

MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
50TH LEGISLATIVE SESSION
HOUSE OF REPRESENTATIVES

The eleventh meeting of the Education and Cultural Resources Committee was called to order by Chairman Jack Sands, on February 6, 1987, at 1:00 p.m. in Room 312-D of the State Capitol.

ROLL CALL: All members were present except Reps. Daily, Glaser and Schye who were absent.

CONSIDERATION OF HOUSE BILL NO. 324:

REP. RAY PECK, House District No. 15, sponsor of the bill, stated the bill would revise the method of determining state funding for school district special education programs. He said the bill would take into account the services and the degree of handicap of those children in the special education program when the funds are allocated. He pointed out there would be a shift in funding of dollars from the smaller communities to the larger communities because the kids are more handicapped in those programs. He reviewed the bill briefly.

PROPOSERS:

RAY BECK, Director of Special Education for the Great Falls public schools and spokesperson for the study committee that was organized by the Montana Council of Special Education Administrators to study alternative methods for special education funding. He reviewed the level system or weighted formula on a chart. Mr. Beck then reviewed EXHIBIT # 1, an informational packet entitled "A Special Education Funding Formula Based Upon A Weighted Level System". He then noted the committee had made another simulation where they had tried to place every handicapped child into a level. See EXHIBIT # 2. He summarized his testimony by reading the seven points that the bill would do on page 11, EXHIBIT # 1-K.

MIKE AINSWORTH, President of the Montana Council of Administrators of Special Education spoke in support of the bill. A copy of his testimony is attached as EXHIBIT # 3.

GAIL GRAY, Director of Special Education for the OPI, stated she was in support of the concept of a formula for allocating the state special education funds. She said if the bill were to pass she would like to request two things, 1) that the OPI have the authority to set ceilings for the percent of special education population in each of the five

levels that would be funded, and would request that there be some exception for the truly unique type conditions that may occur. 2) Request some type of phase in clause, so there would not be this tremendous windfall profits; say 15-20 percent would be the limit for increases that are due wholly to the factors that are attributable to the formula.

LARRY WILLIAMS, Personnel Director, Bozeman Public Schools, rose in support of HB # 324. A copy of his testimony is attached as EXHIBIT # 4.

FRED APPELMAN, Special Education Director, Missoula pointed out areas in his prepared statement, see EXHIBIT # 5. He urged the committee's support of HB # 324.

BOB WINDEL, Superintendent of Schools, Havre, stated he supports a weighted formula for funding special education for two major reasons, 1) that the present special education funding program lacks certainty; 2) the weighted formula offers more budgeting stability in the school districts across Montana.

KEN SIDERIUS, Assistant Superintendent, Kalispell, personnel director of schools, stated he concurred with the previous remarks in support of the bill.

JERRY WEIST, Superintendent of Schools, Great Falls, said that the Great Falls district has maintained about a 9% enrollment of students qualified for special services. The level of those students has changed from moderate to more severe. He supported the bill.

NED LAIRD, Executive Director of the Department of Pupil Services, Billings Public Schools, rose in support of the bill. He stated he felt that the legislation would help equalize the available funds.

JERRY ROTH, Director of Special Education for the Helena School District, read his prepared statement in support of HB # 324, see EXHIBIT # 6.

OPPONENTS:

ELAINE COLIE, Director of the Northcentral Learning Resource Center, a special education cooperative that covers eighteen school districts surrounding Great Falls, read her prepared statement in opposition to HB # 324. See EXHIBIT # 7.

Education and Cultural
Resources Committee
February 6, 1987
Page Three

MIKE FERRELL, Director of Special Education of the Bear Paw Learning Resource Center in Chinook, serving the small schools in Blaine, Phillips, Liberty and Hill Counties. He reviewed his prepared statement, see EXHIBIT # 8.

JIM MOULDS, Superintendent of the Centerville Public Schools, in Sand Coulee, Montana, rose in opposition to HB # 324. A copy of his testimony is attached as EXHIBIT # 9.

ED ZABROCKI, Superintendent of Schools in Geraldine, Montana reviewed his prepared testimony. See EXHIBIT # 10, in opposition to HB # 324.

DENNIS HARKSON, Director of special programs for the Browning Public Schools and Blackfeet cooperative. He agreed that the larger districts need more money for the more profound students, but didn't feel it should be taken away from the less handicapped students.

STEVE HOPPES, Director of Big Sky Special Education Cooperative, Conrad, read his prepared statement, see EXHIBIT # 11, in opposition to HB # 324.

JAKE KETTERLING, Superintendent of schools in Choteau, Montana and said he was also speaking for schools in the Northcentral Montana area, in opposition to HB # 324. He submitted a prepared statement from the Northcentral Administrators Group, see EXHIBIT # 12.

NELLIE SHERMAN, Superintendent, Sun River School, rose in opposition to the bill. She stated that one mill would only bring in \$1000 in her district and could not pay all of the required teachers out of that budget.

ELINOR COLLINS, Montana Association of County School Superintendents, stated she opposed the bill as it was currently written. She noted that all of the proponents were from large urban districts.

MARIE FERRELL, representing Montana Association for Children and Adults with Learning Disabilities, rose in opposition to the bill.

MICHAEL BUTTON, Superintendent at Vaughn elementary school, stated he would like to go on record as being opposed to HB # 324.

DEBBIE WHIPPLE, mother of a son in special ed in Havre, opposed the bill.

Education and Cultural
Resources Committee
February 6, 1987
Page Four

A lengthy question and answer period followed regarding the funding for the program.

REP. PECK closed by addressing the funding issue in depth.

CONSIDERATION ON HOUSE JOINT RESOLUTION NO. 18:

REP. MARY ELLEN CONNELLY, House District No. 8, sponsor of the resolution, stated the reason for the resolution was to direct the Office of Public Instruction to investigate the safety of school buses. It was introduced on behalf of the people in Flathead County because of a school bus accident that killed 19 people. They had asked that legislation be introduced requiring seat belts in school buses. She noted the cost of installing the seat belts in the buses would range from \$1 million to \$5 million dollars because at the present time buses are not built strong enough to have seat belts in them. The floors are just plywood. She stated she had just learned that the National Highway Transportation Safety Board has been authorized by the Department of Transportation to make a study which would include designing school buses so they could adopt the use of seat belts.

Ms. Connelly said she had two proposed amendments; 1) on page 1, line 14, where it reads "the head wrestling coach and his wife", strike "his wife" and insert the words "his wife" after the words "the assistant coach". 2) on page 2, line 7 and again on line 10, following "public instruction" insert "and the board of public education", because they set the policy for OPI.

PROPOSERS:

GILE MITCHELL, representing the Office of Public Instruction, stated there is a management study being held by the National Bus Transportation Committee on the safety of buses and the OPI would cooperate as far as following through on the study.

CLAUDETTE MORTON, Executive Secretary for the Board of Public Education, stated the board would support the study and work with the OPI on it.

OPPOSERS: None

REP. MARY ELLEN CONNELLY simply stated she closed.

CONSIDERATION OF HOUSE BILL NO. 340:

GENE DONALDSON, House District No. 43, sponsor of HB # 340, stated the bill came out of the interim study finance committee relative to basic education. He said it deals with the method of determining average number belonging within the schools. Currently the law allows that each school district is computed separately unless they are within an incorporated city. He said he has found current situations where there is one school across the street from another school and they were receiving their ANB individually. He said the bill would direct schools to compute their ANB on a total unless they are three miles or further apart. He referred to handouts on a study showing the ANB payments to the various schools, see EXHIBIT # 13. He suggested a phase in period for the bill.

PROPONENTS:

REP. RAY PECK, stated he would like to go on record as a proponent.

CLAUDETTE MORTON, Executive Secretary of the Board of Public Education, stated the board supports the legislation with a phase in period.

PHIL CAMPBELL, representing the Montana Education Association, stated he would like to go on record in support of the bill. He also recommended the phase in period.

BOB STOCKTON, OPI, stated the superintendent supported the bill with the proviso that there would be some sort of phase in.

BOB ANDERSON, representing the Montana Schools Boards Association, said he was surprised there wasn't a fiscal note attached since it was stated there would be a \$1.5 million dollar savings.

SANDRA WHITNEY, representing the Montana Taxpayer's Association, said she goes over the budgets of all the school districts in the state every year and has been surprised to see the disparity in funding policy. She also noted the savings to the state could be \$1.5 million dollars. She said districts in incorporated communities are being encouraged to put a building outside the city limits, and districts in unincorporated areas are being encouraged to establish separate buildings when an addition to a building would be more efficient. She was in support of the bill.

OPPONENTS:

TONY TOGNETTI, Superintendent of Schools at Stevensville, spoke in opposition to the bill. He handed out EXHIBIT # 14, a chart on Stevensville's elementary budget along with an enrollment chart, see EXHIBIT # 15, and reviewed the negative impact the bill would have on the school district's budget.

DON WALDRON, representing the School Administrators of Montana, questioned whether the committee was passing a bill to save money or because they thought the interpretation of the law was wrong. He said when that question was answered he could either support or oppose the bill. He suggested that any money saved by this bill be put into the foundation program instead of taking away from the students in the state. He encouraged the committee to phase in the bill if they did pass it.

A lengthy question and answer period followed concerning the number of students in the 7th and 8th grade to be funded out of the high school schedule.

REP. DONALDSON closed by saying the issue of the bill is fairness. There is a situation where two schools happen to be on different sides of the city limits and therefore the ANB is computed differently.

CONSIDERATION OF HOUSE BILL NO. 365:

REP. RAY PECK, House District No. 15, sponsor of the bill, stated the bill was introduced at the request of the legislative finance committee. He said the bill simply recognizes the authority of the board of public education; it recognizes the value of measuring academic performance, and it then reviews the powers and the duties of the board of public education. He noted that 42 states currently have assessment standards or requirements. Montana schools do use achievement tests, but there are no standards or collection of that data.

PROPONENTS:

DON WALDRON, representing the Board of Education, stated the board of education would be very happy to participate in any study along this line.

ALAN NICHOLSON, Vice Chairman of the State Board of Public Education, said he would like to go on record in support of

Education and Cultural
Resources Committee
February 6, 1987
Page Seven

HB # 365. He said he would gladly accept the mandate to adopt rules for student assessment in the public schools.

CLAUDETTE MORTON, Executive Secretary of the Board of Public Education, said she supported HB # 365, and hoped the committee would concur in it.

PHIL CAMPBELL, representing the Montana Education Association, stated he wanted to go on record in support of HB # 365, and would be happy to lend the resources of the MEA to help complete the study.

GILE MITCHELL, representing OPI, said he supported the bill, and would certainly work with the state board of public education on a study.

OPPONENTS: None

QUESTIONS FROM THE COMMITTEE:

REP. WILLIAMS inquired if there was a request for additional funding. REP. PECK replied that additional staff for the board of public education would be necessary to work on the study.

REP. PECK stated he closed.

ADJOURNMENT: There being no further business to come before the committee the meeting was adjourned at 3:15 p.m.



REP. JACK SANDS, CHAIRMAN

DAILY ROLL CALL

EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date FEB. 6, 1987

| NAME | PRESENT | ABSENT | EXCUSED |
|----------------------------------|---------|--------|---------|
| REP. JACK SANDS, CHAIRMAN | X | | |
| REP. RICHARD NELSON, VICE CHRMN. | X | | |
| REP. FRITZ DAILY | | X | |
| REP. RALPH EUDAILY | X | | |
| REP. WILLIAM GLASER | | X | |
| REP. DAN HARRINGTON | X | | |
| REP. NANCY KEENAN | X | | |
| REP. ROLAND KENNERLY | X | | |
| REP. EARL LORY | X | | |
| REP. JOHN MERCER | X | | |
| REP. GERALD NISBET | X | | |
| REP. JOHN PHILLIPS | X | | |
| REP. TED SCHYE | | X | |
| REP. BARRY STANG | X | | |
| REP. TONIA STRATFORD | X | | |
| REP. CHARLES SWYSGOOD | X | | |
| REP. FRED THOMAS | X | | |
| REP. MEL WILLIAMS | X | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

EXHIBIT #1
DATE 2-6-87
HB # 324
RAY BECK -

A SPECIAL EDUCATION FUNDING
FORMULA BASED UPON A
WEIGHTED LEVEL SYSTEM

**CONSIDERATIONS FOR A SPECIAL EDUCATION WEIGHTED
FORMULA AND LEVELS SYSTEM**

- 1) NOT A REQUEST FOR ADDITIONAL FUNDS.
- 2) THE DISTRIBUTION OF STATE FUNDS WILL BE BASED UPON THE NEEDS OF INDIVIDUAL STUDENTS AND THE SERVICES REQUIRED.
- 3) LEVELS SYSTEM AND ASSOCIATED COSTS ARE BASED UPON STUDIES CONDUCTED BY THE RAND CORPORATION, STATE OF UTAH AND MONTANA COUNCIL FOR ADMINISTRATORS IN SPECIAL EDUCATION (MCASE).
- 4) A NUMBER OF STATES HAVE THE WEIGHTED FORMULA MODEL IN PLACE.

**PROBLEMS WITH CURRENT SPECIAL EDUCATION
FUNDING PRACTICES**

- 1) CHILD COUNT WITHOUT A CAP PERMITS OVER-IDENTIFICATION OF HANDICAPPED.
- 2) NO REQUIREMENT FOR LOCAL CONTRIBUTION.
- 3) DISCOURAGES RELATED SERVICES.
- 4) SELF-CONTAINED STUDENTS DO NOT GENERATE ANB.
- 5) OFTEN REQUIRES OFFICIALS IN OPI TO MAKE SUBJECTIVE DECISIONS REGARDING UNIT APPROVAL.
- 6) DOES NOT TAKE INTO ACCOUNT AVERAGE TEACHER SALARIES WITHIN THE STATE.
- 7) NO PROVISION FOR SERVICE FEE OF NON-RESIDENCE STUDENTS.
- 8) NO ESTABLISHED FORMULA OR GUIDELINES FOR FUNDING OF HANDICAPPING CONDITIONS BY LEVELS.

Table 1**HOW THE WEIGHTED FORMULA AND
LEVEL SYSTEM WORKS**

A base unit of one *ANB (\$1,435) plus a weighted factor is used for each level.

| Level | Degree of Handicap | Type of Service | ANB | Factor | Student Generates | Comments |
|--------------|-------------------------------|----------------------------|------------|---------------|------------------------------|---------------------------------------|
| I | Minimal | Mainstreamed and Speech | \$1,435 | .60 | \$ 860 | Also generate ANB in regular class |
| II | Mild | Resource Room | \$1,435 | 1.60 | \$2,296 | Also generate ANB in regular class |
| III | Moderate | Self- Contained | \$1,435 | 3.00 | \$4,305 | Does not generate additional ANB |
| IV | Severe | Self- Contained | \$1,435 | 4.00 | \$5,740 | Does not generate additional ANB |
| V | Profound | Self- Contained | \$1,435 | 6.20 | \$8,897 | Does not generate additonal ANB |

*This figure was determined by using an average between a large school district elementary and secondary ANB figure.

Table 2

**A TYPICAL SPECIAL EDUCATION CLASSROOM
WOULD GENERATE THE FOLLOWING DOLLARS**

LEVEL I - Minimal Handicapped (speech students and mainstreamed)

- Based upon a state average caseload of 26 students and using a factor of \$860 this class would, if fully funded, generate \$22,300 from the state appropriation.

Level II - Mildly Handicapped (resource room)

- Based upon a state average caseload of 15 students and using a factor of \$2,296 this class would, if fully funded, generate \$34,440 from the state appropriation.

Level III - Moderately Handicapped (self-contained)

- Based upon a state average caseload of 9 students and using a factor of \$4,305, this class would, if fully funded, generate \$38,745 from the state appropriation.

Level IV - Severely Handicapped (self-contained)

- Based upon a state average caseload of 7 students and using a factor of \$5,740, this class would, if fully funded, generate \$40,180 from the state appropriation.

Level V - Profoundly Handicapped (self-contained)

- Based upon a state average caseload of 5 students and using a factor of \$8,897, this class would, if fully funded, generate \$44,485 from the state appropriation.

NOTE: Funding for a special education classroom may be established by including students from several different levels.

Table 3

**LEVEL DESCRIPTORS BASED UPON THE TYPE OF STUDENT
AND
TYPICAL SERVICE PATTERN**

LEVEL I (Minimal Handicap)

These students are involved in speech therapy only and do not receive any other special education services. In addition, fully mainstreamed students are included where consultation services are provided to the regular classroom by special education personnel.

Students receive special education services from approximately 30 minutes to less than 3 hours per week.

LEVEL II (Mildly Handicapped)

Students within this level are often described as learning disabled or mildly retarded. Other handicapping conditions are included here to the extent that they require resource room assistance. Many of these students spend more than half of their day in regular classrooms. Preschool students are often considered here because of half-day service.

Special education contact hours for this level of youngster ranges from 3 hours to 15 hours per week. Part-time teacher aides are often used.

LEVEL III (Moderately Handicapped)

Moderately handicapped students are typically self-contained with minimal mainstreaming in the regular classroom within this level. They are often diagnosed as moderately mentally retarded, or learning disabled, or physically handicapped. Hard of hearing and visually impaired students are within this level.

Unlike the first two levels, students within this category require more than half-time in a special education classroom and require related services such as speech therapy, occupational and/or physical therapy and psychological services. Full time teacher aides are often required.

Contact hours for this category range from more than 15 hours to less than 25 hours per week.

LEVEL IV (Severely Handicapped)

This level includes students who are often considered seriously emotionally disturbed, mentally retarded or at times the multiply handicapped, meaning two or more conditions. Students within this category typically require a good deal of related services including full time teacher aides.

There is little, if any, mainstreaming within the regular classroom. Contact hours for special education services for this category range from 20 to 30 hours per week.

LEVEL V (Profoundly Handicapped)

Students within this level are often described by professionals as "medically at-risk", profoundly retarded, non-ambulatory, non-toilet trained, unable to feed themselves, and for that matter, possess few if any self-help skills.

In that most of the students within this category are totally dependent, the ratio of adults to students is often 3 to 1.

Special education contact hours exceed 25 hours per week.

T A B L E 4

STATEWIDE SIMULATION BASED UPON 1985 CHILD COUNT
&
HANDICAPPING CONDITION

ANB VALUE \$1,435

| | |
|-----------|--------------------------|
| Level I | .60 x \$1,435 = \$ 860 |
| Level II | 1.60 x \$1,435 = \$2,296 |
| Level III | 3.00 x \$1,435 = \$4,305 |
| Level IV | 4.00 x \$1,435 = \$5,740 |
| Level V | 6.20 x \$1,435 = \$8,897 |

| HANDICAP | NO. OF STUDENTS | LEVEL | COST/STUDENT | TOTAL COSTS |
|---------------------|-----------------|-------|--------------|--------------|
| Hard of Hearing | 61 | II | \$2,296 | \$ 140,056 |
| | 60 | III | \$4,306 | \$ 258,300 |
| Deaf | 21 | IV | \$5,740 | \$ 120,540 |
| Mentally Retarded | 402 | II | \$2,296 | \$ 922,992 |
| | 815 | III | \$4,305 | \$ 3,508,575 |
| Other Hlth Impaired | 162 | II | \$2,296 | \$ 371,952 |
| Orthoped Impaired | 120 | II | \$2,296 | \$ 275,520 |
| Speech Impaired | 4,184 | I | \$ 860 | \$ 3,598,240 |
| Visually Impaired | 59 | II | \$2,296 | \$ 135,464 |
| Learning Disablec | 7,555 | II | \$2,296 | \$17,346,280 |
| Emot Disturbed | 611 | IV | \$5,740 | \$ 3,507,140 |
| Non Categ | 522 | II | \$2,296 | \$ 1,198,512 |
| Deaf/Blind | 17 | V | \$8,897 | \$ 151,249 |
| Multi Handicap | 270 | V | \$8,897 | \$ 2,402,190 |
| | 14,859 | | | \$33,937,010 |

**CALCULATIONS FOR THE WEIGHTED FORMULA
USING A LEVEL SYSTEM**

Calculation A

| Level | Weighted Factor | Number of Students | Funds Generated |
|----------------|----------------------------|-------------------------------|----------------------------|
| I (mild) | \$ 860 | | |
| II (mild) | \$ 2,296 | | |
| III (moderate) | \$ 4,305 | | |
| IV (severe) | \$ 5,740 | | |
| V (profound) | \$ 8,897 | | |
| | | | |

**CALCULATIONS FOR THE WEIGHTED FORMULA USING
HANDICAPPING CONDITIONS AND LEVEL SYSTEM**

Calculation B

| Handicap | Level | Weighted Factor | Number of Students | Funds Generated |
|-----------------|--------------|----------------------------|-------------------------------|----------------------------|
| HH | III | \$ 4,305 | | |
| D | III | \$ 4,305 | | |
| MR | II III | \$ 2,296 \$ 4,305 | | |
| OH | II | \$ 2,296 | | |
| OI | II | \$ 2,296 | | |
| SI | I | \$ 860 | | |
| VI | III | \$ 4,305 | | |
| LD | II | \$ 2,296 | | |
| ED | IV | \$ 5,740 | | |
| NC | II | \$ 2,296 | | |
| DB | V | \$ 8,897 | | |
| MH | V | \$ 8,897 | | |

S U M M A R Y

- 1) DISTRIBUTION OF STATE APPROPRIATION BASED UPON LEVEL OF HANDICAP AND AMOUNT OF SERVICE REQUIRED.
- 2) IF SPECIAL EDUCATION BUDGETS EXCEED STATE APPROPRIATIONS EACH DISTRICT OR COOPERATIVE WILL RECEIVE A PRO RATA SHARE.
- 3) A CAP OF 12% WILL BE PLACED ON THE TOTAL NUMBER OF HANDICAPPED THAT CAN BE IDENTIFIED.
- 4) COOPERATIVES AND UNIQUE ENROLLMENT CIRCUMSTANCES WILL BE GIVEN SPECIAL CONSIDERATION.
- 5) OPI WILL STUDY AND DETERMINE THE TYPES OF HANDICAPS OR THE KINDS OF SERVICES PROVIDED IN EACH LEVEL. THE FUNDING FORMULA WOULD NOT GO INTO EFFECT UNTIL JULY, 1988.
- 6) DISTRICTS AND COOPERATIVES WILL BE PROVIDED INCENTIVES TO MAINSTREAM STUDENTS.
- 7) FINALLY, WHATEVER FUNDS ARE AVAILABLE WILL BE PRORATED BASED UPON THE NEEDS OF THE STUDENT AND COSTS ASSOCIATED WITH THAT STUDENT.

HANDICAPPED STUDENT SCHOOL ENROLLMENT DATA

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|------------|------------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Beaverhead | 7 Grant Elem. | 26 | 5 | 19% | 3 | 12% |
| | 10 Dillon Elem. | 910 | 76 | 8 | 17 | 2 |
| | Beaverhead Co. H.S. | 394 | 28 | 7 | 18 | 5 |
| | 11 Wise River Elem. | 28 | 6 | 21 | 2 | 7 |
| | 12 Lima Elem. | 93 | 20 | 22 | 10 | 11 |
| | 12 Lima H.S. | 48 | 7 | 15 | 6 | 13 |
| | 16 Wisdom Elem. | 38 | 2 | 5 | 1 | 3 |
| | 21 Polaris | 5 | 1 | 20 | 1 | 20 |
| | 24 Jackson Elem. | 13 | 2 | 15 | 0 | 0 |
| Big Horn | 26 Reichle Elem. | 18 | 5 | 28 | 0 | 0 |
| | 1 Squirrel Creek Sch. | 5 | 0 | 0% | 0 | 0% |
| | 2 Pryor Elem. | 68 | 23 | 34 | 7 | 10 |
| | 16 Community Sch. | 14 | 0 | 0 | 0 | 0 |
| | 17-H Hardin Elem. | 1,208 | 193 | 16 | 100 | 8 |
| | 27 Lodge Grass Elem. | 344 | 50 | 15 | 25 | 7 |
| | 29 Wyola Elem. | 81 | 6 | 7 | 5 | 6 |
| | 1 Hardin H.S. | 458 | 44 | 10 | 33 | 7 |
| | 2 Lodge Grass H.S. | 158 | 17 | 11 | 11 | 7 |
| Blaine | 3 Pryor H.S. | 57 | 14 | 25 | 7 | 12 |
| | 17K Big Bend | 6 | 0 | 0 | 0 | 0 |
| | 10 Chinook Elem. | 347 | 42 | 12% | 22 | 6% |
| | 10 Chinook H.S. | 175 | 3 | 2 | 2 | 1 |
| | 12 Harlem Elem. | 449 | 44 | 10 | 24 | 5 |
| | 12 Harlem H.S. | 132 | 6 | 5 | 4 | 3 |
| | 24 Lloyd Elem. | 11 | 3 | 27 | 3 | 27 |
| | 12A Cow Island | 8 | 0 | 0 | 0 | 0 |
| | 43 Turner Elem. | 81 | 5 | 6 | 0 | 0 |
| Broadwater | 43 Turner H.S. | 28 | 3 | 11 | 1 | 4 |
| | 50 Hays Lodge Pole Elem. | 178 | 40 | 22 | 25 | 14 |
| | 67 Bear Paw Elem. | 14 | 3 | 43 | 3 | 43 |
| | 50 Hays Lodge Pole H.S. | 76 | 6 | 8 | 4 | 5 |
| | 6 North Harlem Colony School | 7 | 1 | 14 | 0 | 0 |
| | 14 Cleveland-Lone Tree | 9 | 0 | 0 | 0 | 0 |
| | 17 Zurich | 46 | 6 | 13 | 4 | 0 |
| | 7 Townsend Elem. | 403 | 52 | 13% | 26 | 6% |
| | 13 Crow Creek Elem. | 13 | 1 | 8 | 0 | 0 |
| Broadwater | 15 Toston Elem. | 27 | 1 | 4 | 0 | 0 |
| | 10 Broadwater Co. H.S. | 212 | 16 | 8 | 11 | 5 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|----------|------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Carbon | 1 Red Lodge Elem. | 339 | 25 | 7% | 6 | 2% |
| | 1 Red Lodge H.S. | 135 | 14 | 10 | 9 | 7 |
| | 2 Bridger Elem. | 196 | 30 | 15 | 10 | 5 |
| | 2 Bridger H.S. | 99 | 10 | 10 | 10 | 10 |
| | 7 Joliet Elem. | 235 | 26 | 11 | 8 | 3 |
| | 7 Joliet H.S. | 97 | 3 | 3 | 3 | 3 |
| | 9 Jackson Elem. | 12 | 1 | 8 | 1 | 8 |
| | 10 Luther Elem. | 16 | 3 | 19 | 1 | 6 |
| | 23 Roberts Elem. | 101 | 5 | 5 | 2 | 2 |
| | 5 Roberts H.S. | 41 | 2 | 5 | 1 | 2 |
| | 28 Boyd Elem. | 17 | 3 | 18 | 1 | 6 |
| | 30 Fromberg Elem. | 131 | 11 | 8 | 6 | 5 |
| | 6 Fromberg H.S. | 81 | 0 | 0 | 0 | 0 |
| | 33 Edgar Elem. | 15 | 2 | 13 | 0 | 0 |
| | 34 Belfry Elem. | 123 | 11 | 9 | 5 | 4 |
| | 3 Belfry H.S. | 36 | 5 | 14 | 5 | 14 |
| Carter | 1 Hammond Elem. | 11 | 1 | 20% | 0 | 0% |
| | 14 Pine Hill-Plainview | 16 | 0 | 0 | 0 | 0 |
| | 15 Ekalaka Elem. | 119 | 17 | 14 | 8 | 7 |
| | 20 Ridge | 10 | 0 | 0 | 0 | 0 |
| | 56 Alzada Elem. | 11 | 1 | 9 | 0 | 0 |
| | Carter Co. H.S. | 81 | 1 | 1 | 0 | 0 |
| | 8 Johnson School | 4 | 0 | 0 | 0 | 0 |
| | 11 Albion School | 8 | 0 | 0 | 0 | 0 |
| Cascade | 1 Great Falls Elem. | 8,562 | 662 | 8% | 268 | 3% |
| | A Great Falls H.S. | 3,721 | 322 | 9 | 244 | 7 |
| | 3 Cascade Elem. | 208 | 21 | 10 | 8 | 4 |
| | B Cascade H.S. | 155 | 14 | 9 | 11 | 7 |
| | 5 Sand Coulee Elem. | 187 | 37 | 20 | 23 | 12 |
| | C Centerville H.S. | 86 | 11 | 13 | 8 | 9 |
| | 29 Belt Elem. | 235 | 31 | 13 | 11 | 5 |
| | D Belt H.S. | 128 | 9 | 7 | 5 | 4 |
| | 6 Simms Elem. | 135 | 16 | 12 | 5 | 4 |
| | F Simms H.S. | 203 | 15 | 7 | 14 | 7 |
| | 74 Vaughn Elem. | 169 | 27 | 16 | 14 | 8 |
| | 85 Ulm Elem. | 63 | 22 | 35 | 18 | 29 |
| | 95 Deep Creek Elem. | 9 | 3 | 33 | 0 | 0 |
| | 97 Sun River Elem. | 125 | 23 | 18 | 15 | 12 |
| Chouteau | 1 Ft. Benton Elem. | 328 | 28 | 9% | 9 | 3% |
| | 1 Ft. Benton H.S. | 166 | 6 | 4 | 3 | 2 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|-------------------|------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Chouteau (cont.) | 7 Loma Elem. | 14 | 3 | 21% | 2 | 14% |
| | 11 Big Sandy Elem. | 230 | 24 | 10 | 13 | 6 |
| | 2 Big Sandy H.S. | 105 | 3 | 3 | 3 | 3 |
| | 28 Highwood Elem. | 78 | 9 | 12 | 1 | 1 |
| | 4 Highwood H.S. | 36 | 1 | 3 | 0 | 0 |
| | 44 Geraldine Elem. | 106 | 10 | 9 | 2 | 2 |
| | 3 Geraldine H.S. | 66 | 5 | 8 | 4 | 6 |
| | 56 Carter Elem. | 6 | 2 | 33 | 1 | 17 |
| | 59 Knees Elem. | 6 | 1 | 17 | 1 | 17 |
| | 99 Benton Elem. | 9 | 4 | 44 | 0 | 0 |
| | 26 Warrick | 6 | 0 | 0 | 0 | 0 |
| Custer | 1 Miles City Elem. | 1,403 | 184 | 13% | 61 | 4% |
| | 3 Kircher Elem. | 69 | 9 | 13 | 4 | 6 |
| | 11 Garland Elem. | 8 | 3 | 38 | 3 | 38 |
| | 43 Moon Creek | 8 | 0 | 0 | 0 | 0 |
| | 16 Hockett Basin | 3 | 0 | 0 | 0 | 0 |
| | 16 Spring Creek Elem. | 5 | 1 | 13 | 1 | 13 |
| | 38 Cottonwood Elem. | 18 | 1 | 5 | 0 | 0 |
| | 42 Whitney Creek Elem. | 7 | 4 | 57 | 1 | 14 |
| | 13 Trail Creek | 3 | 0 | 0 | 0 | 0 |
| | 63 Kinsey Elem. | 54 | 8 | 15 | 4 | 7 |
| | 82 Twin Buttes Elem. | 3 | 1 | 33 | 1 | 33 |
| | 83 SY School | 9 | 0 | 0 | 0 | 0 |
| | 86 SH School | 5 | 0 | 0 | 0 | 0 |
| | 1 Custer Co. H.S. | 599 | 45 | 8 | 30 | 5 |
| | Daniels | 1 Scobey Elem. | 274 | 21 | 8% | 14 |
| 1 Scobey H.S. | | 91 | 7 | 8 | 5 | 5 |
| 2 Peerless Elem. | | 56 | 11 | 20 | 7 | 13 |
| 2 Peerless H.S. | | 28 | 2 | 7 | 0 | 0 |
| 7 Flaxville Elem. | | 73 | 16 | 22 | 11 | 15 |
| 3 Flaxville H.S. | | 22 | 3 | 14 | 3 | 14 |
| Dawson | 1 Glendive Elem. | 1,426 | 130 | 9% | 53 | 4% |
| | Dawson Co. H.S. | 629 | 27 | 4 | 12 | 2 |
| | 36 Lindsay Elem. | 22 | 2 | 9 | 1 | 5 |
| | 78J Richey Elem. | 112 | 8 | 7 | 1 | 1 |
| | 2 Richey H.S. | 53 | 3 | 6 | 2 | 4 |
| | 3 Deer Creek Elem. | 53 | 11 | 21 | 5 | 9 |
| | 10 Amo School | 4 | 0 | 0 | 0 | 0 |
| | 30 Bloomfield | 13 | 0 | 0 | 0 | 0 |
| Deer Lodge | 10 Anaconda Elem. | 1,348 | 182 | 14% | 60 | 5% |
| | 10 Anaconda H.S. | 653 | 85 | 13 | 51 | 8 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Number Enroll. LD Handi. | % of Enroll. LD |
|----------|--------------------------|--------------------------------|------------------|-------------------------------------|-----------------------|
| Fallon | 12 Baker Elementary | 461 | 55 | 12% | 3% |
| | 12 Baker H.S. | 216 | 8 | 4 | 4 |
| | 55 Plevna Elem. | 86 | 11 | 13 | 5 |
| | 55 Plevna H.S. | 29 | 0 | 0 | 0 |
| | 50 Fertile Prairie | 8 | 0 | 0 | 0 |
| Fergus | 1 Lewistown Elem. | 1,085 | 141 | 13% | 6% |
| | 1 Lewistown H.S. | 485 | 38 | 8 | 5 |
| | 11 Brooks Elem. | 16 | 3 | 19 | 6 |
| | 18 Cottonwood Elem. | 6 | 2 | 33 | 17 |
| | 27 Grass Range Elem. | 63 | 12 | 19 | 8 |
| | 27 Grass Range H.S. | 32 | 3 | 9 | 9 |
| | 40 King Colony Elem. | 5 | 1 | 20 | 0 |
| | 44 Moore Elem. | 90 | 9 | 10 | 3 |
| | 44 Moore H.S. | 50 | 4 | 8 | 2 |
| | 56 Hilger Elem. | 7 | 3 | 43 | 0 |
| | 74 Roy Elem. | 41 | 3 | 7 | 2 |
| | 74 Roy H.S. | 26 | 0 | 0 | 0 |
| | 84 Denton Elem. | 113 | 18 | 16 | 4 |
| | 84 Denton H.S. | 46 | 3 | 7 | 4 |
| | 104 Spring Creek | 6 | 0 | 0 | 0 |
| | 115 Winifred Elem. | 87 | 8 | 9 | 2 |
| | 115 Winifred H.S. | 34 | 0 | 0 | 0 |
| | 222 Ayers Elem. | 7 | 4 | 57 | 14 |
| | 3 Maiden School | 0 | 0 | 0 | 0 |
| | 15 Deerfield School | 17 | 0 | 0 | 0 |
| Flathead | 1 West Valley Elem. | 175 | 30 | 17% | 7% |
| | 2 Deer Park Elem. | 88 | 15 | 17 | 13 |
| | 3 Fairmont-Egan Elem. | 118 | 22 | 19 | 10 |
| | 4 Swan River Elem. | 139 | 22 | 16 | 9 |
| | 5 Kalispell Elem. | 2,814 | 181 | 6 | 3 |
| | 5 Kalispell H.S. | 1,500 | 100 | 7 | 4 |
| | 6 Columbia Falls Elem. | 1,638 | 104 | 6 | 2 |
| | 6 Columbia Falls H.S. | 737 | 17 | 2 | 2 |
| | 9 Creston Elem. | 58 | 6 | 10 | 9 |
| | 10 Cayuse Prairie Elem. | 171 | 30 | 18 | 11 |
| | 15 Helena Flats Elem. | 184 | 15 | 8 | 5 |
| | 20 Kila Elem. | 94 | 22 | 23 | 13 |
| | 26 Batavia Elem. | 93 | 11 | 12 | 6 |
| | 27 Pleasant Valley Elem. | 8 | 1 | 13 | 13 |
| | 29 Somers Elem. | 265 | 33 | 12 | 6 |
| | 38 Bigfork Elem. | 497 | 47 | 9 | 6 |
| | 38 Bigfork H.S. | 330 | 17 | 5 | 4 |
| | 39 Boorman Elem. | 34 | 6 | 18 | 9 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|------------------|---------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Flathead (cont.) | 44 Whitefish Elem. | 1,140 | 98 | 9% | 42 | 4% |
| | 44 Whitefish H.S. | 515 | 25 | 5 | 20 | 4 |
| | 50 Evergreen Elem. | 788 | 108 | 14 | 69 | 9 |
| | 54 Marion Elem. | 111 | 21 | 19 | 12 | 11 |
| | 58 Bissell-Olney Elem. | 87 | 17 | 20 | 9 | 10 |
| | 62 Mountain Brook Elem. | 41 | 7 | 17 | 2 | 5 |
| Gallatin | 1 Logan Elem. | 22 | 7 | 32% | 3 | 14% |
| | 3 Manhattan Elem. | 352 | 40 | 11 | 15 | 4 |
| | 3 Manhattan H.S. | 146 | 12 | 8 | 9 | 6 |
| | 7 Bozeman Elem. | 3,029 | 258 | 9 | 102 | 3 |
| | 7 Bozeman H.S. | 1,068 | 79 | 7 | 55 | 5 |
| | J15-17 Willow Creek Elem. | 37 | 5 | 14 | 2 | 5 |
| | 15 Willow Creek H.S. | 26 | 0 | 0 | 0 | 0 |
| | 20 Springhill Elem. | 14 | 2 | 14 | 0 | 0 |
| | 22 Cottonwood Elem. | 12 | 6 | 50 | 2 | 17 |
| | 24-24 Three Forks Elem. | 282 | 32 | 11 | 8 | 3 |
| | J-24 Three Forks H.S. | 118 | 1 | 1 | 1 | 1 |
| | 25 Pass Creek Elem. | 3 | 1 | 33 | 0 | 0 |
| | 27 Monforton Elem. | 185 | 19 | 10 | 6 | 3 |
| | 35 Gallatin Gateway Elem. | 112 | 14 | 13 | 7 | 6 |
| | 41 Anderson | 80 | 8 | 10 | 4 | 5 |
| | 43 LaMotte Elem. | 49 | 5 | 10 | 5 | 10 |
| | 44 Belgrade Elem. | 1,020 | 142 | 14 | 73 | 7 |
| | 44 Belgrade H.S. | 358 | 37 | 10 | 30 | 8 |
| | 47 Malmborg | 11 | 0 | 0 | 0 | 0 |
| | 69 West Yellowstone Elem. | 160 | 26 | 16 | 14 | 9 |
| | 69 West Yellowstone H.S. | 74 | 7 | 9 | 7 | 9 |
| | 72 Ophir Elem. | 34 | 2 | 6 | 2 | 6 |
| | 75 Amsterdam Elem. | 28 | 7 | 25 | 0 | 0 |
| Garfield | 1 Jordan Elem. | 130 | 14 | 11% | 1 | 1% |
| | Garfield Co. H.S. | 96 | 8 | 8 | 7 | 7 |
| | 19 Pine Grove Elem. | 15 | 2 | 13 | 2 | 13 |
| | 23 Kester Elem. | 4 | 3 | 75 | 1 | 25 |
| | 27 Cohagen Elem. | 26 | 5 | 19 | 3 | 12 |
| | 32 Blackfoot Elem. | 6 | 1 | 17 | 1 | 17 |
| | 56 Flat Creek Elem. | 5 | 1 | 20 | 1 | 20 |
| | 10 Big Dry | 13 | 2 | 15 | 0 | 0 |
| | 15 Van Norman | 4 | 0 | 0 | 0 | 0 |
| | 18 Sutherland School | 4 | 0 | 0 | 0 | 0 |
| | 30 Benzien School | 11 | 0 | 0 | 0 | 0 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|------------------|-----------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Garfield (cont.) | 42 Sand Springs | 4 | 0 | 0% | 0 | 0% |
| | 52 Ross School | 4 | 0 | 0 | 0 | 0 |
| | 55 Cat Creek | 2 | 0 | 0 | 0 | 0 |
| Glacier | 9 Browning Elem. | 1,362 | 149 | 11% | 87 | 6% |
| | 9 Browning H.S. | 444 | 39 | 9 | 28 | 6 |
| | 15 Cut Bank Elem. | 759 | 59 | 8 | 30 | 4 |
| | 15 Cut Bank H.S. | 306 | 11 | 4 | 9 | 3 |
| | 50 East Glacier Elem. | 49 | 8 | 16 | 6 | 12 |
| Golden Valley | 6 Ryegate Elem. | 67 | 6 | 9% | 1 | 1% |
| | 1 Ryegate H.S. | 33 | 0 | 0 | 0 | 0 |
| | 41 M Lavina Elem. | 59 | 9 | 15 | 4 | 7 |
| | 2 Lavina H.S. | 28 | 1 | 4 | 0 | 0 |
| Granite | 1 Philipsburg Elem. | 223 | 28 | 13% | 15 | 7% |
| | 1 Granite H.S. | 104 | 13 | 13 | 10 | 10 |
| | 8 Hall Elem. | 48 | 7 | 15 | 3 | 6 |
| | 11 Drummond Elem. | 105 | 8 | 8 | 0 | 0 |
| | 2 Drummond H.S. | 78 | 2 | 3 | 2 | 3 |
| Hill | 12 Davey Elem. | 6 | 1 | 17% | 0 | 0% |
| | 13 Box Elder Elem. | 155 | 23 | 15 | 9 | 6 |
| | 6 Box Elder H.S. | 75 | 6 | 8 | 6 | 8 |
| | 16 Havre Elem. | 1,707 | 146 | 9 | 80 | 5 |
| | A Havre H.S. | 774 | 44 | 6 | 28 | 4 |
| | 57 Cottonwood Elem. | 13 | 3 | 23 | 1 | 8 |
| | 87-J Rocky Boy Elem. | 333 | 35 | 11 | 8 | 2 |
| | 88 K-G Elem. | 61 | 20 | 33 | 7 | 11 |
| | H K-G H.S. | 32 | 1 | 3 | 1 | 3 |
| | 89 Gildford Colony | 14 | 7 | 50 | 4 | 29 |
| | 90 Blue Sky Elem. | 96 | 12 | 13 | 2 | 2 |
| | K Blue Sky H.S. | 53 | 2 | 4 | 1 | 2 |
| Jefferson | 1 Clancy Elem. | 307 | 40 | 13% | 19 | 6% |
| | 4-47 Whitehall Elem. | 378 | 30 | 8 | 9 | 2 |
| | 2 Whitehall H.S. | 236 | 11 | 5 | 10 | 4 |
| | 5 Basin Elem. | 18 | 2 | 11 | 0 | 0 |
| | 7 Boulder Elem. | 231 | 36 | 16 | 22 | 10 |
| | 1 Boulder H.S. | 210 | 14 | 7 | 13 | 6 |
| | 16-31 Cardwell Elem. | 45 | 4 | 9 | 0 | 0 |
| | 27 Montana City Elem. | 136 | 12 | 9 | 5 | 4 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|---------------|-----------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Judith Basin | 12 Stanford Elem. | 122 | 11 | 9% | 3 | 2% |
| | 12 Stanford H.S. | 57 | 0 | 0 | 0 | 0 |
| | 25 Hobson Elem. | 99 | 9 | 9 | 4 | 4 |
| | 25 Hobson H.S. | 57 | 0 | 0 | 0 | 0 |
| | 49 Raynesford | 21 | 1 | 5 | 0 | 0 |
| | 58 Geyser Elem. | 62 | 5 | 8 | 4 | 6 |
| | 58 Geyser H.S. | 41 | 0 | 0 | 0 | 0 |
| Lake | JT & 8 Arlee Elem. | 351 | 41 | 12% | 23 | 7% |
| | JT & 8 Arlee H.S. | 130 | 2 | 2 | 1 | 1 |
| | 22 Elmo Elem. | 16 | 6 | 38 | 2 | 13 |
| | 23 Polson H.S. | 467 | 16 | 3 | 7 | 1 |
| | 23 Polson Elem. | 951 | 62 | 7 | 23 | 2 |
| | 28 St. Ignatius Elem. | 401 | 45 | 11 | 19 | 5 |
| | 28 St. Ignatius H.S. | 145 | 9 | 6 | 7 | 5 |
| | 35 Valley View Elem. | 11 | 1 | 9 | 0 | 0 |
| | 73 Swan Lake-Salmon Prairie | 30 | 1 | 3 | 0 | 0 |
| | 30 Ronan Elem. | 992 | 122 | 12 | 46 | 5 |
| | 30 Ronan H.S. | 369 | 21 | 6 | 15 | 4 |
| | 7J Charlo Elem. | 199 | 12 | 6 | 2 | 1 |
| | 7J Charlo H.S. | 89 | 7 | 8 | 6 | 7 |
| | 33 Upper West Shore Elem. | 30 | 1 | 3 | 1 | 3 |
| Lewis & Clark | 1 Helena Elem. | 4,584 | 623 | 14% | 326 | 7% |
| | 1 Helena H.S. | 2,662 | 248 | 9 | 195 | 7 |
| | 2 Kessler Elem. | 255 | 45 | 18 | 24 | 9 |
| | 3 Helena Valley Elem. | 242 | 91 | 38 | 47 | 19 |
| | 4 Trinity Elem. | 19 | 1 | 5 | 0 | 0 |
| | 9 East Helena Elem. | 900 | 130 | 14 | 59 | 7 |
| | 13 Wolf Creek Elem. | 20 | 2 | 10 | 2 | 10 |
| | 27 Auchard Creek Elem. | 18 | 3 | 17 | 0 | 0 |
| | 38 Lincoln Elem. | 104 | 13 | 13 | 6 | 6 |
| | 45 Augusta Elem. | 113 | 6 | 5 | 2 | 2 |
| | 45 Augusta H.S. | 45 | 0 | 0 | 0 | 0 |
| | 38 Lincoln H.S. | 57 | 6 | 11 | 2 | 4 |
| | 25 Craig | 8 | 0 | 0 | 0 | 0 |
| Liberty | 27 Whitlash | 17 | 0 | 0% | 0 | 0% |
| | 29-28J J & I Elem. | 93 | 10 | 11 | 1 | 1 |
| | J J & I H.S. | 28 | 0 | 0 | 0 | 0 |
| | 33 Chester Elem. | 236 | 34 | 14 | 8 | 3 |
| | 33 Chester H.S. | 107 | 1 | 1 | 1 | 1 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|---------|-----------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Lincoln | 1 Troy Elem. | 287 | 69 | 14% | 30 | 6% |
| | 1 Troy H.S. | 204 | 12 | 6 | 7 | 3 |
| | 4 Libby Elem. | 1,826 | 187 | 10 | 77 | 4 |
| | 4 Libby H.S. | 552 | 51 | 9 | 39 | 7 |
| | 13 Eureka Elem. | 518 | 3 | 8 | 23 | 4 |
| | CO Lincoln Co. H.S. | 260 | 25 | 10 | 21 | 8 |
| | 14 Fortine Elem. | 60 | 5 | 8 | 1 | 2 |
| | 15 McCormick Elem. | 45 | 5 | 11 | 3 | 7 |
| | 23 Sylvanite | 15 | 2 | 13 | 0 | 0 |
| | 24 Yaak Elem. | 20 | 1 | 5 | 1 | 5 |
| | 53 Trego Elem. | 77 | 3 | 4 | 0 | 0 |
| | 2 Rexford Elem. | 25 | 3 | 12 | 2 | 8 |
| Madison | 2 Upper Ruby Elem. (Alder) | 34 | 9 | 26% | 1 | 3% |
| | 5 Sheridan Elem. | 169 | 20 | 12 | 3 | 2 |
| | 5 Sheridan | 84 | 3 | 4 | 2 | 2 |
| | 7 Twin Bridges Elem. | 163 | 25 | 15 | 7 | 4 |
| | 7 Twin Bridges H.S. | 73 | 2 | 3 | 2 | 3 |
| | 23 Harrison Elem. | 56 | 4 | 7 | 2 | 4 |
| | 23 Harrison H.S. | 41 | 2 | 5 | 0 | 0 |
| | 52 Ennis Elem. | 282 | 22 | 8 | 7 | 2 |
| | 52 Ennis H.S. | 117 | 6 | 5 | 6 | 5 |
| McCone | 1 Circle Elem. | 314 | 16 | 5% | 7 | 2% |
| | 1 Circle H.S. | 145 | 8 | 6 | 6 | 4 |
| | 6 Prairie Elk Elem. | 3 | 1 | 33 | 1 | 33 |
| | 84 Brockway Elem. | 17 | 3 | 18 | 3 | 18 |
| | 85 Southview Elem. | 6 | 2 | 33 | 2 | 33 |
| | 134 Vida | 29 | 0 | 0 | 0 | 0 |
| Meagher | 8 White Sulphur Sprgs. El. | 249 | 17 | 7% | 8 | 3% |
| | 8 White Sulphur Sprgs. H.S. | 116 | 4 | 3 | 3 | 3 |
| | 34 Ringling Elem. | 11 | 5 | 45 | 0 | 0 |
| | 4 Lennep School | 8 | 0 | 0 | 0 | 0 |
| Mineral | 2 Alberton Elem. | 155 | 13 | 8% | 13 | 8% |
| | 2 Alberton H.S. | 58 | 1 | 2 | 1 | 2 |
| | 3 Superior Elem. | 325 | 23 | 7 | 14 | 4 |
| | 3 Superior H.S. | 129 | 10 | 8 | 8 | 6 |
| | 6 St. Regis Elem. | 156 | 8 | 5 | 8 | 5 |
| | 6 St. Regis H.S. | 48 | 0 | 0 | 0 | 0 |
| | 1 Saltese Elem. | 6 | 3 | 50 | 3 | 50 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|-------------|-------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Missoula | CO Missoula Co. H.S. | 3,666 | 348 | 9% | 247 | 7% |
| | 1 Missoula Elem. | 5,063 | 555 | 11 | 344 | 7 |
| | 4 Hellgate Elem. | 723 | 76 | 11 | 36 | 5 |
| | 7 Lolo Elem. | 571 | 52 | 9 | 37 | 6 |
| | 11 Potomac Elem. | 112 | 22 | 20 | 13 | 12 |
| | 14 Bonner Elem. | 361 | 47 | 13 | 29 | 8 |
| | 18 Woodman Elem. | 58 | 11 | 19 | 11 | 19 |
| | 20 DeSmet Elem. | 62 | 8 | 13 | 5 | 8 |
| | 23 Target Range Elem. | 463 | 38 | 8 | 15 | 3 |
| | 30 Sunset Elem. | 17 | 4 | 24 | 3 | 18 |
| | 32 Clinton Elem. | 263 | 32 | 12 | 23 | 9 |
| | 33 Swan Valley Elem. | 60 | 9 | 15 | 7 | 12 |
| | 34 Seeley Lake Elem. | 183 | 18 | 10 | 14 | 8 |
| | 40 Frenchtown Elem. | 495 | 26 | 5 | 9 | 2 |
| | 40 Frenchtown H.S. | 211 | 12 | 6 | 11 | 5 |
| Musselshell | 9 Musselshell Elem. | 23 | 5 | 22% | 3 | 13% |
| | 55 Roundup Elem. | 641 | 55 | 9 | 14 | 2 |
| | 55H Roundup H.S. | 184 | 20 | 11 | 12 | 7 |
| | 64J Melstone | 82 | 13 | 16 | 8 | 10 |
| | 64H Melstone H.S. | 48 | 7 | 15 | 5 | 10 |
| Park | 2 Richland Elem. | 16 | 13 | 81% | 2 | 13% |
| | 4 Livingston Elem. | 1,222 | 205 | 17 | 56 | 5 |
| | 1 Livingston H.S. | 570 | 37 | 6 | 18 | 3 |
| | 7 Gardiner Elem. | 118 | 17 | 14 | 5 | 4 |
| | 19 Pine Creek Elem. | 27 | 4 | 15 | 1 | 4 |
| | 41/38 Clyde Park Elem. | 150 | 16 | 11 | 11 | 7 |
| | 2 Clyde Park H.S. | 60 | 8 | 13 | 3 | 5 |
| | J53-38 Wilsall Elem. | 96 | 15 | 16 | 5 | 5 |
| | 3 Wilsall H.S. | 39 | 1 | 3 | 1 | 3 |
| | 4 Gardiner H.S. | 101 | 3 | 3 | 1 | 1 |
| | 75 Arrowhead | 48 | 5 | 10 | 2 | 4 |
| | 9 Cooke City School | 1 | 0 | 0 | 0 | 0 |
| | 63-56 Springdale School | 11 | 0 | 0 | 0 | 0 |
| Petroleum | 159 Winnett Elem. | 91 | 7 | 8% | 1 | 1% |
| | 1 Winnett H.S. | 40 | 0 | 0 | 0 | 0 |
| Phillips | 2-4 Dodson Elem. | 106 | 19 | 18% | 4 | 4% |
| | C Dodson H.S. | 35 | 1 | 3 | 1 | 3 |
| | 8 Saco Elem. | 77 | 5 | 6 | 0 | 0 |
| | 8 Saco H.S. | 37 | 0 | 0 | 0 | 0 |
| | 8 Malta Elem. | 504 | 56 | 11 | 17 | 3 |
| | Malta H.S. | 254 | 14 | 6 | 7 | 3 |
| | 20AA Whitewater Elem. | 67 | 4 | 6 | 0 | 0 |
| | D Whitewater H.S. | 17 | 0 | 0 | 0 | 0 |
| | 6 Second Creek School | 11 | 0 | 0 | 0 | 0 |
| | 7 Landusky School | 9 | 0 | 0 | 0 | 0 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|------------------|---------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Phillips (cont.) | 8AA Prairie School | 7 | 0 | 0% | 0 | 0% |
| | 31 Miami School | 17 | 0 | 0 | 0 | 0 |
| Pondera | 1 Heart Butte Elem. | 136 | 20 | 15% | 15 | 11% |
| | 2 Dupuyer Elem. | 23 | 4 | 17 | 0 | 0 |
| | 10 Conrad Elem. | 549 | 65 | 12 | 19 | 3 |
| | 10 Conrad H.S. | 265 | 12 | 5 | 12 | 5 |
| | 18 Valier Elem. | 191 | 16 | 8 | 7 | 4 |
| | 18 Valier H.S. | 101 | 1 | 1% | 0 | 0% |
| | 19 Brady Elem. | 86 | 7 | 8 | 3 | 3 |
| | 19 Brady H.S. | 35 | 0 | 0 | 0 | 0 |
| Powder River | 2 Powderville Elem. | 8 | 1 | 13% | 0 | 0% |
| | 22 Belle Creek Elem. | 37 | 2 | 5 | 0 | 0 |
| | 79J Broadus Elem. | 263 | 17 | 6 | 8 | 3 |
| | 79J Powder River Co. H.S. | 164 | 6 | 4 | 4 | 2 |
| | 6 Biddle | 13 | 0 | 0 | 0 | 0 |
| | 66 Bear Creek | 4 | 0 | 0 | 0 | 0 |
| | 65 Billup | 10 | 0 | 0 | 0 | 0 |
| | 90 South Stacey | 7 | 0 | 0 | 0 | 0 |
| | 94 Horkan Creek | 12 | 0 | 0 | 0 | 0 |
| Powell | 1 Deer Lodge Elem. | 709 | 133 | 19% | 62 | 9% |
| | CO Powell Co. H.S. | 330 | 33 | 10 | 28 | 8 |
| | 15 Helmsville Elem. | 23 | 2 | 9 | 2 | 9 |
| | 20 Garrison Elem. | 29 | 7 | 24 | 3 | 10 |
| | 27 Elliston Elem. | 48 | 6 | 13 | 2 | 4 |
| | 33 Gold Creek Elem. | 16 | 3 | 19 | 0 | 0 |
| | 11 Ovando | 13 | 0 | 0 | 0 | 0 |
| | 29 Avon | 28 | 0 | 0 | 0 | 0 |
| Prairie | 5 Terry Elem. | 222 | 18 | 8% | 6 | 3% |
| | 5 Terry H.S. | 113 | 4 | 4 | 4 | 4 |
| | 130 Fallon Elem. | 19 | 3 | 16 | 2 | 11 |
| Ravalli | 1 Corvallis Elem. | 561 | 70 | 12% | 36 | 6% |
| | 1 Corvallis H.S. | 293 | 13 | 4 | 12 | 4 |
| | 2 Stevensville Elem. | 602 | 60 | 10 | 28 | 5 |
| | 2 Stevensville H.S. | 378 | 41 | 11 | 27 | 7 |
| | 3 Hamilton Elem. | 806 | 79 | 10 | 28 | 3 |
| | 3 Hamilton H.S. | 495 | 20 | 4 | 9 | 2 |
| | 7 Victor Elem. | 200 | 26 | 13 | 12 | 6 |
| | 7 Victor H.S. | 87 | 16 | 18 | 15 | 17 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|-----------------|-----------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Ravalli (cont.) | 9 Darby Elem. | 425 | 47 | 11% | 28 | 7% |
| | 9 Darby H.S. | 230 | 14 | 6 | 13 | 6 |
| | 13 Lone Rock Elem. | 153 | 26 | 17 | 16 | 10 |
| | 15-6 Florence-Carlton Elem. | 400 | 38 | 10 | 26 | 7 |
| | 15-6 Florence-Carlton H.S. | 177 | 17 | 10 | 15 | 8 |
| Richland | 5 Sidney Elem. | 1,360 | 127 | 9% | 62 | 5% |
| | 1 Sidney H.S. | 508 | 18 | 4 | 14 | 3 |
| | 7J Savage Elem. | 144 | 11 | 8 | 2 | 1 |
| | 2 Savage H.S. | 61 | 5 | 8 | 3 | 5 |
| | 13 Fairview Elem. | 365 | 30 | 8 | 11 | 3 |
| | 3 Fairview H.S. | 195 | 0 | 0 | 0 | 0 |
| | 21 Rau Elem. | 56 | 15 | 27 | 4 | 7 |
| | 28 Three Buttes Elem. | 7 | 3 | 43 | 2 | 29 |
| | 86 Lambert Elem. | 85 | 9 | 11 | 5 | 6 |
| | 4 Lambert H.S. | 46 | 1 | 2 | 1 | 2 |
| Roosevelt | 11 Brorson School | 13 | 0 | 0 | 0 | 0 |
| | 3 Frontier School | 168 | 0 | 0% | 0 | 0% |
| | 9 Poplar Elem. | 669 | 75 | 11 | 31 | 5 |
| | 98 Poplar H.S. | 198 | 14 | 7 | 12 | 6 |
| | 17J Culbertson Elem. | 225 | 12 | 5 | 4 | 2 |
| | 17C Culbertson H.S. | 60 | 4 | 7 | 4 | 7 |
| | 45 Wolf Point Elem. | 735 | 74 | 10 | 30 | 4 |
| | 45A Wolf Point H.S. | 293 | 11 | 4 | 8 | 3 |
| | 55 Brockton Elem. | 96 | 21 | 22 | 14 | 15 |
| | 55F Brockton H.S. | 46 | 0 | 0 | 0 | 0 |
| | 64 Bainville Elem. | 85 | 9 | 11% | 3 | 4% |
| | 64D Bainville H.S. | 38 | 3 | 8 | 3 | 8 |
| | 65 Froid Elem. | 106 | 1 | 1 | 0 | 0 |
| Rosebud | 65E Froid H.S. | 36 | 4 | 11 | 4 | 11 |
| | 2 Rock Spring | 6 | 0 | 0% | 0 | 0% |
| | 3 Birney | 15 | 0 | 0 | 0 | 0 |
| | 4 Forsyth Elem. | 556 | 36 | 6 | 13 | 2 |
| | 4 Forsyth H.S. | 218 | 12 | 6 | 10 | 5 |
| | 6 Lame Deer Elem. | 454 | 77 | 17 | 30 | 7 |
| | 12 Rosebud Elem. | 86 | 4 | 5 | 3 | 3 |
| | 12 Rosebud H.S. | 42 | 6 | 14 | 4 | 10 |
| | 19 Colstrip Elem. | 953 | 85 | 9 | 39 | 4 |
| | 19 Colstrip H.S. | 419 | 33 | | 29 | 7 |
| | 32J Ashland Elem. | 121 | 12 | 10 | 8 | 7 |
| | 33 Ingomar School | 22 | 0 | 0 | 0 | 0 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|------------|------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Sanders | 1 Plains Elem. | 371 | 41 | 11% | 23 | 6% |
| | 1 Plains H.S. | 170 | 10 | 6 | 9 | 5 |
| | 2 Thompson Falls Elem. | 441 | 52 | 12 | 32 | 7 |
| | 2 Thompson Falls H.S. | 195 | 20 | 10 | 16 | 8 |
| | 3 Heron Elem. | 54 | 10 | 19 | 7 | 13 |
| | 6 Trout Creek Elem. | 80 | 18 | 23 | 7 | 9 |
| | 8 Paradise Elem. | 48 | 1 | 2 | 0 | 0 |
| | 9 Dixon Elem. | 42 | 1 | 2 | 1 | 2 |
| | 10 Noxon Elem. | 132 | 27 | 20 | 17 | 13 |
| | 10 Noxon H.S. | 96 | 12 | 13 | 10 | 10 |
| | 11 Camas Prairie Elem. | 6 | 1 | 17 | 0 | 0 |
| | 14-J Hot Springs Elem. | 197 | 18 | 9 | 8 | 4 |
| | 14-J Hot Springs H.S. | 96 | 7 | 7 | 5 | 5 |
| Sheridan | 3 Westby Elem. | 98 | 8 | 8% | 2 | 2% |
| | 3 Westby H.S. | 49 | 0 | 0 | 0 | 0 |
| | 7 Medicine Lake Elem. | 160 | 17 | 11 | 7 | 4 |
| | 7 Medicine Lake H.S. | 60 | 1 | 2 | 1 | 2 |
| | 20 Plentywood Elem. | 425 | 29 | 7 | 8 | 2 |
| | 20 Plentywood H.S. | 176 | 6 | 3 | 4 | 2 |
| | 29 Outlook Elem. | 52 | 8 | 15 | 3 | 6 |
| | 29 Outlook H.S. | 20 | 0 | 0 | 0 | 0 |
| Silver Bow | 49 Hiawatha | 24 | 0 | 0 | 0 | 0 |
| | 1 Butte Elem. | 4,775 | 477 | 10% | 224 | 5% |
| | 3 Ramsay Elem. | 115 | 20 | 17 | 11 | 10 |
| | 4 Divide Elem. | 14 | 1 | 7 | 1 | 7 |
| | 5 Melrose Elem. | 31 | 3 | 10 | 1 | 3 |
| | 1 Butte H.S. | 1,435 | 249 | 17 | 179 | 12 |
| Stillwater | 6 Columbus Elem. | 312 | 52 | 17% | 14 | 4% |
| | 5 Park City Elem. | 228 | 31 | 14 | 17 | 7 |
| | 5 Park City H.S. | 100 | 8 | 8 | 9 | 9 |
| | 6 Columbus H.S. | 143 | 7 | 5 | 2 | 1 |
| | 9-9 Reedpoint Elem. | 38 | 4 | 11 | 2 | 5 |
| | 9-9 Reedpoint H.S. | 15 | 0 | 0 | 0 | 0 |
| | 12-12 Molt Elem. | 17 | 3 | 18 | 0 | 0 |
| | 13 Fishtail Elem. | 16 | 8 | 50 | 2 | 13 |
| | 31 Nye Elem. | 10 | 6 | 60 | 1 | 10 |
| | 32 Rapelje Elem. | 55 | 8 | 15 | 2 | 4 |
| | 32 Rapelje H.S. | 17 | 1 | 6 | 1 | 6 |
| | 52-C Absarokee Elem. | 176 | 32 | 18 | 11 | 6 |
| | 52 Absarokee H.S. | 97 | 0 | 0 | 0 | 0 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|-------------|-------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Sweet Grass | 1 Big Timber Elem. | 373 | 26 | 7% | 8 | 2% |
| | 5 Melville Elem. | 25 | 2 | 8 | 1 | 4 |
| | 16 Greycliff Elem. | 18 | 1 | 6 | 1 | 6 |
| | CO Sweet Grass Co. H.S. | 186 | 18 | 10 | 14 | 8 |
| | 29 McLeod | 12 | 0 | 0 | 0 | 0 |
| | 69 Bridge | 6 | 0 | 0 | 0 | 0 |
| Teton | 1 Choteau Elem. | 345 | 15 | 4% | 5 | 1% |
| | 1 Choteau H.S. | 153 | 8 | 5 | 5 | 3 |
| | 12 Bynum Elem. | 34 | 1 | 3 | 0 | 0 |
| | 21 Fairfield Elem. | 230 | 27 | 7 | 7 | 3 |
| | 21 Fairfield H.S. | 136 | 7 | 5 | 6 | 4 |
| | 28 Dutton Elem. | 92 | 5 | 5 | 4 | 4 |
| | 28 Dutton H.S. | 44 | 0 | 0 | 0 | 0 |
| | 30 Power Elem. | 105 | 11 | 10 | 1 | 1 |
| | 30 Power H.S. | 38 | 3 | 8 | 1 | 3 |
| | 45 Golden Ridge | 19 | 0 | 0 | 0 | 0 |
| | 61 Pendroy Elem. | 14 | 2 | 14 | 0 | 0 |
| Toole | 75 Greenfield Elem. | 74 | 6 | 8 | 1 | 1 |
| | 2 Sunburst Elem. | 185 | 12 | 6% | 12 | 6% |
| | 2 Sunburst H.S. | 71 | 5 | 6 | 3 | 4 |
| | 8 Kevin Elem. | 34 | 1 | 3 | 1 | 3 |
| | 14 Shelby Elem. | 500 | 65 | 13 | 17 | 3 |
| | 14 Shelby H.S. | 216 | 14 | 6 | 12 | 6 |
| | 21 Galata Elem. | 38 | 3 | 8 | 2 | 5 |
| | 23 Nickol | 3 | 0 | 0 | 0 | 0 |
| Treasure | 7 Hysham Elem. | 141 | 6 | 4% | 5 | 4% |
| | 1 Hysham H.S. | 53 | 10 | 19 | 3 | 6 |
| Valley | 1 Glasgow Elem. | 816 | 67 | 8% | 18 | 2% |
| | 1-A Glasgow H.S. | 357 | 19 | 5 | 13 | 4 |
| | 2 Frazer Elem. | 111 | 14 | 13 | 8 | 7 |
| | 28 Frazer H.S. | 50 | 6 | 12 | 4 | 8 |
| | 7-A Hinsdale Elem. | 79 | 14 | 18 | 3 | 4 |
| | 7-C Hinsdale H.S. | 32 | 2 | 6 | 2 | 6 |
| | 9 Opheim Elem. | 119 | 10 | 8 | 1 | 1 |
| | 9D Opheim H.S. | 53 | 1 | 2 | 0 | 0 |
| | 13 Nashua Elem. | 165 | 24 | 15 | 7 | 4 |
| | 13E Nashua H.S. | 73 | 7 | 10 | 6 | 8 |
| | 21 Fort Peck Elem. | 40 | 7 | 18 | 0 | 0 |
| | 23 Lustre Elem. | 65 | 5 | 8 | 4 | 6 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.

| County | School District | Schl. Enroll. as of 10/1/84 | Number Handi. | % of Enroll. Handi. | Number LD | % of Enroll. LD |
|-------------|--------------------------------------|--------------------------------|------------------|---------------------------|--------------|-----------------------|
| Wheatland | 15 Two Dot Elem. | 2 | 0 | 0% | 0 | 0% |
| | 16 Harlowton Elem. | 205 | 18 | 9 | 8 | 4 |
| | 12 Harlowton H.S. | 111 | 6 | 5 | 6 | 5 |
| | 20 Shawmut Elem. | 15 | 0 | 0 | 0 | 0 |
| | 21J Judith Gap Elem. | 76 | 10 | 13 | 3 | 4 |
| | 21J Judith Gap H.S. | 21 | 0 | 0 | 0 | 0 |
| Wibaux | 6 Wibaux Elem. | 212 | 33 | 16% | 7 | 3% |
| | 6 Wibaux H.S. | 94 | 8 | 9 | 7 | 7 |
| Yellowstone | 2 Billings Elem. | 11,880 | 1,426 | 12% | 555 | 5% |
| | 2 Billings H.S. | 3,700 | 299 | 8 | 133 | 4 |
| | 26 Lockwood Elem. | 1,331 | 172 | 13 | 91 | 7 |
| | 3 Blue Creek Elem. | 63 | 13 | 21 | 5 | 8 |
| | 4 Canyon Creek Elem. | 232 | 36 | 16 | 14 | 6 |
| | 7-70 Laurel Elem. | 1,182 | 136 | 12 | 69 | 6 |
| | 7 Laurel H.S. | 515 | 20 | 4 | 11 | 2 |
| | 8 Elder Grove Elem. | 127 | 16 | 13 | 8 | 6 |
| | 15 Custer Elem. | 73 | 6 | 8 | 2 | 3 |
| | 15 Custer H.S. | 43 | 2 | 5 | 2 | 5 |
| | 17 Morin Elem. | 35 | 3 | 9 | 0 | 0 |
| | 21-J Broadview Elem. | 95 | 16 | 17 | 2 | 2 |
| | 21-J Broadview H.S. | 33 | 0 | 0 | 0 | 0 |
| | 23 Elysian Elem. | 49 | 11 | 22 | 8 | 16 |
| | 24 Huntley Project Elem. | 537 | 55 | 10 | 36 | 7 |
| | 24 Huntley Project H.S. | 211 | 29 | 14 | 22 | 10 |
| | 37 Shepherd Elem. | 370 | 36 | 10 | 16 | 4 |
| | 37 Shepherd H.S. | 216 | 32 | 15 | 24 | 11 |
| | 41 Pioneer Elem. | 89 | 22 | 25 | 8 | 9 |
| | 52 Independent Elem. | 131 | 26 | 20 | 9 | 7 |
| | 58 Yellowstone Boys & Girls Ranch | 78 | 78 | 100 | 1 | 1 |

Enrollment figures taken from Directory of Montana Schools 1985-86, enrollment is for 1984-85.

Handicapped student data taken from 12-1-84 Child Count.

Preschool handicapped population included in total handicapped child count.

Child Count based on student's district of residence with the exception of the Yellowstone Boys and Girls Ranch.



MONTANA COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

EXHIBIT #3
DATE 2-6-87
HB # 324

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
AN AFFILIATE OF SCHOOL ADMINISTRATORS OF MONTANA

TESTIMONY

This testimony is given in support of House Bill 324 (HB-324) "An Act To Revise The Method of Determining State Funding For School District Special Education Programs; Amending Sections 20-7-422, 20-7-423, 20-7-443, And 20-9-321, M.C.A. Repealing Section 20-7-431, M.C.A.; And providing a Delayed Effective Date." The Montana Council of Administrators of Special Education (MCASE) support this bill for the following reasons:

First, this bill provides for the equitable distribution of available funds based on a rational and consistent set of guidelines rather than requiring the Office of Public Instruction (OPI) to make subjective decisions regarding unit approval.

Second, this bill provides adequate levels of funding necessary to meet the special education needs of the individual student. More severely handicapped students who require extensive special education and related services will generate proportionately more money than a mildly handicapped student that requires minimal assistance from special education.

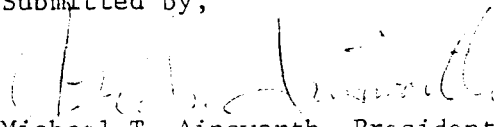
Third, the "level system" in this bill is based on studies conducted by the Rand Corporation, the State of Utah, and the Montana Council of Administrators of Special Education. Numerous models and methods of distributing funds were reviewed and rejected in favor of the level system incorporated into this bill.

Fourth, this bill provides for a "cap" for funding purposes and should be instrumental in reducing the numbers of handicapped students reported by some districts. We do not believe the cap will retard the identification and provision of services to handicapped students but will deter districts from inappropriately labeling students as handicapped and encourage more appropriate service models for these students.

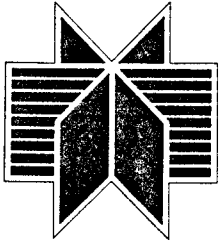
Fifth, this bill takes into consideration the unique funding requirements of cooperatives (lines 9-18 on page 3 of this bill). However, it is strongly recommended that a specific formula for travel expenses should be developed to take into consideration the geographic differences (size) of these cooperatives. Rent, utilities, and insurance should be placed in non-transferable line items and funded at 100%. The 5% additional funding should be for the allowance for small caseloads of itinerant personnel resulting from time incurred in travel.

MCASE, feels this legislation will provide for a more equitable distribution of available funds and is a more comprehensive and efficient method of insuring the educational needs of all handicapped students are served. H.B.-324 and S.B.-217 are companion legislation that deserves your support. We, the professional administrators of special education programs for handicapped children feel that the passage of these two bills are imperative if quality educational programs for Montana are to continue.

Submitted by,

A handwritten signature in dark ink, appearing to read "Michael T. Ainsworth", is written over the printed name.

Michael T. Ainsworth, President
February 6, 1987



Bozeman Public Schools
We Care → Striving for Excellence

EXHIBIT #4
DATE 2-6-87
HB 324

Office of the Superintendent
404 West Main, P.O. Box 520
Bozeman, Montana 59711-0520
Phone: (406) 586-8211, Ext. 201

B. Keith Chambers, Ed.D.
Superintendent

February 6, 1987

TESTIMONY ON HOUSE BILL 324

House Education Committee
Montana Legislature

The Bozeman school district supports House Bill 324, Weighted Level Formula for Allocating Special Education Funding. We view this as a more equitable system for funding special education and related services for handicapped students. This legislation recognizes that severely handicapped students cost more to educate. They spend more hours per day in a specialized program of instruction, often requiring a wide variety of related services (such as speech, occupational and physical therapy, psychotherapy and transportation).

Since 1982, the number of handicapped students in our district who have required special education has remained relatively constant at an average of 327 students per year or about 8% of the total enrollment. During the same period, the number of full time special education students (i.e., those who spend over half and up to all of their day in special education) has increased from 15% to 26%.

To partially meet the educational needs of a greater number of severely handicapped students, the district's contribution to special education has increased from \$23,645.00 in 83-84 to \$155,223.00 in 86-87. The state special education allocation to School District #7 over the same four years, taking into account the 6.5% cut this fiscal year, has increased only a total of \$9,923.00.

We are cognizant of the state's fiscal problems, and we are not asking for more funding for special education. Instead, we ask your consideration of a more equitable system of distribution of the available state funds. We believe that House Bill 324 meets that criteria.

Respectfully submitted,

Larry D. Williams, Personnel Director
(Representing B. Keith Chambers, Superintendent)

COMPARISON OF SPECIAL EDUCATION COSTS 1981-1986

| | Expended 81-82-- | Expended 82-83-- | Expended 83-84-- | Expended 84-85-- | Expended 85-86-- | Budgeted 85-87-- |
|-----------------------|------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------|---------------------------------|
| STATE BUDGET | | | | | | |
| Elementary | \$429,502. | \$445,755. | \$479,646. | \$499,912. | \$505,364. | \$531,808. |
| Less 6.5% cut | | | | | | 531,808. 497,156. |
| High School | 111,855. | 122,907. | 126,183. | 122,061. | 114,244. | 122,198. |
| Less 6.5% cut | | | | | | 122,198. 114,229. |
| Contingency | 0- \$541,357. | 0- \$568,662. | 0- \$605,836. | 0- 634,992. | 8,139. \$628,347. | 5,352. 615,757. |
| GENERAL FUND | | | | | | |
| EL & HS | 52,418. | 50,883. | 23,545. | 63,853. | 108,913. | 136,123. |
| Contingency | 0- 52,418. | 0- 50,883. | 0- 23,545. | 0- 63,853. | 0- 103,913. | 12,120. 135,223. |
| FEDERAL FUNDS | | | | | | |
| EMA-B | 36,688. | 42,411. | 51,478. | 63,033. | 68,274. | 74,814. |
| PIG | 5,204. 41,892. | 4,581. 46,892. | 3,302. 54,780. | 3,102. 66,133. | 3,492. 71,772. | 2,718. 30,592. |
| PIG Add-Cn | 0- | 0- | 0- | 0- | 0- | 1,262. 81,861. |
| Mini Grant | 0- | 0- | 865. | 1,418. | 0- | 0- |
| Vo-Ed Sp Needs | 0- | 595. | 0- | 0- | 0- | 0- |
| Totals: | 635,667. | 567,037. | 685,124. | 766,396. | 809,032. | 852,841. |
| Total Number Enrolled | | | | | | |
| 12/1 Counts | 283 | 306 | 327 | 337 | 328 | 315 |
| Per Pupil Costs | 52,246. | 2,180. | 2,095. | 2,274. | 2,467. | 2,707. |

+ 9923

The purpose of my testimony is to point out the differences in the distribution of state special education funds to school districts and special education cooperatives in the state. I will present fiscal data, compiled from OPI information, which shows significant allocation differences among large AA school districts, non-cooperative middle-to-small-sized school districts, and special education cooperatives (including participating districts.) I will also present Special Education expenditure figures, gathered from the Rand Study on the cost of special education, which found a great differentiation in educational costs in different programs for the handicapped.

The following special education fiscal information is taken from a report prepared by Dal Curry, OPI Compliance Specialist, for the state appointed committee on special education cooperatives. The data is based on:

1. ANB Count Fall 1980
2. December 1 Child Count 1980
3. Budgeted figures, not expenditures

There was a wide range of state funding per handicapped child in large AA school districts in Montana. A range of \$1,366 per student to a high of \$2,243 per student. The cost factor range for the districts was .78 at the lowest end, to 1.28 at the highest end. There was a 50-point difference from the least expensive district to the most expensive district. The average figure for state special education funding per handicapped child for AA school districts was \$1,937, compared to the state average for funding per handicapped child of \$1,752, or for a cost factor of 1.11.

There was a wide range of state funding per handicapped child for non-cooperative middle-to-small-sized school districts. The range at the lowest end was \$813 per student, up to the high of \$2,223 per student. The cost factor range for middle-to-small-sized school districts was .33 to a high of 1.37. This reflects a 104 point difference from the least expensive district to the most expensive district.

The average figure for state special education funding per handicapped child for non-cooperative middle-to-small sized districts was \$1,623, compared to state average for funding per handicapped child of \$1,752, or for a cost factor of .93.

Special education cooperatives, including participating districts, followed the statewide trend by showing a wide range of state funding per handicapped child. The range was \$706 per student to \$2,951 per student, or a cost factor range of .40 at the low end, to 1.68 at the top of the scale. There was a 128 point difference from the lowest cost to the highest cost cooperative.

The average figure for state funding per handicapped child for special education cooperatives, including participating school districts, was \$1,633, compared to the state average for funding per handicapped child of \$1,752, or a cost factor of .93.

The following table summarizes the findings reported above:

| <u>DISTRICTS</u> | <u>FUNDING PER HANDICAPPED STUDENT</u> | <u>COST FACTOR (1.0* = TO STATE AVERAGE)</u> | <u>RANGE OF COST FACTORS (1.0* = TO STATE AVERAGE)</u> |
|---|--|--|--|
| AA | \$1,937 | 1.11 | .78 to 1.28 |
| MIDDLE-SMALL | 1,623 | .93 | .33 to 1.37 |
| COOPERATIVES (including participating districts) | 1,633 | .93 | .40 to 1.68 |

*State Average \$1,752.

The purpose of the Rand Study, The Cost of Special Education, was to provide accurate information on the cost of various types of special education in order to assist administrators in the formulation of policies and allocation of resources for education of the handicapped. According to the summary report of the study, for the 1977-78 school year, the total nationwide expenditures for the "added cost" of special education were over \$7 billion. These were costs above the cost of regular education and represent an estimated \$3,577 per handicapped child or a cost 2.17 times greater than regular education. For the 1980-81 school year the total costs and the added cost of special education and related services per handicapped pupil were an estimated \$4,888 and \$2,638, respectively.

By age level the total costs were \$3,526 at the preschool level (\$3,526 added cost), a total of \$3,267 at the elementary level (\$1,617 added cost), and a total of \$4,099 at the secondary level (\$2,449 added cost). The cost weighing factor varied from 1.98 at the elementary level to 2.48 at the secondary level.

By handicapping condition, the total cost per handicapped child ranged from a low of \$2,253 (\$603 added cost) for speech impaired children up to \$9,664 (\$8,014 added cost) for functionally blind children. The more severe the handicap of the average child in a category, the higher the average cost--e.g., educating severely retarded children cost of \$5,926, while educable retarded children's education cost is \$3,975.

Within each handicap, total cost per pupil varied widely by educational placement. The high-cost handicap category was functionally blind and ranged in cost from \$11,189 per pupil

receiving itinerant special teacher services to \$5,966 per pupil in a full time special class. Within the lowest cost handicap category, speech impaired, the total cost per child in a regular class who received speech therapy was \$2,244, while the cost per speech impaired child in a full time special class was \$5,539.

By type of education placement, the range in total cost was from a low of \$90 per handicapped child who worked full time under the auspices of the special education program rather than attending classes (a saving of \$749 rather than an added cost), up to \$5,352 per child in a special day school (\$3,702 added cost.) Some other lower cost placements were regular class with indirect special services \$2,550, and regular class receiving related services only \$2,267.

The following tables highlight findings from the Rand Study on Special education funding:

1. DIFFERENCE IN SPECIAL EDUCATION COST BY AGE:

| | TOTAL COST | ADDED COST |
|------------|------------|------------|
| PRESCHOOL | \$3,526 | \$3,526 |
| ELEMENTARY | 3,267 | 3,267 |
| SECONDARY | 4,099 | 2,449 |
| AVERAGE | 3,577 | 1,927 |

2. DIFFERENCE IN SPECIAL EDUCATION COST BY HANDICAPPING CONDITION & AGE.

| | <u>LEARNING DISABILITIES</u> | | <u>EDUCABLE MENTALLY RETARDED</u> | | <u>SPEECH</u> | |
|------------|------------------------------|------------|-----------------------------------|------------|---------------|------------|
| | TOTAL COST | ADDED COST | TOTAL COST | ADDED COST | TOTAL COST | ADDED COST |
| PRESCHOOL | 3,392 | 3,392 | 3,465 | 3,465 | 2,490 | 2,490 |
| ELEMENTARY | 4,488 | 2,838 | 3,958 | 2,308 | 2,214 | 564 |
| SECONDARY | 4,856 | 2,936 | 3,684 | 2,034 | 2,580 | 930 |
| AVERAGE | 4,525 | 2,875 | 3,795 | 2,145 | 2,253 | 603 |

3. DIFFERENCE IN SPECIAL EDUCATION COST BY LEVEL OF SERVICE:

| | <u>REGULAR EDUCATION PLUS PART-TIME SPECIAL ED.</u> | | <u>SPECIAL CLASS PLUS PART TIME REGULAR CLASS</u> | | <u>FULL TIME SPECIAL CLASS</u> | |
|------------|---|--------------|---|--------------|------------------------------------|--------------|
| | <u>TOTAL</u> | <u>ADDED</u> | <u>TOTAL</u> | <u>ADDED</u> | <u>TOTAL</u> | <u>ADDED</u> |
| | <u>COST</u> | <u>COST</u> | <u>COST</u> | <u>COST</u> | <u>COST</u> | <u>COST</u> |
| PRESCHOOL | 2,307 | 2,307 | 2,311 | 2,311 | 5,352 | 5,352 |
| ELEMENTARY | 4,481 | 2,831 | 5,038 | 3,388 | 5,008 | 3,358 |
| SECONDARY | 4,916 | 3,266 | 3,778 | 2,128 | 3,710 | 2,060 |
| AVERAGE | 4,709 | 3,059 | 4,345 | 2,695 | 4,733 | 3,083 |

SUMMARY OF FINDINGS

1. There appears to be a wide range of special education expenditures among districts of similar size.
2. Middle-to-small districts and cooperatives (including participating districts) cost factors are lower than the cost factors for AA districts and the state average for special education expenditures.
3. The Rand Study found differences in special education cost by age, handicapping condition, and cost by level of service.

RECOMMENDATIONS

Based on the findings I cited in written testimony, I would suggest that the House Education Committee work toward achieving the following goals as they relate to special education funding:

1. Program Equity: A handicapped child in Montana should receive the same level of basic appropriate services regardless of which school district he/she attends.
2. Fiscal Equity: Every handicapped child in Montana generates equal state special education funds by category and service level.
 - a. Level of service assumes labor intensity and programs needs are the same for similar students across the state. Therefore, fiscal aid should be based on level of service rather than diagnostic label.
 - b. Every student should generate ANB funding, regardless of the level of service.
 - c. The funding system should recognize differences in special education costs by age, handicapping condition, and level of service.
3. Limited Disparity:
 - a. There must be a limited disparity in the per pupil

expenditures throughout the state.

4. Recognition of Cost Differences:

- a. There needs to be a recognition of variation in per pupil program costs for local school districts associated with specialized educational activities needed by some but not all handicapped students. Example, level of service, and handicapping condition.
- b. There needs to be a recognition of differences in per pupil local school district costs associated with factors such as sparsity or extra costs of isolated schools.
- c. Funding should provide provisions for variation in system costs for personnel and facilities as a result of geographic location or population variables.

5. Quality of Funding

- a. There needs to be sufficient funds to provide the desired education programs.
- b. There needs to be stability or a relative degree of certainty that sufficient funds will be available from year to year.



Presented by Fred D. Appelman, Director
Missoula Area Special Education Cooperative
301 W. Alder
Missoula, MT 59802
(406) 721-5700, Ext. 349

SPECIAL SERVICES CENTER

Helena School District No. 1
55 South Rodney
Helena, MT
59601

EXHIBIT # 6
DATE 2-6-87
HB # 324



Phones: 442-6440
442-6442

Gerald W. Roth
Director
Kenneth E. Kohl
Assist. Director
Shirley DeVoe
CO-OP Coordinator

February 6, 1987

In Support of H.B. No. 324

It is our feeling that the Weighted ANB Formula for funding Special Education classes is much more equitable than the present system.

The Weighted Formula allows consideration of costs on a per-pupil basis so those pupils requiring more time and services receive a more justified funding reimbursement.

In the case of the Helena Special Education Program, our total enrollment is decreasing very slightly, but we are serving more severely handicapped children each year, therefore, costs of these services are increasing disproportionately.

I urge favorable consideration of H.B. No. 324.

A handwritten signature in cursive script, reading "Gerald W. Roth". The signature is written in dark ink and is positioned above the printed name of the signatory.

Gerald W. Roth
Director Special Services
Helena School District No. 1
Helena, Montana

TESTIMONY IN OPPOSITION TO HB 324
CHAIRMAN SANDS AND OTHER HOUSE EDUCATION COMMITTEE MEMBERS:

House Bill 324, under discussion today, initially seems fair and innocuous. However, common sense tells us that anytime funding is awarded on a head count, large districts will be the winners and small districts will be the losers. You have heard that large districts need this funding because they take in a lot of out-of-district students. There is currently a bill before the legislature, which has passed committee, which authorizes actual special education tuition payments, so this should be a moot point.

We are told that the current system does not recognize the severity of handicaps, and yet the way funding has been awarded is on the basis of program. For example, if four students need 30 hours per week, a program is approved the same as if 10 students need 12 hours of service per week. The rule of thumb here is about 120-125 hours.

The weighted funding formula does not recognize school district size. Yet studies in regular education show that it costs at least one-third more to educate students in smaller districts. On this poster (copy of poster attached) we see that 24 students grouped in a large district can earn one teacher over \$55,000. Whereas, six students in a small district, receiving the same service, will earn a teacher a little more than \$18,000. Small districts also tend to work with children over a larger grade span and work with more types of handicapping conditions.

We are told that the fiscal note for such a formula will be 33 million. Yet if we use the level descriptors found on table 3 of "A Special Education Funding Formula Based Upon A Weighted Level System" and 1985 Child Count figures, we find that a more reasonable estimate of the fiscal note will probably be over 84 million dollars. Why such a discrepancy? Because of the unpredictable

and deleterious affect of assigning levels. When there is a financial bonus for giving more services, what right-minded administrator wouldn't encourage more services--hence an "unmainstreaming" occurs. You have been given figures computing the potential benefits to different districts. I point out to you that the Vaughn School Districts is slated to earn \$94,000. I point out to you that Vaughn currently covers all students in their district for special education services with one teacher. Furthermore, there are no level four or level five students in this district. Therefore, I question the validity of the figures that have been given to you.

The small districts in my Co-op currently pay between 30-35 percent toward their special education budgets. Whatever the fiscal note is for the weighted funding formula, we know that only 27-28 million dollars or less will be available. Therefore, these districts will only receive a proration of the amount available. Because of the nonsupplanting rule, unless a local school district makes up this amount out of local levies, they will lose EHA Part B dollars too.

At a meeting held September 30 in Great Falls, representatives of the Utah system presented their weighted funding formula upon which this one is based. A member of the audience asked them if after seeing the services available in Montana how they would compare with theirs. Dr. Mary Ann Williams, Director of Special Education for Davis County, Utah, responded that the quality of special education services in Montana was superior to those in Utah. So I ask you if the system is not broken, why fix it?

Elaine Colie, Ed.D.
Cooperative Director
Northcentral Learning Resource Center
3115 Fifth Avenue North
Great Falls, MT 59401
February 6, 1987

Weighted Funding Makes no allowance for school size

Example:

School 'A' 12000 students $\times .04$ (L.D. est)
 $= 480$ L.D.
possible
20 programs $\times 24$ Kids (Level 2)
 $24 \times \$2296 = \boxed{\$55104}$ per teacher

School 'B' 150 students $\times .04$ (L.D. est)
 $= 6$ L.D.
 $6 \times \$2296 = \boxed{\$13776}$ per teacher

A teacher in a small district will probably also serve any other identified handicapped and over a larger grade span.

Opposition to H.B. 324

Issue #1: MONEY

- A. Weighted funding pays on head count - the more "heads" the more money
- B. W.F. pays on "severity": counterproductive to mainstreaming
- C. No allowance for school size ^{& sex} post
- D. Loss of federal funds etc.

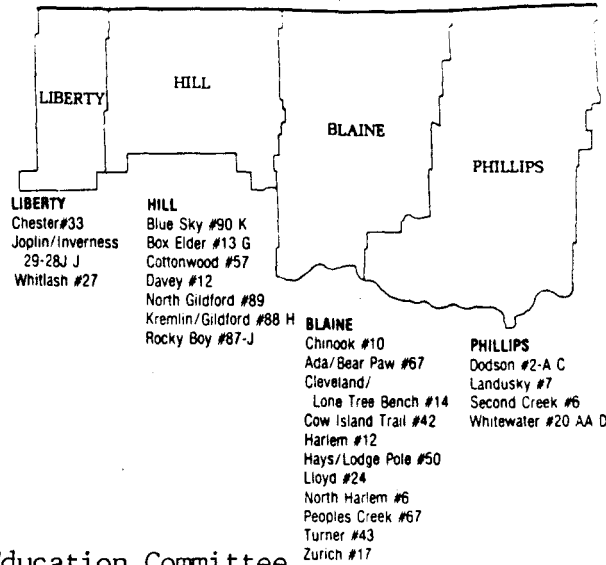
Issue #2: KIDS

- A. Double Labeling
- B. "Unmainstreaming"
- C. Each kid gets a \$\$ value

BEAR PAW LEARNING RESOURCE CENTER

P.O. BOX 1059 • CHINOOK, MONTANA 59523 • 406/357-2269

EXHIBIT # 8
DATE 2-6-87
HB # 324



February 6, 1987

Representative Sands and Members of the House Education Committee
Capitol Building
Helena, MT 59620

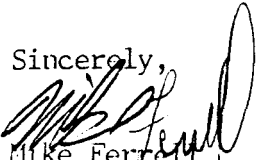
Dear Representative Sands:

I am writing to confirm my testimony in opposition to House Bill 324 as it now stands. My concerns are as follows:

1. Section 4 deals with the excess cost of co-op and itinerant personnel. The 5% is totally not realistic with what it actually costs.
2. This bill shifts dollars from small rural districts to large districts who can place children in groups and serve them all together.
3. The more a district can separate handicapped students from non-handicapped, the more money they will get.
4. Utah is being used as a model for testimony in favor of this bill. Using Utah as a model, I would like to point out that Utah now has a different distribution of handicapping conditions. In the 1984-85 school years 29.5% were labelled as severely emotionally disturbed. For school years 1985-86 28.1% were labelled severely emotionally disturbed. Based on Montana's 1985 child count their population of severely emotionally disturbed was about 4%. It appears there may have been a financial incentive to use that label in Utah for a more restrictive environment and thus more financial incentive. If Montana added no new handicapped children to their child count but reached the percentage of Utah, the cost for severely emotionally disturbed alone would be \$23,881,384 based on the funding formula as proposed. While this may sound somewhat facetious, I would hope you can clearly see its implications for this state.

In conclusion, I would urge you to look very carefully at this bill, realize its pitfalls, and vote against it in its present form. Thank you for giving this matter serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Ferrell", written over the printed name.

Mike Ferrell
Director of Special Education
Bear Paw Learning Resource Center

CENTERVILLE PUBLIC SCHOOLS

SCHOOL DISTRICTS NO. 5 AND 5C
SAND COULEE, MONTANA 59472
Phone 406-736-5123

EXHIBIT #9
DATE 2-6-87
HB # 324

TRUSTEES
Tom Lorang
Chairman

Dennis Rearden
Vice Chairman

Alan Francetich

Larry McEwen

Sandra Larson

February 6, 1987

House Bill Number 324

Jim Moulds
Superintendent

Kathy Moulds
Principal

Jesse Kibbee
Activities Director

Etta Young
Clerk

Mr. Chairman, members of the committee:

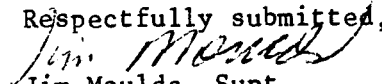
I write in opposition to H.B. 324.

To classify special education students according to levels of handicapp severity would have a negative effect on the entire concept of Special Education. This type of classification may well fly in the face of the Education of the Handicapped Act (EHA) P.L. 94-142, as it would encourage school districts to classify students to the next lower level in order to receive an increased amount of funding.

The passage of H.B. 324 would cause an unequal amount of funding for handicapped students in every school district in the state. This fact in itself, could very well cause horrendous law suits and due process hearings beyond imagination. Too, dump more than six times the amount of money into a program for severely handicapped students while limiting funding for mildly handicapped students who are more likely to be successful, does not make sense.

H.B. 324 is really a forced consolidation bill, and would cause every special education co-operative in the state to close due to lack of funding. There are about 15,000 special education students in the State of Montana. Of those 15,000, there are about 1500 self contained special education students. One of the largest districts in the state has about 400 of the self contained special education students. The State of Montana is allocated a fixed amount of federal dollars to serve all of the states special education students. If a few of the largest districts in the state will be receiving the lions share of these fixed amount of federal dollars, what will be left for the rest of the districts? The passage of this bill would dry up special education funds for hundreds of school districts in the state, yet according to E.H.A. 94-142 these same districts would still have the responsibility of operating special education programs. Initiative 105 which passed in the last election does not allow district to levy more property taxes (i.e. raise mill levies), to cover the cost of special education. Therefore, the districts receiving little, if any, special education dollars would have no choice but to consolidate with larger districts which are receiving almost all of the federal money for special education.

In summary, the passage of H.B. 324 would have a disastrous effect on thousands of handicapped students and their families throughout the State of Montana. Therefore, I urge the committee members to defeat this bill.

Respectfully submitted,

Jim Moulds, Supt.



GERALDINE PUBLIC SCHOOLS
Districts 44 & III
P.O. BOX 57
GERALDINE, MONTANA 59446
PHONE (406) 737-4371

EXHIBIT # 10

DATE 2-6-81
HB # 324



EDWARD K. ZABROCKI, SUPERINTENDENT

BRUCE THOMPSON, CLERK

ALLEN CHERY, PRINCIPAL

TRUSTEES:

Karl Apple, Chrm.
Bernadine Dostal
Ronald Robison

TRUSTEES:

Charles Bronec
Mavis Engellant
Michael Bogner

SPECIAL EDUCATION BUDGET:

\$41,326.25 - State funded for 1985-86 (promised)
\$38,645.00 - State funded for 1985-86 (less cuts) delivered

of this amount:

- a. \$32,151.32 for 1.5 teachers
- b. \$130.00 - technical service
- c. \$9,045.68 - Coop payment for the following service:
 - (1) psychologist
 - (2) speech therapist
 - (3) vocational education specialist
 - (4) physical therapy

\$41,327

38,645

\$ 2,682 School District picked up this amount

DISTRICT FUNDING:

- a. \$ 5,500 - Special education aide - critical care and needs
- b. 1,200 - Utilities
- c. 1,600 - Insurance (liability and building)
- d. 1,500 - Administrative and clerical salaries
- e. 1,000 - Support personnel wages
- f. 650 - Teaching supplies
- g. 3,000 - Health insurance benefits
- h. 1,500 - Travel, workshops, meetings

\$15,950 - Total school funds

Total Budget (direct and indirect costs):

\$38,645 - State funded

18,632 $\left\{ \begin{array}{l} \$2,682 - \text{school district picking up share of funding costs} \\ \$15,950 - \text{district contributions} \end{array} \right.$

\$57,277 - Total Budget

DISTRICT CONTRIBUTES 32% OF TOTAL BUDGET

MAKE UP OF PROGRAM:

* 1. Severely multiply handicapped children (two):

(a) Autistic (one) - severe communication, developmental and educational problems

(b) Spastic athetoid cerebral palsy (one) - quadriplegic, mute

* Self contained room with aide.

(Outside district schooling - \$40,000 - \$90,000 each. This would be in effect if sent outside of district for schooling)

2. 9 students with other varying handicap conditions

I believe that as a district we have contributed a fair share of funding for special education. If the state or federal government mandates a program, they should provide the dollars to operate the program. I believe the larger districts have used their dollars to build an admirable program for their district. In fact, by many it is considered a cadillac program. As a smaller district I am not able to run this same program, as I do not have the funds or personnel. However, I feel I do offer an adequate program.

While I am not advocating a formula taking dollars from large programs to enhance my program, I do object to a formula which will take dollars from my district to enhance a cadillac program. I urge you to reject this bill as it will not enhance or maintain our program, but only destroy it.

BIG SKY SPECIAL EDUCATION COOPERATIVE

Learning Resource Center
Conrad, Mt. 59425
(406) 278-7558

Administrative Office
215 S. Maryland
Conrad, Mt. 59425
(406) 278-7559



EXHIBIT # 11
DATE 2-6-87
HB # 324

TO: House Committee Members

Big Sky Special Education Cooperative member school districts are opposed to HB324 because they feel it will severely harm the special education programs currently in existence. This bill will greatly benefit the larger school districts in our state in that it will fund special education on the basis of number of students without any regard to the fact that services to all children tend to be more expensive in smaller districts.

~~We feel the proposed HB324 runs contrary to the Montana State Constitution which guarantees equal education and also contrary to Public Law 94142 which mandates placement in the least restrictive environment.~~

Stephen D. Hopper
Director of Special Needs
Big Sky Special Education Coop
215 S. Maryland
Conrad, mt. 59425

EXHIBIT #12
DATE 2-6-87
HB 324

NORTHCENTRAL ADMINISTRATORS GROUP

Education
TO: House Committee Members

The undersigned superintendents and school board members representing school districts in Cascade, Teton, Lewis Clark, Toole, Glacier, Pondera and Chouteau counties would like to go on record as opposing HB342 for the following reasons:

- 1) It is detrimental to special education students in that it promotes more restrictive placements by giving a financial bonus for such placements.
- 2) It unfairly jeopardizes small school districts because funding is awarded on the basis of numbers.
- 3) A shift in special education funding will jeopardize maintenance of effort and the ability of small districts to qualify for EHA-B funds.

Edward K. Zabriskie, Dardine
Gary Johnson, Chouteau Co. Supt of Sch.
H.C. Hedrick, Highwood
Larry R. Johnson, Supt., Power
Gene Comes, Supt., Belt
Don Amot, school board member Power
Bill Steele, School board member, Power
Michael Button, Supt. Vaughn Elementary
Maya Stefft, school board, Cut Bank
Kenneth Hicks, Trustee, Dutton
Erwin E. Kytheking, Supt., Chouteau Public Schools
Randy Johnson, ASST Supt. Browning
Joy Wilkesmeiter, Supt. Simms District 6 & F
John L. Wallum, Cascade Co.
Richard A. Smith, Valer District
H. J. J., Supt. Shelby #19
Mellie Sherman, Supt. Sun River #9
Richard A. Wilson, Supt. District #28
Craig Brown, Supt. Fort Benton
Will Carl

ISSUE 3: AVERAGE NUMBER BELONGING (ANB)

The aggregate of all the regularly enrolled full-time pupils attending accredited public schools within the same school district and not over three miles from an incorporated city limit shall be the geographical basis for calculating the average number belonging to be used in determining the foundation program for such schools. All K-8 students in the same school system form the aggregate ANB basis for determining the school foundation funding.

Elementary schools below 300 ANB and high schools below 600 ANB which are outside the incorporated city or town limits and count as separate schools because there is more than one building, cost the state \$1.6 million a school year. The law requires that the ANB for the public schools of a district be calculated individually for each school, except when the schools are within incorporated limits of a city or town. The problem is, since the foundation program provides a higher rate per student in smaller schools, that this provision encourages towns to disincorporate their school lands, and it encourages schools in unincorporated areas to teach smaller numbers of students in separate buildings. There are two ways these costs are incurred--being outside the incorporated city limits and having separate buildings.

Outside City Limits - If some of the schools or school buildings are outside the incorporated city limits, these schools' ANB are counted separately. This results in a lower ANB level for schools and, thus, higher state reimbursement.

Separate Building - If 7th and 8th grades are in a separate building from K-6, then each is counted as a separate school with a lower ANB count than the collective K-8. This results in higher state reimbursement. An example of this is the newspaper article of October 16, 1986 presenting information on a bond issue for a new "middle school" at Seeley Lake.

Table 4 shows the 23 schools identified by the Office of Public Instruction whose funding would change by counting ANB within three miles of an incorporated city or town as part of the school system of that town, rather than the present system of within and without the limits of an incorporated city.

Table 4
State Cost Changes for Counting ANB by School District

| <u>Year</u> | <u>Number of Schools</u> | <u>Savings</u> |
|-------------|--------------------------|----------------|
| Prior 79 | 15 | \$1,223,247 |
| After 79 | 5 | 205,423 |
| 1985 | 3 | 147,809 |
| Total | 23 | \$1,576,479 |
| | == | ===== |

COMMUNITY

The Jr. High Bond Issue: Questions & Answers

The Seeley Lake Elementary (District 34) Board of Trustees has invited the public to an "Open House" on Thursday, October 23. The Open House is being held in conjunction with the Board's regular monthly meeting and will commence at 7:30 p.m. in the Elementary library. The primary topic on the agenda is the proposed bond issue for construction of a new junior high, or "middle school." Proceeds from the bond issue would also be used for certain renovation projects for the existing school. The Board will use the occasion of the Open House to address questions from the public regarding the bond issue. The issue will be voted upon November 4.

Pathfinder has conducted interviews with various school officials to prepare a comprehensive summary of information on the bond issue. This information is presented below as a series of questions and answers judged to be of significant interest. It is hoped that this information will be useful not only to those who attend the Open House but, also, to other taxpayers who are not in attendance.

Q: What is the total amount of the bond issue?

A: \$886,000, to be repaid over twenty years. The original amount of the bond issue, according to an analysis prepared by D.A. Davidson in September, was \$870,000. In that analysis, additional funds were to come from interest earnings on the bond proceeds (\$11,000) and from District funds already on hand (\$5,000). A clerical error was made in preparing the ballot and bonds totaling \$886,000 are being requested, rather than the intended \$870,000. If the bonds are approved by the voters, the District has the latitude to sell any portion of the approved amount and could sell only the amount originally intended.

Q: How would these funds be spent?

A: Construction would consume \$828,000. The cost of issuing the bonds is \$11,000. \$43,000 would be used to cover the first installment for bond repayment in August 1987. Miscellaneous charges, such as the cost of ballot printing, amount to \$4,000.

Q: What are the details of the construction expenditures?

A: The new middle school would cost \$530,000. The structure would house two general classrooms, a science lab, a computer lab, and a multi-purpose room. Renovation of the existing school (\$298,000) breaks down as follows:

Interior remodeling: \$41,000. Construction of the middle school "frees up" space in the old building. The additional space would be used to expand library and clerical space.

Locker room: \$158,000. This would be a completely new, much larger facility. The old locker room would be converted to storage space.

Gymnasium: \$52,000. Repair of floor.

Classroom ventilation: \$47,000. This is regarded as having a very high priority, for health reasons.

All of the construction estimates were prepared by the architect for the project, Henry J. Swoboda & Associates, Missoula. Detailed bids would be solicited if the bond issue is approved. The estimates include a 10% contingency factor.

Q: Why do we need a new middle school?

A: The District believes additional space is required. Because of a "loophole" in the state funding laws, it is far more beneficial for the taxpayer if a separate school is built, rather than to

simply expand the existing structure.

Q: How does this loophole work?

A: Schools receive most of their funding from the state's Foundation Program. The amount received is in proportion to student enrollment (more precisely, it is based upon actual attendance). The loophole provision in the law is found in Montana Code 20-9-311 and applies only to rural (ie, unincorporated) school districts. It provides for increased funding per student for those schools with relatively fewer students. Thus, by building a separate facility, the District would reduce the enrollment at the existing facility and, more significantly (from a financial point of view), it would have a relatively low enrollment in the new facility. There are 40 students involved in this "transfer" (out of a total enrollment of 180), according to the D. A. Davidson analysis. The dollar impact is seen in the table below:

| Existing Funding (1 Building) | | | |
|-------------------------------|----------|------------|---------|
| Grades | Students | \$/Student | Total |
| K-6 | 140 | 1364 | 190,960 |
| 7-8 | 40 | 1965 | 78,600 |
| Total | 180 | | 269,560 |

| Expected Funding (2 Buildings) | | | |
|--------------------------------|----------|------------|---------|
| Grades | Students | \$/Student | Total |
| K-6 | 140 | 1420 | 198,800 |
| 7-8 | 40 | 3515 | 140,600 |
| Total | 180 | | 339,400 |

The expected increase in state funding as a result of building a new school is, therefore, \$69,800.

Q: What will be the "bottom line" on my tax bill if the bond issue is approved?

A: As stated above, there would be an increase in state funding of \$69,800 annually. However, the projected operating cost for the new facilities (middle school and locker room) is \$17,500, which means that the net benefit of the increased state funding is actually only \$52,300. According to the D.A. Davidson analysis, the average annual cost of repaying the (\$870,000) bond issue is \$93,600.

Therefore, the taxpayers will be expected to pay an additional \$41,300 each year. In terms of individual tax bills, you can expect an annual increase of \$7.00 for every \$10,000 of property value. Tax bills would show an increase to cover the cost of bond repayment (about \$94,000 per year), but offsetting this would be a dramatic reduction in the District's annual mill levy request (voted upon each spring).

Q: What are the risks in the District's plan?

A: The major risk is the possibility of losing the loophole, which would require legislative action. The Office of Public Instruction (OPI) in Helena recently advised the District that the loophole may, indeed, be closed in the forthcoming legislative session. To accommodate budgetary pressure, OPI is considering recommending to the legislature that the loophole be closed. The Board of Trustees has not yet formally considered the OPI development, but discussions with school officials suggest that the Board is likely to adopt "a wait and see" strategy. The District has been advised by the state Attorney General's office that, if the bonds are approved by the voters, the Board has the latitude to defer any further action on the bonds until the legislative session has concluded.

Other risks include the possible passage of Initiatives 27 and 105, both of which affect revenue from property taxes.

Q: What happens to my tax bill if the loophole closes?

A: If the bond issue is approved and the project proceeds, loss of the loophole would result in an approximate doubling of District 34 taxes. Precise figures are not available.

It is impossible to predict legislative action, but it is possible that school districts already reliant upon the loophole would be allowed to continue to do so (ie, "grandfathering"). Because of the 20-year term of the bonds, the District would be vulnerable to adverse legislative action in any of the next 10 sessions.

Another option available to the Board if the loophole closes next year is to forego construction of the middle school and utilize only a portion of the full bond amount for renovating the existing school. Detailed figures are not presently available for this situation. However, in simplistic terms, one can view the proposed plan (which relies upon the loophole) as being essentially self-funding with respect to the middle school; the tax increase can be thought of as arising solely from the renovation of the existing school. Presumably, then, if only the renovation occurs, the tax impact would be similar to the original plan (ie, \$7.00 per \$10,000 of property value).

Q: Has the Board examined alternatives to their proposed plan?

A: Not yet.

Q: What are the answers to the questions raised in Nancy Bartlett's recent letter to the editor?

A: Gym floor (question application of funds appropriated earlier) — In March 1985, the Board earmarked \$9,000 for the repair of the gym and lunchroom floors. Approximately \$1000 was spent to re-tile the lunch room floor. \$1500 was spent on a study to identify remedies for the gym floor. The study presented four options: a) remove concrete and replace with maple floor (\$93,811); b) install a new wood floor over the concrete (\$68,016); c) install a new ventilation system (\$12,375); d) repair cracks in current floor (no costs given). The balance of the \$9,000 was recycled into the budget and used for other purposes.

Insufficient showerheads (suggestion to lengthen showering time) — Shower time could be extended; but time available for P.E. is already at a minimum because of two clothing changes and showering. Presently, there are 30-35 "net" minutes available for a P.E. class. Also, the existing drain system for the showers is undersized.

Office/library (suggestion to install partitions) — Partitions could be built, but the library is already cramped. Also, audio/visual equipment would, ideally, be stored in a larger library. At present, the A/V equipment shares space with the "sick" room, which is an unsatisfactory arrangement.

Ventilation (suggestion to open windows) — Opening the windows for ventilation during the summer may be practical, but not during the cold winter months.

Q: Does the budget include funds for new lab equipment in the new building?

A: Not specifically, although new tables and benches are included. Some equipment will be relocated from the old building. Some new equipment would probably be purchased with contingency funds from the bond issue. Major equipment purchases are not contemplated; rather, equipment would be added at the normal annual rate. — Dick Potter

STEVENSVILLE

ELEMENTARY BUDGET

1986-87 Current Foundation and Permissive Amounts

| <u>School</u> | <u>ANB</u> | <u>\$ Amount</u> |
|---------------|-----------------|------------------|
| K-3 | 257 (\$1571.56) | \$ 403,890.92 |
| 4-6 | 212 (\$1649.86) | 349,770.32 |
| 7-8 | 179 (\$2461.14) | 440,544.06 |
| Totals | 648 | \$1,194,205.30 |

*1986-87 Corrected Foundation & Permissive Amounts

| <u>School</u> | <u>ANB</u> | <u>\$ Amount</u> |
|---------------|--------------------------|------------------|
| K-6 | 469 (\$1496.00) | \$ 701,624.00 |
| 7-8 | 179 (x648 ANB \$1993.00) | 356,747.00 |
| Totals | 648 | \$1,058,371.00 |

* If the funding of separate schools is legislated away, it will cost Stevensville the loss of at least \$135,834.30 in our elementary budget.
 (\$1,194,205.30 - \$1,058,371.00 = \$135,834.30)

\$135,834.30 ÷ \$4806.76 per mill = 28.26 mill loss.

N. B. ³⁴⁰ ~~430~~ Impact!

STEVENSVILLE ELEMENTARY ENROLLMENT FOR THE 2nd SEMESTER 1986-87

| | | |
|-------|-----------|---------------------|
| KM 1 | 22 | |
| KG 1 | 22 | <u>62</u> K TOTAL |
| KG 2 | 18 | |
| 1C | 27 | |
| 1L | 26 | <u>80</u> 1ST GRADE |
| 1O | 27 | |
| 2D | 21 | |
| 2N | 21 | <u>63</u> 2ND GRADE |
| 2S | 21 | |
| 3F | 23 | |
| 3G | 24 | <u>70</u> 3RD GRADE |
| 3L | 23 | |
| 4J | 26 | |
| 4M | 25 | <u>78</u> 4TH GRADE |
| 4W | 27 | |
| 5M | 23 | |
| 5S | 22 | <u>69</u> 5TH GRADE |
| 5W | 24 | |
| 6C | 21 | |
| 6H | 21 | <u>66</u> 6TH GRADE |
| 6M | <u>24</u> | |
| TOTAL | 488 | 488 TOTAL K-6 |

ACCREDITATION STANDARD MAXIMUM ALLOWED

| | |
|--------------|----|
| Kindergarten | 24 |
| First Grade | 26 |
| Second Grade | 26 |
| Third Grade | 28 |
| Fourth Grade | 28 |
| Fifth Grade | 30 |
| Sixth Grade | 30 |

BEAR PAW LEARNING RESOURCE CENTER

P.O. BOX 1059 • CHINOOK, MONTANA 59523 • 406/357-2269

February 3, 1987


The Honorable Ray Peck

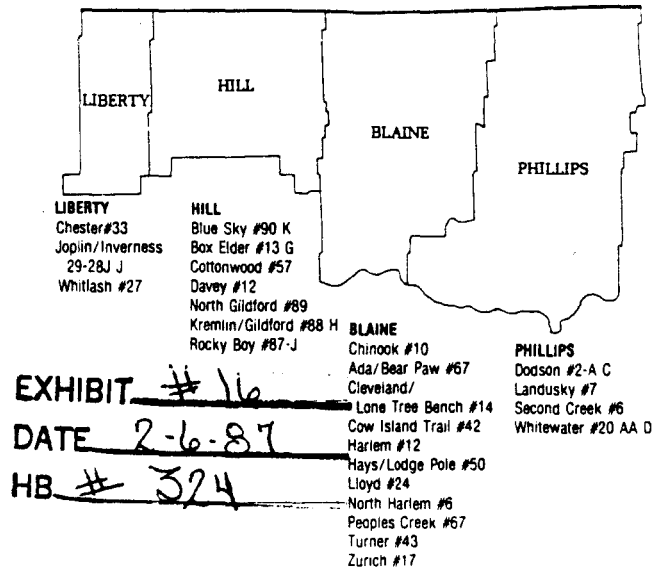
Dear Ray,

Over the years you have been a real supporter of programs for the handicapped. Your assistance has been appreciated by many. This past week you were instrumental in preventing a decrease in funding in special education. I want to thank you for your support.

You are currently the sponsor of house bill 324 whose intent is to equalize special education funding. I believe you sponsored this with the best of intentions. However, in studying the bill and receiving feedback from a number of others, some strong conclusions are being formed. It seems that the more that handicapped children can be separated from non-handicapped children the more funding they receive. On the surface it does seem logical that a child that requires more direct service from a special education person should receive more reimbursement. However, you must also see that there are a number of children who are quite handicapped that can be served in a less restrictive environment. That does not mean that the special education personnel are not spending a lot of time programming for these children. They may be even spending more time and effort in order to assure compliance with the law in placing children in the "least restrictive environment."

I realize that the current system needs to be revamped. However, I do not believe that we have yet arrived at an equitable way of doing so. In this time of economic hardship, we need to look at ways to save money. However, I believe that more restrictive and unnecessary self-contained classrooms will be created and thus the end result will be more spending.

Sincerely,

Mike Ferrell,
Director



NORTHCENTRAL LEARNING RESOURCE CENTER

Special Education for Chouteau and Cascade Counties

3115 Fifth Avenue North
Great Falls, MT 59401
Phone: 727-6303

ELAINE COLIE, Ed.D.
Regional Director

EXHIBIT # 17
DATE 2-6-87
HB # 324

February 9, 1987

The Honorable Jack Sands
Chairman
House Education Committee
State Capitol
Helena, MT 59620

Dear Chairman Sands:

Enclosed please find copy of my testimony which was given before the Educational and Cultural Resource Committee in opposition to HB 324.

During Senator Peck's closing arguments and personal attack on my credibility, he stated that some figures I gave you were turned around. As I advised the committee, I arrived at these figures using the descriptors on Table 3 of the proposed weighted funding package and plugged them into 1985 Child Count figures. In cases where a certain handicap were spread over more than one category, I used my own experience as a teacher in both large and small systems and my dissertation study of resource rooms in Montana. For example, there are many learning disabled children who are served under Level 2, but also many who are served under Level 3. The same is true for the mentally retarded population. Proponents of the weighted formula are idealists if they believe that no students will be reclassified if a new system based on amount of service is put into place. The weighted funding formula in itself is an attempt by administrators in large districts to increase the amount of special education funding into their districts. The fight for dollars is evident in all phases of state government. To state that a special education program in a small school is immune from this fight is not realistic. Therefore, current service delivery patterns would quickly become obsolete when more dollars are awarded for more service.

I do not believe that a fiscal note of 84 million would occur immediately, but I do believe the "unmainstreaming" effect would occur over the next few years as administrators become aware of funding implications. You may wonder why there isn't more of an outcry from other small rural districts. The reason is that everyone is being told that they will get a lot more money under the weighted funding formula.

Participating
School Districts:

Cascade County

It

Cascade

Anterville

Deep Creek

Fort Shaw

nms

n River

Ulm

ughn

Chouteau County

nton Lake

g Sandy

Carter

urt Benton

Geraldine

Highwood

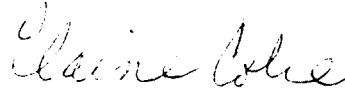
Warrick

Honorable Jack Sands
Page 2
February 9, 1987

Again I point to the remarks made by Dr. Mary Ann Williams of Utah, who has stated that our services in Montana are superior to those in Utah, which uses a weighted funding system. Please note that after the weighted funding went into affect in Utah, there was an increase in the number of students classified as emotionally disturbed to the point where that number now equals one-fourth of their total special education population (Level 4).

If I can be of any further assistance to you, please do not hesitate to call upon me.

Very truly yours,



Elaine Colie, Ed.D.
Cooperative Director

EC:sks

enc. 1

cc: Richard Nelson
Fritz Daily
Ralph Eudaily
William Glaser
Dan Harrington
Nancy Keenan
Roland Kennerly
Earl Lory
John Mercer
Gerald Nisbit
John Phillips
Ted Schye
Barry Stang
Tonia Stratford
Charles Swysgood
Fred Thomas
Mel Williams

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HOUSE BILL NO. 324

DATE FEBRUARY 6, 1987

SPONSOR REP. PECK

| NAME (please print) | RESIDENCE | SUPPORT | OPPOSE |
|---------------------|----------------------------|---------|--------|
| Mike Ainsworth | Stevensville (MCASE) | X | |
| Edward Laird | Billings | X | |
| Mary Laird | Billings | X | |
| Larry D. Williams | Bozeman | X | |
| Ken Siderius | Kalispell | X | |
| Shirley Bengreen | Missoula | X | |
| Larry Clark | Great Falls | X | |
| Gail Cleveland | Great Falls | X | |
| Sherry Meadows | " | X | |
| Ken Kahl | Helena | X | |
| Mike Yerath | Chinault | | X |
| Ray Bark | Great Falls | X | |
| Ed Zabrocki | Bozeman | | X |
| Fred Appelmon | MISSOULA Race Sp. Ed. Com. | X | |
| Jerry Bath | Helena | X | |
| Cris Volunkaty | DTD Lobbyist | | |
| Bob Windel | Harre | X | |
| Loren Geschick | Gr Falls | X | |
| Dore A Russell | Gr Falls | X | |

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HOUSE BILL NO. 324

DATE FEBRUARY 6, 1987

SPONSOR REP. PECK

| NAME (please print) | RESIDENCE | SUPPORT | OPPOSE |
|---------------------|--------------------------|---------|--------|
| Michael Button | Vaughn Elementary | | X |
| Eleanor Collins | County Sup's of School | | X |
| Jerry Wenst | Gt. Falls Public Schools | X | |
| Harry D. Embs | | | |
| Lony Tognetti | Stevensville | X | |
| Don Walden | S. A. M. | | |
| Larry Schoultz | Sand Creek, MT | | |
| Pat May | OPD | X | |
| Debbie Whipple | Haure mt | | X |
| Margaret Finell | Haure | | X |
| Steve Hoppes | Conrad | | X |
| Jim Moulak | Centerville School | | X |
| Mignon Waterman | Helena School Trustee | X | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HOUSE BILL NO. 340

DATE FEBRUARY 6, 1987

SPONSOR REP. GENE DONALDSON

| NAME (please print) | RESIDENCE | SUPPORT | OPPOSE |
|-------------------------|----------------------------------|---------|--------|
| <i>Sandy Whitney</i> | <i>Mon Toy</i> | ✓ | |
| <i>Harry P. Edgmon</i> | | | |
| <i>Claudia Morton</i> | <i>Board of Public Education</i> | ✓ | |
| <i>Bob Anderson</i> | <i>MSTB</i> | ✓ | |
| <i>TONY Tognetti</i> | <i>Stevensville</i> | | ✓ |
| <i>Don Walker</i> | <i>S.A. 11th.</i> | | ✓ |
| <i>Hickie Whipple</i> | <i>HCO</i> | | |
| <i>Margaret Ginnell</i> | <i>HCO</i> | | |
| <i>Sydney Brannon</i> | <i>OPI</i> | | |
| <i>Elaine Collins</i> | <i>Assoc. Co. Supts.</i> | | |
| <i>Phil Campbell</i> | <i>NEA</i> | ✓ | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

DATE FEBRUARY 6, 1987

[illegible]

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

SPONSOR REP. MARY ELLEN CONNELLY

[illegible]

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.