i>Chip Ederman</i>	Mt School Rd Bozeman	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FOR

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

EDUCATION

BILL NO. 480 - Reappropriation of DATE February 11, 1985

Balance of Sp. Ed. Appropriations

SPONSOR Gene Donaldson

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION

COMMITTEE

BILL NO. 551 - New High School Dist. DATE
Method of Establishment

February 11, 1985

SPONSOR Dennis Rehberg

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Richard Trevino	Helena	✓	
Chip Eromant	MT School Bds Assoc	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FORM

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

EDUCATION

BILL NO. 626 - Voter Turnout
Requirements
SPONSOR Richard Nelson

[illegible]

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.