

MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
MONTANA STATE SENATE

March 9, 1987

The nineteenth meeting of the Senate Education and Cultural Resources Committee was called to order by the chairman, Senator Bob Brown, at 1:00 p.m. in Room 402 of the State Capitol.

ROLL CALL: All committee members were present with the exception of Senator Smith.

CONSIDERATION OF HOUSE BILL 273: REPRESENTATIVE NELSON, District 6, sponsor of the bill, said the bill allows the Superintendent of Public Instruction to adopt rules for calculation of tuition for special education pupils. He said when students go from one district to another, tuition is paid to the new district and the amount is the same across the board. However, special education tuition is more, and this bill allows regulation of the rules to allow conformity with special education costs in tuition payments.

PROPOSERS: GAIL GRAY, Director of Special Education, OPI, presented testimony in support of the bill. (Exhibit 1).

CHRIS VOLINKATY, lobbyist for Developmentally Disabled People and Providers, expressed support for the bill.

MARILYN PEARSON, Special Education Advisory Council, expressed support for the bill on behalf of Dr. Linda Christensen, Chairperson of the Council. (Exhibit 1A).

OPPOSERS: There were no opposers.

DISCUSSION BY THE COMMITTEE: SENATOR BLAYLOCK and SENATOR NEUMAN asked Gail Gray who pays the extra special education costs over and above the regular tuition.

MS. GRAY replied the sending district pays the extra cost.

There being no further discussion, Rep. Nelson closed.

CONSIDERATION OF HOUSE BILL 175: REPRESENTATIVE PETERSON, District 1, sponsor of the bill, said she introduced the bill at the request of the Office of Public Instruction. She noted the bill is supported by the County Superintendents of Schools Association also. The bill allows for disqualification of a county superintendent from hearing or deciding matters of controversy involving the education or identification of a handicapped child.

PROPOSERS: GAIL GRAY, Director of Special Education, OPI, presented testimony in support of the bill. (Exhibit 2).

OPPOSERS: There were no opposers.

DISCUSSION BY THE COMMITTEE: SENATOR NEUMAN asked if this creates a problem with loss of local control.

REP. PETERSON said 100% of the special education hearings are appealed to the state anyway, so the bill only eliminates an unnecessary and expensive step.

SENATOR REGAN asked how the hearing officer will be chosen.

MS. GRAY said OPI has a list of qualified trained hearings officers. They provide a listing of five, from which the choice is made.

REP. PETERSON closed saying this is a time and cost savings measure.

CONSIDERATION OF HOUSE BILL 349: REPRESENTATIVE HANNAH, District 86, sponsor of the bill, said it simply includes the repair of equipment as an allowable cost in special education programs. Districts do repair at present; however, the repair cost is not payable under special education costs in the law. This bill just legalizes the procedure.

PROPOSERS: MARILYN PEARSON, Special Education Advisory Council, presented testimony on behalf of Dr. Linda Christensen, Chairperson of Montana Special Education Advisory Committee in support of the bill. (Exhibit 3).

Gail Gray, Director of Special Education, presented testimony in support of this bill. (Exhibit 3A).

OPPOSERS: There were no opposers.

DISCUSSION BY THE COMMITTEE: SENATOR BLAYLOCK asked if a law is really needed to accomplish this.

MS. GRAY said the fiscal people said they do.

REP. HANNAH closed the hearing on HB 349.

CONSIDERATION OF HOUSE BILL 511: REPRESENTATIVE DRISCOLL, District 92, sponsor of the bill, said it will provide for mandatory preschool special education for handicapped children between the ages of 3 and 6 when the money is available. Rep. Pat Williams sponsored recently enacted federal legislation which makes \$1 million available for the program. If the state doesn't enact the legislation by 1990, the state will lose all federal support, which amounts to \$500,000 currently.

PROPOSERS: KATHY KELKER, representing Parents Let's Unite for Kids (PLUK), presented her testimony in support of the bill. (Exhibit 4).

REPRESENTATIVE KITSELMAN, District 95, said his son is in an early intervention program because of damage resulting from a high fever during encephalitis. At age 2½, he is learning all over again, and even though retraining him may cost a lot of money, we will have a substantial federal contribution as a result of this legislation. Certainly the help children receive at this age saves a lot of horrendous expenses down the road. He noted the 50% provision sets up a safeguard. He asked the committee to please pass the bill.

REPRESENTATIVE PAULA DARKO, District 2, said she has a 3 year old nephew with Down's Syndrome. He is in the pre-school program and where he was non-verbal before he entered the class, he is now signing and communicating very well. She said investment in children at this age saves money down the road. The long-term results and savings pay for the bill.

JOY McGRATH, Montana Health Association of Montana, representing 1500 parents, professionals, teachers, and providers, said this bill compliments Senate Bill 361, as it defines and provides for planning. Senate Bill 361 deals with emotionally disturbed children.

KATHY HOREJSI, Montana Federation of Teachers, expressed support for the bill.

KEN ROHYANS and his daughter, BECKI, presented testimony in support of the bill. (Exhibit 5).

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JULIE EVANS, Billings School Superintendent, expressed support for the bill.

PHIL CAMPBELL, Montana Education Association, expressed support for the bill.

MARILYN PEARSON, Montana Special Education Advisory Panel, expressed support for the bill on behalf of Dr. Linda Christansen, Chairman of the Panel.

GAIL GRAY, Director of Special Education, OPI, presented testimony in support of the bill. (Exhibit 6).

ELINOR COLLINS, Montana County Superintendents of Schools Association, expressed support for the bill with the 50% amendment.

PAT CONANT, Bozeman, a parent, said because they live outside the district, her severely handicapped child was unable to attend the special education pre-school program. She was enrolled in a regular pre-school and made some progress, but if she had been able to access services germane to her specific problems, she could have done a great deal more.

TINA FISHER, Special Education teacher, Hardin, said she helped initiate the pre-school program in Hardin. Pre-school studies have shown many conditions which could cause a lifetime of problems are preventable if treated at this age in a pre-school setting. She expressed thanks from a parent of a child in her pre-school for the services she is receiving.

CHRIS VOLINKATY, lobbyist for Developmentally Disabled People, Parents, and Providers, who is also an early childhood specialist, said the federally mandated pre-school program legislation was the most exciting item on the agenda at the National Conference for Early Childhood. She urged the committee to support the bill with the amendment. She also presented a statement in support of the bill from the Developmental Disabilities Planning and Advisory Council. (Exhibit 7).

ANNE WESTON, a parent from Helena, presented testimony in support of the bill. (Exhibit 8).

ALICIA PICHETTE, a parent from Helena, presented testimony in support of the bill. (Exhibit 9).

OPPONENTS: TONY TOGNETTI, School Superintendent, said he does not oppose the theory of the bill, but rose as an opponent in regard to funding. He questioned the assumptions in the fiscal note saying everything goes up, nothing goes down. He expressed concern that the federal government will not deliver the funds they have committed. He said the state receives \$338 per child federally now. Another \$5 million is provided by local districts. He said it is impossible to provide services for a severely disabled child for \$338. According to his calculations, it cost \$430 for a half time student who is mildly disabled. He said gifted and talented programs are suffering because so much money is required for services and match money for federal funds for handicapped student services. He said he is trying to provide services for all students and can't continue to do it with a dwindling dollar supply.

There were no further opponents.

DISCUSSION BY THE COMMITTEE: SENATOR PINSONEAULT asked if it is intended that emotionally disturbed children will be defined as developmentally disabled so they would qualify for funds under this bill.

MS. McGRATH said no, this bill changes nothing. Only if a child is identified as being "at risk" will they be eligible, which is what the law currently states.

MS. GRAY said only 3 of the 1400 handicapped children now served are emotionally disturbed.

SENATOR REGAN asked Mrs. Kelker, who serves on the School Board in Billings, to respond to comments.

MRS. KELKER said she understood the concerns. She said parents are moving to Billings in order to get services. She pointed out if we don't pass this legislation and get the necessary funds, we will lose all funding. This will allow more districts to receive funding and with the 50% amendment, there is a safeguard. She also pointed out under PL 94-142, we must provide services.

SENATOR FARRELL asked what happens if we start up and then don't get the federal money.

MS. GRAY said it would be phased out and no more 2-3 year old students would be accepted.

SENATOR MCCALLUM asked if we drop the age level on the upper end from 21 to 18, would we compensate for the lower age group on the other end.

MS. GRAY said that is a decision of local districts. Most students are done at 18, although a few take longer to finish. There, however, would not be enough savings to fund the pre-school.

SENATOR BLAYLOCK told Mr. Tognetti that his testimony was thoughtful and well presented. However, he noted, if the children with problems are caught at an early age the costs are so much less.

MR. TOGNETTI said he doesn't disagree with any of the previous testimony. It is just that costs are out of sight.

REP. DRISCOLL closed by saying this program will save money. He asked if any of the committee members had toured Boulder before special education was fully developed in Montana. He said costs are much lower and the children are better served than they ever were at Boulder. They are well trained and a great number hold jobs in their communities and have become taxpaying citizens of this state. If we don't do it now, he cautioned, we may well ensure that institutions once more will do the job.

He closed by saying when our society is judged, it will be on how well we treated our least able members.

EXECUTIVE SESSION

ACTION ON HOUSE BILL 273: SENATOR BLAYLOCK moved House Bill 273 BE CONCURRED IN. The motion CARRIED unanimously with Senator Mazurek absent.

ACTION ON HOUSE BILL 175: SENATOR REGAN moved House Bill 175 BE CONCURRED IN. The motion CARRIED with Senators Neuman and Blaylock voting no and Senator Mazurek absent.

ACTION ON HOUSE BILL 349: SENATOR PINSONEAULT moved House Bill 349 BE CONCURRED IN. The motion CARRIED unanimously with Senator Mazurek absent.

ACTION ON HOUSE BILL 511: SENATOR REGAN moved House Bill 511 BE CONCURRED IN.

SENATOR REGAN said we have to look at the funding we will lose if this doesn't pass, but more important than the economic basis, is the quality of life. They are both important considerations.

SENATOR FARRELL said if the federal government doesn't give an amount equal of \$500 per student, then Montana does not have to provide the program. If we don't get funding, who will make up the loss of all the other funds.

SENATOR REGAN said we will continue to receive Part B and incentive funds for the rest of the special education program. Any shortfall will be made up by local districts. However, she pointed out this would be a very small amount when compared to the loss of all the funds.

SENATOR MAZUREK returned to the meeting and said the chairman of Finance and Claims (Senator Regan) is tough and if she says support it, it's good enough for him. He noted his son is now in the regular classroom and doing very well after having been in the pre-school handicapped class.

SENATOR FARRELL said if the funding for this has any effect on regular classrooms, he will be the first to move to discontinue support.

The motion that Senate Bill 511 BE CONCURRED IN CARRIED unanimously.

ACTION ON HOUSE BILL 83: SENATOR SMITH said his nepotism bill provides that if a person were hired prior to a relative trustee's election to the board, the job would be maintained. He said his bill has passed both the Senate and the House Committees.

SENATOR MAZUREK said Senator Smith's bill is very important and asked the committee not to act on House Bill 83 until Senator Smith's bill gets through.

There being no further business to come before the committee, the meeting adjourned.



SENATOR BOB BROWN, Chairman

jdr

ROLL CALL

SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date 3/9/87

NAME	PRESENT	ABSENT	EXCUSED
SENATOR BOB BROWN	✓		
SENATOR CHET BLAYLOCK	✓		
SENATOR GEORGE McCALLUM	✓		
SENATOR ED SMITH		✓	
SENATOR PAT REGAN	✓		
SENATOR JOE MAZUREK	✓		
SENATOR BILL FARRELL	✓		
SENATOR TED NEUMAN	✓		
SENATOR DICK PINSONEAULT	✓		
SENATOR SWEDE HAMMOND	✓		

Each day attach to minutes.

DATE _____

COMMITTEE ON _____

VISITORS' REGISTER

NAME	REPRESENTING	BILL #	Check One	
			Support	Oppos
Dennis H. Taylor	DDD / CRS	HB 511	✓	
Ken Rohyans		HB 511	✓	
Judith L. Adams	Billing Sch. A. H. A.	HB 511	✓	
Carole Palmer	Exchange Teacher from England		✓	
R. M. Nelson	H. P. #6	HB 273	✓	
Alicia Hichelle	Helena	HB 511	✓	
Dave Bennett	Clarry	HB 511	✓	
Kathy Kulker	Billings	HB 511	✓	
Terri Benson	Helena	HB 511	✓	
Becky Rohyans	"	"	✓	
Opal McYack	Mental Health Assn. gr.	"	✓	
Pat Conant	Boreman	HB 511	✓	
Bab LaBrie	Haore	HB 511	✓	
Nellie Shuck	Sumner	HB 511	✓	
Tina Jasscher	Crow Head Start	HB 511	✓	
Chris Valenkaty	DD	HB 511	✓	
		273	✓	
		175	✓	
		349	✓	
KATHIE HURESSI	MFT	HB 511	X	
Pat LaBrie	CPD	HB 511	✓	
	✓	349	✓	
	✓	175	✓	
	✓	273	✓	
Marilyn Pearson	Alt. Spec. Educ. Assoc. (Parent)	511	✓	
		273	✓	

(Please leave prepared statement with Secretary)



SENATE EDUCATION

EXHIBIT NO. 1

3/9/87

OFFICE OF PUBLIC INSTRUCTION

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

BILL NO. H.B. 273 **Ed Argenbright**
Superintendent

March 9, 1987

To: Senator Bob Brown, Chairman
Senate Education and Cultural Resources Committee

From: Gail Gray
Director of Special Education

Re: House Bill 273

Full-time special education students are those who spend less than half their time in the regular program and the balance of their time in the special education program. (20-9-311(2)MCA). These students do not generate ANB (average number belonging), the basic funding unit for state education funds.

Handicapped students cost more to educate than do nonhandicapped students. This is particularly true for students who are considered full-time special education students. Due to sparsity of population and specialized needs of handicapped students, some districts find it more appropriate in terms of program and cost efficiency to place handicapped students in districts other than their own. At this time, the statutes which include calculation of tuition require that at the elementary level if one student is charged tuition, all must be charged and all are charged the same amount. This amount is determined by a statutory formula. At the high school level, trustees of the receiving district may waive a portion of the regular tuition but the statute does not allow trustees to add additional costs for a particular student's needs. This is further complicated by the fact that full-time special education students do not generate ANB for the school of attendance. The result is that they have special needs that are more expensive than nonhandicapped students and they do not even generate the basic state education funding.

In times of fiscal constraint, these situations cause districts to question the wisdom of accepting full-time special education students who are not residents of their district. To encourage the continual acceptance of out-of-district students, this bill proposes that the Superintendent of Public Instruction be allowed the authority to promulgate rules for the calculation of elementary and high school tuition for full-time elementary and high school students. These formulas would be the sum of the regular tuition and the excess costs of educating the students in the proposed district of service. The excess costs would be those costs not paid by state or federal special education funds.

DATE 3/9/87
BILL NO. H/B 273

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Page 2

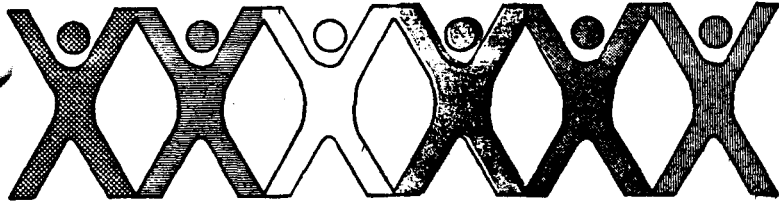
We are most interested in having appropriate special education programs that are cost efficient. This has been done in communities like Kalispell, Great Falls and Billings. These districts may not continue to accept students from districts other than their own if there is no mechanism to recover the excess costs of the program. The cost of starting a special education program for moderately and severely handicapped students in very small schools is prohibitive.

We would urge your careful consideration of this bill.

GG:mf

Montana

SPECIAL EDUCATION ADVISORY PANEL



OFFICE OF PUBLIC INSTRUCTION ● ED ARGENBRIGHT, SUPERINTENDENT

March 9, 1987

TO: Members of the Senate Education Committee
State Capitol
Helena, Montana 59620

FROM: Dr. Linda Christensen, Chairperson
Montana Special Education Advisory Committee

A bill for an act entitled: "An Act to Modify the Calculations of Elementary and High School Tuition for Full-Time Special Education Students by Amending Section 20-5-305, MCA."

This bill allows for a fair calculation of tuition for special education students who attend a school outside their home district. The Montana Special Education Advisory Panel fully endorses this bill and urges your support.

SENATE EDUCATION

FILE NO. 1A
DATE 3/9/87
CL NO. HD 273



OFFICE OF PUBLIC INSTRUCTION

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

SENATE EDUCATION

EXHIBIT NO. 2

DATE 3/9/87

BILL NO. HB 175

Ed Argenbright
Superintendent

March 9, 1987

To: Senator Bob Brown, Chairman
Senate, Education and Cultural Resources Committee

From: Gail Gray, Director
Special Education

Re: Testimony on House Bill 175

The Office of Public Instruction supports this bill which would disqualify a county superintendent from hearing or deciding matters of controversy involving the education or possible identification of a handicapped child. Handicapped children and youth are entitled to due process under state and federal statute and regulations. This can result in a hearing by an impartial hearing officer. It has been the statutory requirement in Montana that the county superintendent is the first-level hearing officer and that appeals of their decision be made to the Superintendent of Public Instruction, who in turn appoints a state-level hearing officer to hear the appeal.

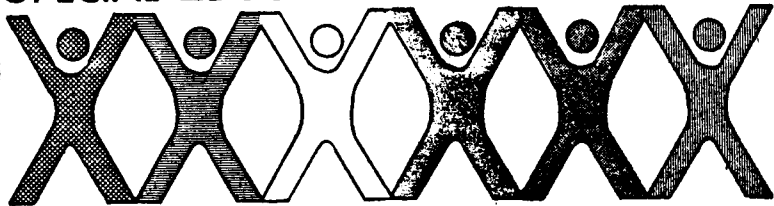
Two recent federal court decisions, MAYSON V. TEAGUE and MATLOCK V. MOELRATH, have found illegal the use of school personnel as impartial hearing officers in special education cases. In response to this and continued concerns expressed by the Office of Special Education Programs and the Office of Civil Rights of the Department of Education, our Office decided to pursue state legislative action which would reduce special education hearings to one level. Approximately half of the states have only one level of appeal. This is particularly true of small population states.

This proposal has widespread support. It has been shared with special education administrators and regular administrators, including those at the building, district, and county levels. The county superintendents were particularly supportive. They would no longer bear the cost of associated legal counsel, transcripts, etc., for hearings related to special education. Parents and professionals have indicated support because they see this as reducing the time and costs associated with the present two-tier appeal system. In all cases, related to special education, the decision of the county superintendent has been appealed.

For reasons of cost and time efficiency, litigation possibilities, and the desire of all involved, we urge your passage of this bill.

Montana

SPECIAL EDUCATION ADVISORY PANEL



OFFICE OF PUBLIC INSTRUCTION ● ED ARGENBRIGHT, SUPERINTENDENT

SENATE EDUCATION

EXHIBIT NO. 3

DATE 3/9/87

BILL NO. HB 349

March 9, 1987

TO: Members of the Senate Education Committee
State Capitol
Helena, Mt 59620

FROM: Dr. Linda Christensen, Chairperson
Montana Special Education Advisory Committee

RE: House Bill 349

A bill for an act entitled: "An Act to Modify The Allowable Costs For State Special Education Programs by Amending Section 20-7-431 MCA."

This bill amends a section to allow costs to be paid for repair and maintenance of equipment utilized with handicapped students. The Montana Special Education Advisory Panel fully endorses this bill and urges your support.



OFFICE OF PUBLIC INSTRUCTION

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

Ed Argenbright
Superintendent

March 9, 1987

To: Senator Bob Brown, Chairman
Senate Education and Cultural Resources Committee

From: Gail Gray
Director of Special Education

Re: HB 349

This bill allows the use of state special education funding for repair of equipment. It does not increase the amount of funding available for special education equipment or any other part of the program. It merely increases the flexibility of the existing funding. School districts have little or no money to purchase equipment but occasionally have a small amount that they wish to use for repair of existing equipment. It is particularly important that this equipment be maintained or it has no use for the students for which it was purchased. The use of computers has made this allowable cost particularly important.

We urge your support for this bill.

MANDATED PRESCHOOL SERVICES

WHAT DOES HB 511 SAY?

HB 511 changes the existing special education statute by lowering the age covered by the law from 6 to 3. This suggested change goes into effect by September 1, 1990, allowing school districts a period of three years to prepare for serving all of the qualifying children.

WHY SHOULD WE PROVIDE SPECIAL EDUCATION FOR HANDICAPPED CHILDREN AGED 3-5?

There are four good reasons for providing special education to handicapped preschoolers:

1. The preschool years are a critical period for learning,
2. Early intervention is cost effective,
3. Early intervention has demonstrated positive effects,
4. Early intervention relieves stress on families.

The preschool years are critical learning years for all children. While nonhandicapped children make acceptable progress without early educational interventions, handicapped or at risk children do not (Hayden, 1979). If some handicapped children are not helped at an early age, their handicaps become compounded and require more intensive (and more expensive) treatment later on.

Early intervention services have been demonstrated to be highly cost effective. The best study to date (Wood, 1980) indicates that serving handicapped children by or before the age of 2 produces substantial savings to society. For example, depending on the severity of the child's handicap, early intervention services can save from \$9,000 to \$16,000 in educational costs per child by age 18.

In addition to being cost effective, early intervention programs can have a positive impact on a child's performance in later life, either by reducing the effects of a handicapping condition, or by helping children do a better job of caring for themselves or assisting with their own care.

Early intervention services for the child can also have a positive impact on the family by providing information and support to the parents and by giving them some respite. National statistics indicate that fathers in families with a

and to be serving all of the qualifying children by 1990.

BUT HASN'T THE PRESIDENT REMOVED THESE FINANCIAL INCENTIVES FROM HIS BUDGET?

In spite of the fact that President Reagan signed P.L. 99-457 and the Department of Education has praised the legislation, the President recommended rescission of the incentive monies in his FY '87 budget. Members of Congress responded quickly to the President's proposed cuts, declaring his budget to be "dead before it arrived" and vowing to insure the availability of the incentive monies for P.L. 99-457. Powerful Congressional leaders in both parties, including Senator Lowell Weicker, Senator Ted Kennedy, House Majority Whip Tony Coelho and Rep. Pat Williams, have issued strong statements affirming their support of P.L. 99-457 and their determination to see it appropriately funded.

WHAT DOES MONTANA STAND TO LOSE IF WE DON'T MANDATE PRESCHOOL SERVICES?

Approximately 54% of the eligible children in this age group already receive services in preschool programs throughout the state. If Montana does not comply with the federal law, we would lose all of the federal money we receive for children now in programs, and we would forfeit our share of the federal incentive monies. Currently, we receive over \$500,000 to serve 1404 preschool students. When this amount is added to the potential incentive monies we might generate, we could be losing over \$1.5 million per year.

IF WE PASS HB 511, WOULD THERE BE ANY GENERAL FUND COSTS DURING THE BIENNIUM?

No. In fact, if we begin to serve children during the 1987-88 school year, we could generate \$1,040,800 in 1988 and \$1,241,200 in 1989. These figures are based on a conservative estimate of serving 200 new children each year of the biennium.

HOW MANY UNSERVED CHILDREN ARE THERE?

According to the December 1986 Child Count, 1404 preschool children aged 3-5 are receiving special education. Approximately, 1199 children are currently eligible for services and unserved by an OPI program. Most of these unserved children are mildly handicapped and would require minimal speech therapy services. The number of moderately and severely handicapped children who are unserved is difficult to estimate, but is

probably very small.

IS IT FAIR FOR SOME HANDICAPPED PRESCHOOL CHILDREN TO RECEIVE SERVICES AND OTHERS RECEIVE NONE?

All major school systems and some smaller districts currently exercise their option under Montana's permissive law to provide services to the 3-5 age group. But approximately half of the children who qualify for services receive none because their local school districts have not chosen to provide them. These underserved children really lose out. Handicapped children can benefit from early intervention services for only a brief time in their lives. Is it fair for some children in our state to have these critical benefits and others to be denied them simply because of where the children live? All parents of handicapped youngsters are subject to the state and federal taxes that support preschool services, and their children should benefit equally.

IS THERE SUPPORT FOR MANDATED PRESCHOOL SERVICES?

At the national level, P.L. 99-457 passed through Congress without a dissenting vote. It was the only piece of new legislation requiring new money that passed in the 99th Congress. Such diverse groups as the National School Board Association, the National Association of School Administrators, the National Education Association and every major disability group, including the Association for Retarded Citizens, the Association for Learning Disabilities, and the Council for Exceptional Children supported the federal law. In Montana, there is broad-based support for early intervention services, including support from many organizations and groups that have no connection with special education.

HOW CAN THE LEGISLATURE SUPPORT EARLY-INTERVENTION SERVICES?

You have a window of opportunity now. Your support for HB 511 will make it possible for Montana to comply with the federal preschool mandate and take advantage of substantial financial advantages that are available only during the next three years. 1199 children need these early intervention services now before it is too late for them to benefit.

For more information about HB 511, please contact Parents, Let's Unite for Kids at 1-800-PLUK. A parent volunteer is available to answer your questions.

THIS FLYER WAS PAID FOR BY DONATIONS FROM PARENTS.

In each year, children counted as unserved (track b) are only those beyond the previous year's count. Children counted in the first year under track b would generate funds under track a in the second year.

Example:

1st year State A serves 1,000 3-5 year olds this year and reports it will serve 250 more in first year. Under formula state A receives:

$$\begin{aligned} 1,000 \times \$300 &= \$ 300,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ \hline & \$1,250,000 \end{aligned}$$

2nd year Serves 1,250 3-5s in first year. Reports it will serve 250 more in second year. Under formula state A receives:

$$\begin{aligned} 1,250 \times \$400 &= \$ 500,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ \hline & \$1,450,000 \end{aligned}$$

3rd year Serves 1,500 3-5s in second year. Reports it will serve 250 more in third year. Under formula state A receives:

$$\begin{aligned} 1,500 \times \$500 &= \$ 750,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ \hline & \$1,700,000 \end{aligned}$$

4th year Serves 1,750 3-5s in third year. Must be serving all children by then. Under formula state A receives:

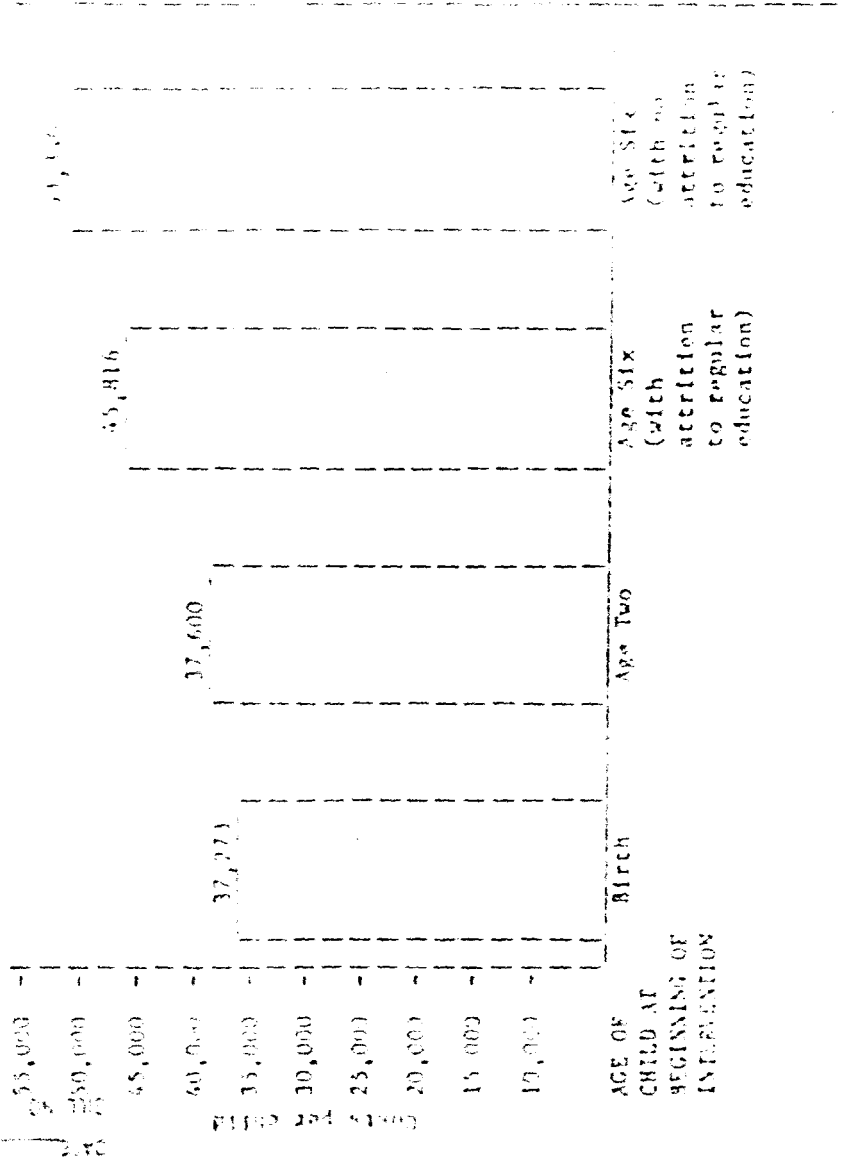
$$1,750 \times \$1,000 = \$1,750,000$$

- * The full service mandate is delayed for one year until school year 1991-92 (1991).

- federal appropriations for this program for FY '87, '88, and '89 do not total \$650 million (projected full funding), and
- the federal appropriation for FY '90 is less than \$200 million (\$600 per child)

- * The in-state distribution of federal funds under this new Preschool Grant is:

- FY '87: 5% SEA Administration
25% SEA Discretion
70% LEA's and IEU's (IEU - Intermediate educational unit)
- FY '88 and beyond: 5% SEA Administration
20% SEA Discretion
75% LEA's and IEU's



Based on study of 940 multiply handicapped children, remaining from severely handicapped children

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. HBS11

WHY SHOULD WE PROVIDE SPECIAL EDUCATION
FOR PRESCHOOL HANDICAPPED CHILDREN?

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EXECUTIVE SUMMARY

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/4/87

BILL NO. HR 511

EFFECTIVENESS OF EARLY SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

Are special education programs for preschool handicapped children a sound investment? A comprehensive review of research in this area indicates that preschool programs are effective and can provide long-term human and economic benefits.

NATIONAL RESEARCH ON EFFECTIVENESS

Recent research efforts have focused on the effectiveness of providing special education services to young handicapped infants and preschool children as well as to children "at risk" of developing a handicap. Lazar (1979) analyzed the findings of 15 longitudinal studies of low income and handicapped children who were placed in preschool programs and concluded that these programs had a significant long-term effect on school performance.

A longitudinal study reported by Schweinhart and Weikart on the Ypsilanti Perry Preschool (1981) also demonstrated the long-term benefits of preschool programs. The study followed 123 borderline retarded children for fifteen years beginning at age three. Children were randomly assigned to either an experimental group who attended preschool or to a control group who received no preschool program. The results showed that children who had attended preschool maintained a stronger commitment to school, showed higher scholastic achievement, required half as many special education services, and were retained less often in grade. According to this study the benefits of the program clearly outweighed the costs.

The positive impact of early intervention has been demonstrated repeatedly through research. Preschool programs have proven effective for children with a variety of handicapping conditions.

Bricker and Sheehan (1981) found substantial gains on multiple evaluation measures across diverse groups of children - normal, at risk, mildly, moderately, and severely handicapped. A nationally recognized longitudinal study conducted by Weiss (1981) reported significant improvement of language impaired children placed in preschool programs utilizing the INREAL method of language instruction. These children required substantially fewer special services in later school years. The effectiveness of early education has also been reported for children who have sensory impairments (Adelson and Fraiberg, 1975; Simmons-Martin, 1981), Down's Syndrome (Hayden and Haring, 1976; Dmitriev, Hayden and Haring, 1981), and behavior disorders (Strain, 1981). There is documentation of lasting improvement in the functioning of severely handicapped children (Bruhei and Dow, 1980, Rosen, Morris and Sitkei, 1981). In addition, disadvantaged children have been shown to require fewer special education and remedial services as a result of public school education experiences prior to kindergarten. (New York State Education Department, 1982).

Recent research has verified the efficacy of early education programs. Substantial gains have been documented across different types of handicapping conditions at all levels - mild, moderate, and severe impairments. It is no longer debatable that early intervention programs reap immediate and long-term gains for handicapped children (Karnes, et al., 1981).

for special education services in elementary grades.

Weiss found that:

- children who had received the Preschool INREAL program scored significantly higher on language skill testing than children who received no preschool special education;
- significantly fewer children needed special education services after receiving the Preschool INREAL program than children who received no preschool special education;
- it cost the school district less to serve children who received the Preschool INREAL program than children who received no preschool special education. The district special education costs were reduced for handicapped preschool children who had received the Preschool INREAL program. Even after subtracting the cost of the Preschool INREAL program, the school districts, over three years, saved \$1560.00 per handicapped pupil.

Colorado Local Longitudinal Data

An additional study of the effectiveness of preschool special education in Colorado examined the subsequent

educational placements of 1,347 children who had attended a variety of preschool programs for handicapped children in 11 Colorado school districts.

The results indicate that almost one-third of the handicapped children who received special education services through preschools for handicapped children were able to begin public school in regular education with no special education services. The proportion was about the same regardless of the kind or severity of handicapping condition. And many (500 or 37.1%) were able to enter regular education with only support services from special education.

A survey of these students' current teachers revealed that approximately 40% of these youngsters were judged to be average or above average in reading, math, and language arts.

A telephone survey to school district administrators indicated that all administrators in districts with preschool special education programs were positive about these programs and considered them to be a very important part of the educational continuum. Administrators in districts without programs agreed that preschool special education benefited handicapped children and their families. The absence of such programs in these districts was generally attributed to funding.

CONCLUSIONS

- If some handicapped children are not helped at an early age, their handicaps may become compounded and produce the need for more intensive services.
- Early childhood programs positively influence development and this positive impact significantly effects later development and performance.
- Early special education can reduce the effects of a handicapping condition and result in higher scholastic achievement.
- Early childhood programs can reduce the need for lengthy and costly special education services at a later time.
- Early education is effective for all types and levels of handicapping conditions. Substantial gains have been documented for mild, moderate, and severely handicapped children.
- Early education reaps immediate and long-term gains for handicapped children, their families and society; delaying is costly to everyone.

COST EFFECTIVENESS

SENATE EDUCATION
EXHIBIT NO. 4
DATE 3/9/87
BILL NO. HB 511

Analysis of the initial costs of early childhood intervention shows that initial costs are often high. However, the long-term payoffs in terms of reduction of both human suffering and long-term remediation costs justify the initial investment as shown by several studies beginning with Skeels (1966).

Skeels (1966) described an experimental group of 13 children who had spent a total of 72 years five months in residential institutions at a total cost to the state of \$30,716; the 12 contrast children had spent a total of 273 years in residence at a total cost of \$138,571.

In describing the Ypsilanti Perry Preschool Project, Weber, Foster, and Weikart (1978) reported that this preschool program significantly reduced the need for costly special services.

In a paper presented in 1980, Weikart described the following savings that could be attributed to early intervention:

The cost of two years of preschool for one child in 1979 dollars was \$5,984. The total economic benefits were calculated to be \$14,819, a 248 percent return on the original investment. These economic benefits came from three sources:

1. Lowered costs for education--less special education services needed
2. Increases in lifetime projected earnings
3. Values of mother's time released when the child attended preschool--\$668 per child

Mary E. Wood (1981) analyzed single studies throughout the U.S. to obtain estimates of the average costs and cost savings of early intervention programs. She found that the costs of education for handicapped children increase as intervention is delayed. The earlier intervention is begun, the greater the savings. There are substantial savings to taxpayers when children receive intervention at least by age two, and maximum savings occur when intervention begins at birth. Figures 1 and 2 graphically show the cost of special education when intervention is begun at birth, two, and six years of age.

The Comptroller General's Report (1979) stated:

The costs of preventable infant mortality, mental retardation, physical handicaps, child abuse, emotional handicaps, and lost human potential cannot be measured in dollars. . . . We believe effective early childhood and family development programs can reduce these problems. (page 79)

In summary, the human, ethical, and economic benefits of early intervention indicate the wisdom of providing services for young handicapped children to help them to become functional and productive members of society.

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. H3511

WHY SHOULD WE MANDATE PRESCHOOL SPECIAL EDUCATION NOW?

SENATE EDI

EXHIBIT NO. 9

DATE 3/9/87

BILL NO. HB 511

Representative Pat Williams (D-Montana)

Congressional Record, September 22, 1986

Speaking of P.L. 99-457--

"Mr. Speaker, this piece of legislation is the most important thing that this Congress will do for handicapped infants and young children up to the age of 5 in this decade and perhaps for the remainder of this century. This legislation will require commitment, effort, expertise, long hours and, yes, money.

But what great effort in American history has not required all of those things? What great problem in American history has been resolved without the enormous effort from our citizenry and without a fairly high cost attached to it?

Some years ago family friends of mine living out in Montana in a city called Missoula were blessed with a young daughter. They named her Keough, Keough Duffy.

Keough was born as a Down's syndrome child.

Not long after her birth, the parents made me proud by asking me to be Keough's godfather, which I am.

There are a lot of Keough Duffy's in this land, children born very, very close to the threshold of death, many of whom are given up on, their lives abandoned, but others like Keough who are blessed with parents, health care professionals and educators to surround them, hold them, care for them and teach them until, like Keough today, nearing 6 years of age, the children become healthy, happy and wise.

So Keough Duffy, for you and for all the children like you throughout the country, this bill is for you."



All the rights and protections of P.L. 94-142 (EHA, Part B) are extended to handicapped children ages three through five years in school year 1990-91. To support the achievement of this objective, the prior Preschool Incentive Grant program (P.L. 94-142, Sec. 619) is revised to reflect authorization of a dramatic increase in the federal fiscal contribution for this age group.

- By school year 1990-91, all states applying for P.L. 94-142 funds will have to assure that they are providing a free appropriate public education to all handicapped children ages three through five. Failure to comply will mean the loss of the following:
 - the new Preschool Grant;
 - monies generated under the larger P.L. 94-142 formula by the three through five population served; and
 - grants and contracts related to preschool special education authorized under the EHA discretionary programs, Parts C through G.
- The states are not required to report children served three through five years by disability category. Thus the states are not required to categorically label these children because of the data collection requirements of EHA, Sec. 618.
- The committee report accompanying the legislation states that family services play an important role in preschool programs and that whenever appropriate and to the extent desired by the parents, the preschooler's individualized education program (IEP) will include instruction for parents.
- The committee report affirms variations in length of school day and range and variety of preschool programs, examples being part-day home-based, and part or full-day center-based.
- This program will be administered through the state education agency and local education agencies. However, SEA's and LEA's may contract with other programs, agencies, and providers in order to provide a range of service models.
- The federal authorization levels are: (track a) \$300 for each 3 through 5 year old handicapped child served in the previous school year; and (track b) a maximum of \$3,800 for each 3 through 5 year old the state intends to serve in the coming year beyond the previous year's count. These are authorization levels only. The Congress must still appropriate the actual amounts each year, commencing this year.

The basic amount authorized under track a escalates:

- FY 87 (school year 87-88) \$300 per child
- FY 88 (school year 88-89) \$400 per child
- FY 89 (school year 89-90) \$500 per child
- FY 90 (school year 90-91) \$1,000 per child (track b for unserved ends)
- thereafter \$1,000 per child

(Over)

SENATE EDUCATION
EXHIBIT NO. 4
DATE 3/9/87
BILL NO. HB 511

WHAT WILL IT COST MONTANA TO PROVIDE
PRESCHOOL SPECIAL EDUCATION?

The Preschool Grant Program
EHA-Section 619

MAJOR IMPLICATIONS

- For school year 1986-87 (Fiscal 87) States will continue to operate the Preschool Incentive Program (Section 619) and the Early Childhood State Plan Grant Program (Section 623) according to provisions applicable prior to the passage of P.L. 99-457.
- \$180 million has been appropriated for the new Preschool Grant Program (Section 619) for FY '87. The funds will be available July 1, 1987.
- The federal child count (Section 618) of handicapped children ages 3 through 5 is by age group only. Designation of a disability category is not required.
- The Early Childhood Plan Grant Program will not be funded for school year 1987-88. Planning and development activities previously authorized in P.L. 98-199 are now incorporated in the new Preschool Grant Program and the Infants and Toddler Program.
- On July 1, 1987 funds will be available for:
 - (a) children served in the 1986-87 school (\$300 per child), and
 - (b) an additional allocation for children not served in 1986-87 whom the State anticipates serving in school year 1987-88 (up to \$3,800 per child).
- For Fiscal years 1987-89, States will receive funds (1) for children served in the previous school year and (2) for additional children not served in the previous year but expected to be served in that school year.
- For school year 1990-91 and thereafter, a maximum of \$1,000 per child is authorized.
- By FY 1990 or FY 1991 (school year 90-91 or 91-92), States must assure the availability of FAPE for all eligible 3-5 year old handicapped children or be ineligible for any federal dollars available for that population.
- All services provided to handicapped children aged 3-5 must be provided in accordance with all Part B requirements including general supervision.
- Funds under Section 619 must be allocated to IEAs and IEUs according to the following:
 - 70% of the total State allocation in school year 1987-88, and
 - 75% of the total State allocation in school year 1988-89 and thereafter.

* * * * *

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/4/87

BILL NO. HB 511

HOW MANY CHILDREN DOES THIS BILL AFFECT?

PRESCHOOL INCENTIVE GRANT ENTITLEMENTS
1987-88 School Year

(Based on December 1, 1985 Child Count)
\$110 - Per Child

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. H13511

In order for a school district to receive its entitlement, it must have an approved EHA Part B Grant and complete a Preschool Incentive Grant Application. Questions regarding this should be addressed to Marilyn Pearson, EHA-B Specialist, Department of Educational Services, 444-4428.

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>BEAVERHEAD</u>		
Grant Elem #7	4	\$ 440
Dillon Elem #10	6	660
Lima Elem #12	1	110
Polaris Elem #21	1	110
Jackson Elem #24	1	110
Reichle Elem #26	2	220
	<u>15</u>	<u>1,650</u>
<u>BIG HORN</u>		
Hardin Elem #17-H	13	1,430
Lodge Grass Elem #27	5	550
	<u>18</u>	<u>1,980</u>
<u>BLAINE</u>		
Chinook Elem #10	7	770
Harlem Elem #12	20	2,200
Lloyd Elem #24	1	110
	<u>28</u>	<u>3,080</u>
<u>BROADWATER</u>		
Townsend Elem #7	1	110
	<u>1</u>	<u>110</u>
<u>CARBON</u>		
Red Lodge Elem #1	7	770
Bridger Elem #2	6	660
Joliet Elem #7	3	330
Luther Elementary #10	1	110
Roberts Elem #23	2	220
Belfry Elem #34	3	330
	<u>22</u>	<u>2,420</u>
<u>CARTER</u>		
Hammond Elementary #1	1	110
Ekalaka Elem #15	1	110
Ridge Elem #22	1	110
	<u>3</u>	<u>330</u>

Preschool Child Count
December 1, 1985
Page 3

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>FLATHEAD</u>		
Deer Park Elem #2	5	\$ 550
Fair-Mont-Egan Elem #3	2	220
Swan River Elem #4	3	330
Kalispell Elem #5	19	2,090
Columbia Falls Elem #6	14	1,540
Creston Elem #9	1	110
Cayuse Prairie Elem #10	7	770
Helena Flats Elem #15	1	110
Kila Elem #20	3	330
Somers Elem #29	1	110
Bigfork Elem #38	2	220
Boorman Elem #39	1	110
Whitefish Elem #44	4	440
Evergreen Elem #50	9	990
Marion Elem #54	1	110
Bissell-Olney Elem #58	1	110
Mountain Brook Elem #62	2	220
West Valley Elementary #1	4	440
	<u>80</u>	<u>8,800</u>
<u>GALLATIN</u>		
Manhattan Elem #3	5	550
Bozeman Elem #7	52	5,720
Three Forks Elem #24-24	2	220
Monforton Elem #27	3	330
Anderson Elem #41	1	110
LaMotte Elem #43	1	110
Belgrade Elem #44	20	2,200
West Yellowstone Elem #69	4	440
Ophir Elem #72	1	110
Amsterdam Elem #75	2	220
	<u>91</u>	<u>10,010</u>
<u>GARFIELD</u>		
Jordan Elem #1	2	220
	<u>2</u>	<u>220</u>
<u>GLACIER</u>		
Browning Elem #9	33	3,630
Cut Bank Elem #15	6	660
East Glacier Elem #50	2	220
	<u>41</u>	<u>4,510</u>
<u>GOLDEN VALLEY</u>		
Ryegate Elem #6	1	110
	<u>1</u>	<u>110</u>
<u>GRANITE</u>		
Philipsburg Elem #1	1	110
Hall Elem #8	2	220
Drummond Elem #11	0	0
	<u>3</u>	<u>330</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>MCCONE</u>		
Circle Elem #1	<u>1</u>	\$ 110
	1	110
<u>MINERAL</u>		
Alberton Elem #2	1	110
Superior Elem #3	5	550
St. Regis Elem #6	<u>2</u>	<u>220</u>
	8	880
<u>MISSOULA</u>		
Missoula Elem #1	53	5,830
Hellgate Elem #4	3	330
Lolo Elem #7	2	220
Potomac Elem #11	4	440
Bonner Elem #14	4	440
Desmet Elem #20	2	220
Target Range Elem #23	6	660
Clinton Elem #32	5	550
Swan Valley Elem #33	2	220
Frenchtown Elem #40	<u>8</u>	<u>880</u>
	89	9,790
<u>MUSSELSHELL</u>		
Musselshell Elem #9	1	110
Roundup Elem #55	13	1,430
Meistone Elem #64-9	<u>2</u>	<u>220</u>
	16	1,760
<u>PARK</u>		
Livingston Elem #4	35	3,850
Gardiner Elem #7	2	220
Clyde Park Elem #41/38	2	220
Arrowhead Elem #75	2	220
Petroleum Elem #159	<u>2</u>	<u>220</u>
	43	4,730
<u>PHILLIPS</u>		
Dodson Elem #2-A	1	110
Saco Elem #12A	2	220
Malta Elem #14	14	1,540
Whitewater Elem #20AA	<u>1</u>	<u>110</u>
	18	1,980
<u>PONDERA</u>		
Heart Butte Elem #1	1	110
Conrad Elem #10	11	1,210
Valier Elem #18	3	330
Brady Elem #19	<u>1</u>	<u>110</u>
	16	1,760
<u>POWDER RIVER</u>		
Belle Creek Elem #22	3	330
Broadus Elem #79J	5	550
Horkan Elem #94	<u>1</u>	<u>110</u>
	9	990

Preschool Child Count
December 1, 1985
Page 7

SENATE F

EXHIBIT 4

DATE 3/9/87

BILL NO. HB 511

COUNTY	NUMBER OF HANDICAPPED CHILDREN	AMOUNT
<u>SILVER BOW</u>		
Butte Elem #1	60	\$ 6,600
Ramsay Elem #3	4	440
Melrose Elem #5	1	110
	<u>65</u>	<u>7,150</u>
<u>STILLWATER</u>		
Park City Elem #5	2	220
Columbus Elem #6	10	1,100
Molt Elem #12-12	1	110
Nye Elem #31	2	220
Rapelje Elem #32	1	110
Absarokee Elem #52-C	3	330
	<u>19</u>	<u>2,090</u>
<u>SWEET GRASS</u>		
Big Timber Elem #1	3	330
Melville Elem #5	1	110
Greycliff Elem #16	1	110
	<u>5</u>	<u>550</u>
<u>TETON</u>		
Choteau Elem #1	1	110
Fairfield Elem #21	3	330
Dutton Elem #28	3	330
Power Elem #30	2	220
Pendroy Elem #61	1	110
	<u>10</u>	<u>1,100</u>
<u>TOOLE</u>		
Sunburst Elem #2	1	110
Shelby Elem #14	6	660
Galata Elem #21	1	110
	<u>8</u>	<u>880</u>
<u>TREASURE</u>		
Hysham Elem #7	4	440
	<u>4</u>	<u>440</u>
<u>VALLEY</u>		
Glasgow Elem #1	7	770
Frazer Elem #2	1	110
Hinsdale Elem #7A	1	110
Upheim Elem #9	3	330
Nashua Elem #13	4	440
Fort Peck Elem #21	4	440
	<u>20</u>	<u>2,200</u>

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. HB 511

WHAT KIND OF SUPPORT DOES HB 511 HAVE?

3 Steve Bartlett (R)

Of Dallas — Elected 1982

Born: Sept. 19, 1947, Los Angeles, Calif.
 Education: U. of Texas, B.A. 1971.
 Occupation: Owner of tool and plastics company.
 Family: Wife, Gail Coke; three children.
 Religion: Presbyterian.
 Political Career: Dallas City Council, 1977-81.
 Capitol Office: 1709 Longworth Bldg. 20515; 225-4201.



In Washington: Two years into his House career, Bartlett has already shown an ability to build coalitions and shape bills with the sureness of a veteran legislator. He has made one of the most impressive debuts of any House member in memory.

Bartlett is a devout, partisan conservative; in 1984, he supported President Reagan's positions more often than any other member of the House. But he knows how to assume the role of conciliator and reach across the aisle to Democrats when that is to his advantage.

Bartlett's precocity as a legislator has had down side. He has been known to act superior to more senior members, a habit guaranteed to engender ill will. He also has irritated colleagues by rushing off press releases to claim credit for projects several members were involved in. But those flaws are obscured by the sheer bulk of his first-term legislative accomplishments.

Bartlett demonstrated his coalition-building skills most clearly during debate over bilingual education in 1984. He was instrumental in coaxing a compromise when most members felt the polarizing emotion on the issue would prohibit any satisfactory outcome.

The debate pitted defenders of traditional bilingual education — which offers children academic instruction in their native languages while they learn English — against a Reagan proposal to end requirements that federal money be used in the traditional way.

Bartlett was largely sympathetic to the Reagan position. From his post on the Education and Labor Committee, he introduced an amendment earmarking a percentage of bilingual funds for new methods. Viewed as a threat by defenders of traditional policy, the proposal was defeated by a vote of 8-10.

Bartlett then went to work on a compromise. He sat down with the leading Democratic spokesman for bilingual programs, Dale E. Kildeer of Michigan, and hammered out an agree-

ment that provided limited funding for alternatives, lowering the percentage he had originally proposed. The compromise passed the full committee in May, and went on to become law.

Bartlett also played a prominent role in the 1983 reauthorization of the law that provides for vocational rehabilitation of the handicapped. He balked when Democrats sought to attach spending increases for several domestic social programs to the act, and sought unsuccessfully to delete the additional programs from the bill.

But when it appeared that the rehabilitation program might sink under the weight of conflict over the other spending proposals, Bartlett tried a different approach. He attached the vocational rehabilitation language to a handicapped education bill, a move which won approval in both the House and the Senate.

Rep. Steve Bartlett (R)



Elected 1982; b. Sept. 19, 1947, Los Angeles, CA; home, Dallas; U. of TX, B.A. 1971; Presbyterian; married (Gail).

Career Real estate broker, 1971-76; Pres. and Founder, Meridian Products Corp., 1976-82; Dallas City Council, 1977-81.

Offices 1709 LHOB 20515, 202-225-4201. Also 6600 LBJ Freeway, Ste. 4190, Dallas 75240, 214-767-4848.

Committees *Banking, Finance and Urban Affairs* (13th of 19 R). Subcommittees: Domestic Monetary Policy; Financial Institutions Supervision, Regulation and Insurance; General Oversight and Investigations; Housing and Community Development. *Education and Labor* (7th of 13 R). Subcommittees: Labor-Management Relations; Labor Standards; Select Education (Ranking Member).

Group Ratings

	ADA	ACLU	COPE	CFA	LCV	ACU	NTU	NSI	COC	ACA	CSFC
1984	5	15	7	8	25	80	68	100	92	90	83
1983	0	—	0	8	22	91	71	—	100	93	84

National Journal Ratings

	Economic	Social	Foreign
1984			
Liberal	15%	8%	0%
Conservative	84%	88%	79%
1983			
Liberal	2%	7%	2%
Conservative	90%	92%	84%

Key Votes

1) Cap Tax Cut	AGN	5) OK School Pray	FOR	9) Cancel MX Missile	AGN
2) Extend SS Benefit	AGN	6) Limit Abortions	FOR	10) Halt Aid to Contras	AGN
3) Estab Dom Content	AGN	7) Approve ERA	AGN	11) Incr Aid to El Sal	FOR
4) Bar Imm Amnesty	FOR	8) Pass Imm Reform	AGN	12) Supp Nuclear Freeze	AGN

SENATE EDUCATION

EXHIBIT NO 4

DATE 3/9/87

BILL NO 413511

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. H.B. 511

Representative Steve Barlett (R-Texas)

Congressional Record, September 22, 1986

Speaking of P.L. 99-457...

"This bill establishes a national policy on early intervention which recognizes its benefits, provides assistance to States to build systems of service delivery, and recognizes the unique role of families in the development of their handicapped children. Families of infants and toddlers with handicaps are under tremendous strain. When early intervention services are provided to their handicapped children, at the same time a helping hand is being extended to families. I have visited early intervention programs in my home State of Texas and talked to parents of mentally retarded and physically handicapped infants. After hearing them talk about the benefits of the program to their child, one is struck by the pride and optimism that is part of their lives as a result of the early intervention program. It would not be an overstatement to characterize this bill as a profamily bill for families with handicapped infants and toddlers."

September 22, 1986

AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS

SENATE
EXHIBIT 1.66 4
SEP 22 DATE 05 3/1/87
1986
BILL NO. 1103
LEADERSHIP
FOR LEARNING

Dear Representative:

The American Association of School Administrators, the organization representing more than 17,000 local school superintendents and other education executives, recommends that you vote for passage of H.R.5520, reauthorizing the Education of the Handicapped Act, when it comes before the House under suspension of the rules.

While we continue to oppose federal education mandates that carry no funds to implement those mandates, this legislation, which mandates preschool handicapped services for three through five-year-olds, recognizes that schools simply cannot carry out its provisions without additional funds. The new requirement in H.R.5520 is to go into effect in 1990-91, but will be delayed one additional year if appropriations in 1990-91 do not meet the levels set in the bill. And we at AASA serve notice that if those levels are not met in 1991-92, we will actively oppose implementation of the 3 through 5 mandate at that time.

We support the Education & Labor Committee's decision not to link retention of existing handicapped education funds to compliance with the 3-5 mandate. Under H.R.5520, if a state chooses not to follow the preschool mandate, it simply forfeits all P.L. 94-142 funds designed to serve 3-5 year old handicapped children.

We also appreciate the provision which would prevent state health care and social service agencies from withdrawing any of their current services to preschool handicapped children.

This legislation is a vast improvement over the Senate version, S.2294. We deeply appreciate the time and effort Chairman Pat Williams and Ranking Minority Member Steve Bartlett put into reaching this compromise. The agreement on H.R.5520 represents the first time AASA and the education community have been offered the opportunity to reach a consensus bill with members of Congress and the handicapped community.

While H.R.5520 is far from perfect, we recommend that you vote for its passage.

Sincerely,


Bruce Hunter,
Director of Governmental Relations

DATE 3/4/87

BILL NO. HB 511



FEDERAL RELATIONS

Nellie C. Weil
President

Thomas A. Shannon
Executive Director
Michael A. Resnick
Associate Executive Director
Lynne Glassman
Director, Network Operations
Katharine L. Herber
Legislative Counsel
Edward R. Kealy
Director, Federal Programs

SEP 22 1986

September 22, 1986

U.S. House of Representatives
Washington, D.C. 20215

RE: H.R. 5520/Education of the Handicapped Amendments

Dear Representative:

The National School Boards Association (NSBA), on behalf of 96,000 local school board members across the nation, supports early intervention activities by all levels of government to provide improved services to pre-school handicapped children. The only question we have is how best to achieve that end.

Recently, the Senate passed S. 2294 which provides a federal mandate without the guarantee of new federal funding. Especially since pre-school services involve non-school aged children, NSBA vigorously opposes S. 2294 as it would pre-empt services (without federal funding) for school aged children -- regardless of the fiscal condition of the school system. By contrast, the House Committee on Education and Labor unanimously reported out H.R. 5520. Although this bi-partisan bill does not carry as strong a guarantee for funding as we like, H.R. 5520 is indeed a feasible alternative to the unfunded federal mandate contained in the Senate's bill.

Since Congress has shown a clear intention to legislate on pre-school services, NSBA urges the House to pass H.R. 5520 as a manageable alternative to S. 2294 -- or that type of unbridled mandate in future years. H.R. 5520 does not penalize states that choose not to participate by withholding federal funds for school-aged children -- and it does provide significant partial funding for the new services.

Thank you for your interest in the needs of the nation's public schools.

Very truly yours,

Nellie C. Weil
President

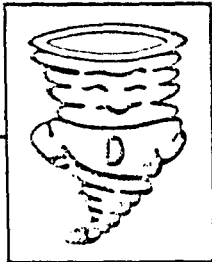
Thomas A. Shannon
Executive Director

NATIONAL SCHOOL BOARDS ASSOCIATION

1680 Duke Street, Alexandria, Virginia 22314 / (703) 838-6722

...serving American education through school board leadership

16



Cyclone
Country

DENVER COMMUNITY SCHOOL

P.O. BOX 384

SENATE EDUCATION
EXHIBIT NO. 4
DATE 3/9/87
BILL NO. 113-571

DENVER, IA 506

Superintendent

Robert G. Conway
401 East Franklin St.
(319)984-6323

High School Principal

Ronald G. Knudson
541 East Eagle St.
(319)984-5639

Middle School Principal

Robert H. Ehrhardt
540 Lincoln St.
(319)984-6041

Elementary Principal

Duane T. Boehmke
401 East Franklin St.
(319)984-5611

RECEIVED

DATE 12-2-86

PLUK

October 24, 1986

The Honorable Pat Williams, Chairman
Subcommittee on Select Education
U.S. House of Representatives
Washington, D.C. 20515

*Cathy
Wed
100% (Ally)
from actual
interview*

GG
RS
(912)

RE: H.R. 5520, The Education of the Handicapped Amendments

Dear Chairman Williams,

I am writing to express my appreciation to you for the special effort which you undertook in developing H.R. 5520 (the Education of the Handicapped Amendments) as an alternative to the Senate bill, S. 2294. It is fundamentally different and superior to its Senate counterpart in commitment and spirit. It respects both the needs of pre-school handicapped children and the governmental concerns of local school districts.

I understand that this bill was developed after extensive consultations with several groups representative of various viewpoints. In this regard, local school officials do appreciate that you included NSBA's representative in those discussions.

You are to be congratulated for developing an alternative bill, and for the openness with which you considered the concerns of local school districts. Once the program is made operational, we are looking forward to following up with you for any refinements that may be needed.

Sincerely,

Jean Martin, President
Denver Board of Education
Denver Community School District
401 E. Franklin
Denver, Iowa 50622

JM/ss

Conservatives have hearts, too

Handicapped need help

In 1972 Jonathan Will, with a nice sense of family tradition, was born on May 4, his father's birthday. So in a few days he will attain the status of teen-ager, with all the prerogatives pertaining thereto.

A wit has written that adolescence was first considered a phase, then a profession and now is a nationality. Jon's acquisition of citizenship in that nation comes on the heels of a recent ruckus here about people like him.

He has Down's syndrome, a genetic defect involving varying degrees of mental retardation and, sometimes, serious physical defects.

When he was born we were bombarded with advice and information, much of it mistaken. Even 13 years ago, there was more certitude than certainty in the prognoses, most of which were too pessimistic.

It is said we are all born brave, trusting and greedy, and remain greedy. I am pleased that Jon has been like that — like the rest of us, because it was depressing to be told, repeatedly, that children with Down's syndrome "are such happy children."

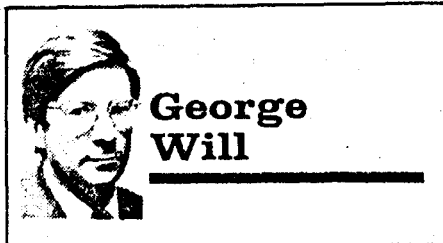
That implied sub-human simplicity, a mindless cheerfulness of the sort racists once ascribed to blacks. Jon, like the rest of us, is not always nice or happy. Indeed, he has the special unhappiness of having more complicated feelings than he has the capacity to express.

He certainly has enough problems without being badgered by bureaucrats telling him to quit avoiding the central issues of his life.

Recently two officials of the U.S. Department of Education resigned after stirring a storm with interesting metaphysical and political thoughts.

One official was a woman who readers of this column met in 1983 when she was saying that a "key reason" for declining academic achievements is that the government has been catering to groups such as the handicapped "at the expense of those who have the highest potential to contribute positively to society." This struck me as a frivolous analysis of a complex phenomenon and

National Columnist



George
Will

a dangerous subordination of individual rights to calculations of social utility.

She wrote a response, just now circulating, in which she said (as the sympathetic Wall Street Journal phrased it) that, "We are on Earth not mainly to promote our secular equality but to use our varying Earthly circumstances to perfect ourselves morally."

Nice try, Journal. But what she really said was:

"They (the handicapped) falsely assume that the lottery of life has penalized them at random. This is not so. Nothing comes to an individual that he has not, at some point in his development, summoned. Each of us is responsible for his life situation."

And, "There is no injustice in the universe. As unfair as it may seem, a person's external circumstances do fit his level of inner spiritual development. ... Those of the handicapped constituency who seek to have others bear their burdens and eliminate their challenges are seeking to avoid the central issues of their lives."

Jon avoids making his bed, but is hot to confront central issues of his life, such as why the Baltimore Orioles start slowly. His father is trying to fathom how Jon "summoned" chromosomal problems.

Sen. Lowell Weicker, chairman of the appropriations committee that deals with education, got very exercised about what the woman wrote, but Weicker probably gets exercised about oatmeal, "Gilligan's Island" re-runs and rainy Tuesdays. Everything gets Weicker wrought up, and this

issue would have done so even if he did not have a son with Down's syndrome.

The woman resigned as did another education department official, who favors repeal of, among other things, PL 94-142. That law guarantees handicapped children a free, appropriate public education.

To millions of handicapped persons and their parents, it is as important, substantively and symbolically, as the Voting Rights Act is to black Americans. The official who advocated repeal was betraying a president who supports it.

The two resignations detonated the Wall Street Journal's editorialists. They issued another denunciation of us sinners who live within the Washington Beltway.

The Journal said the two officials were victims of "the usual crazed antibodies," meaning "the Beltway white cells" in a "feeding frenzy" to destroy Ronald Reagan and red-blooded conservatism.

The strain of manning the ramparts of right-wing purity may be getting to the Journal. We inside the Beltway no doubt have shortcomings unknown in south Manhattan, which the Journal considers the perfect place to take America's pulse. But we know some things, including these:

Reagan opposes weakening PL 94-142. He has enough problems without being saddled with supporters who define conservatism in terms of dismantling such protections and who associate conservatism with crackpot metaphysics about (hey, cheer up, Ethiopians) the perfect justice of the universe.

If the Journal can believe that American does or should want such conservatism, then the Journal can believe anything — for example, that budget cuts and economic growth are going to balance the budget. The Journal believes that, too.

SENATE EDUCATION

EXHIBIT NO. 4

DATE 3/9/87

BILL NO. HB 511

Handicapped get head start in Ronan

by Bob Phillips

What happens when a developmentally disabled child does not receive any kind of specialized training before kindergarten? According to Ronan special education coordinator Bob Slonaker, the child often pays for a lifetime because of that lack of early attention during critical development years.

Fortunately for many handicapped children in the area, the Ronan school system offers a pre-school special education program that is unique for a district of its size, says Slonaker. Now in its eighth year, the program provides special help for children with a variety of handicaps --- from language difficulties and learning impairment to severe brain damage.

That early help makes a tremendous difference in how well the child is able to adapt to circumstances and succeed in school, Slonaker said. Even today, many handicapped children in this country do not begin receiving special help until kindergarten or first grade, which time it is often more difficult to deal with their problems, he said.

That early help is most noticeably beneficial in kids with language and speech problems, said Slonaker. Any child who would otherwise have serious learning and language difficulties because of their language handicaps will begin school with a big head start in overcoming those handicaps, he said.

"I personally feel it's extremely important...instead of leaving a big void for five years," said Slonaker. "Here's just tons and tons of research that shows that school training pays off."

The woman who actually teaches the pre-schoolers,

Eileen Heaston, must frequently reach deep into her "bag of magic tricks" in order to reach some children.

One child, for instance, showed virtually no awareness of activities or sounds around her. Suffering from extensive brain damage, she also displayed no emotional responses toward things which would normally elicit strong reactions in other children.

Heaston finally began making inroads with the girl by pointing a long cardboard tube at her and speaking through it. The strange sound and subsequent appearance of an eye at the tube's other end eventually attracted the child's attention.

"I think the best way to approach them is just on a real positive level," said Heaston. "You need to be creative."

The nature of the handicap doesn't always tell the teacher just how to deal with it, she noted. Each student is an individual who must be dealt with in a unique way. One of the main keys is to avoid from placing limitations on handicapped children, she added.

"You work with so many different levels," she said. "I think you have to appreciate the small gains you make with each child. And they're sometimes hard to notice. I think I approach it from a philosophy of not setting limitations on them."

Slonaker pointed out that the philosophy of limitations was prevalent in this state only a decade ago. The idea that, "There's nothing we can do for them" resulted in innumerable commitments of handicapped individuals to state institutions when perhaps many of those individuals could have learned how to live and

cope within mainstream society.

Even some modern programs, with their specialized groupings of various handicapped people, tend to lead to some "self-fulfilling prophecies," said Slonaker. They assume that because Johnny has one particular kind of learning disability, he will therefore never be able to rise beyond a certain level, he said.

In the Ronan program, however, "The assumptions we work under are that the child's potential is unlimited," he said. And that assumption, he added, has helped many youngsters attain far more by first grade than anyone might have thought possible.

The Ronan program is unique for a school district of this size, and is the only center-based preschool special education program in the area, said Slonaker. Efforts are constantly being made to find children who might benefit from the early help, he added.

Funding is a concern of Slonaker right now, since Montana Gov. Ted Schwinden has ordered 2 percent cuts in several state programs. There isn't any slack in the program to cut, said Slonaker.

In the meantime, the program will continue to give handicapped children the best chance they can get to develop lives as close to the mainstream as possible, he said.

The program --- which has seen many children go beyond the kinds of expectations common in the world of special education a decade ago --- will continue to benefit from what Slonaker calls "a very optimistic attitude about helping children."



THE FORMATIVE PRE-SCHOOL YEARS are critical for the development of skills in handicapped child says Ronan special education pre-school instructor Eileen Heaston, seen here with student Christina Acevedo.

(Bob Phillips/PH)



State budget ax threatens special education program

—Page 5A



Gazette photos by Larry Meyer

Ernest Wilcox, above, hugs music teacher Susan Tippetts. Coordinator Pat Gum, left, says cuts could endanger a successful special-education program for preschoolers.



Budget ax might fall on preschool program

By KIM LARSEN
Of The Gazette Staff

Educators fear state budget cuts may ax a School District 2 program for disabled children that they contend saves money in the long run.

The program consists of half-day special-education classes for preschool children 3 to 6 years old.

Coordinator Pat Gum said it is so successful that 35 percent of the children do not need more special education after they start the first grade.

The success in Billings is 2 percent higher than the national average, according to Gum.

If the pre-school program were eliminated, more children would be enrolled in the more expensive full-day special-education classes, Gum said.

Educators fear the district may lose the preschool program because of the state's financial crunch. The Legislature will meet in special session next month to tackle the state's multimillion-dollar budget deficit.

Legislators could cancel a 4-percent increase in fiscal 1987 for the state's foundation program, which funds about

two-third's of District 2's budget. And some legislators are talking about cutting the foundation even further.

The preschool program probably would be eliminated or drastically cut back if state money is eliminated because the program is not required by state law.

"If we can't meet mandated programs, we have to cut the non-mandated programs," Gum said. An attempt to make the pre-school program mandatory failed by two votes in the 1985 Legislature, she said.

Legislators and others were invited to view the program this week at Poly Drive School.

State Sen. Tom Towe, D-Billings, watched classes on Monday and said it would be foolish to eliminate the program since it is cost-effective and is able to put 35 percent of the children into regular classes.

The program may have to take a 5-percent cut like other programs, Towe said. This would increase teacher-pupil ratios but still save the program, he said.

The Legislature could make the the program mandatory and keep it funded, Towe said. But this would increase the cost statewide because districts without

programs would have to provide them.

Gum said the increased cost would not be too much because severely handicapped children are already identified. "Since we have the figures, we can anticipate the cost, which won't be too much more," she said.

School District 2 spends a little more than \$2,000 annually on each of the approximately 120 students in the program, according to Ned Laird, executive director of pupil services.

Poly Drive Principal Robert Barone said the program serves children who are mentally retarded; have speech, hearing, orthopedic, or health impairments; suffer learning disabilities; or are multiply handicapped.

The program is offered at McKinley, Bench, and Poly Drive schools and the Montana Center for Handicapped Children at Eastern Montana College.

Poly Drive's open house will continue through Friday so the public can see the preschool program in action. Open-house hours are 8:40 a.m. to 11:10 a.m. and 11:50 a.m. to 2:20 p.m.

District 2 also has a program for children from birth to 3 years old. It, too, could be endangered since it is not mandatory.

SENATE EDUCATION
EXHIBIT NO. 41
DATE 5/16/87
BILL NO. 2223 S.1

SEN
EXHIBIT
DATE
BILL N

The Hardin Herd Around



Happy faces

Instructor Tina Visscher and volunteer Connie Enzminger and members of the special Pre-School class showed off a wooden kitchen set made for them by Press Clinton of Hardin. It's one of several used in the class. High school

shop instructor Guy Monroe the class, which has also high school student volunteer and Leah Hochhalter.

New school helps handicapped

SPECIAL KIDS

School Districts 1 and 17-H are getting a jump on the rest of the state, and for that matter its own education system, with a program that is aimed at preparing handicapped pre-schoolers to enter the regular school environment.

Specifically designed for handicapped children between the ages of three to five, the service provides a full pre-school curriculum for development of pre-academic skills, social and self-help skills and offers the auxiliary services of a speech and physical therapist.

Beginning at 8 a.m. each school day classroom teacher Tina Visscher takes charge of nine students and guides them through a three-hour session. Individual education plans pinpoint specific learning objectives that are needed by the child to function more normally in the school environment.

"Studies on pre-school handicapped children have shown that early intervention is very effective in preparing these children to enter the regular school program," Visscher said.

The Hardin school board voted to provide special education services to handicapped, pre-school children residing in the district last spring.

"The board was made aware of an increasing need for these services by Steve D. Smith, school psychologist and coordinator of special

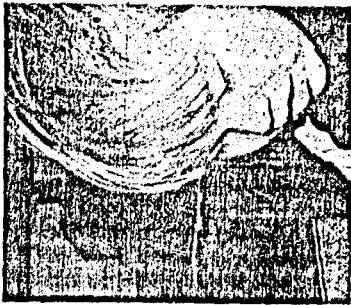
definite need in the community," Visscher added. "The board is to be commended for putting this program into our educational system."

The services are available to any child evaluated to be in need of such services, Visscher said.

She emphasized, "It is not a day care facility."

The program is located in the Intermediate School and is in operation from 8 to 11 a.m. In addition to Visscher, John Vale is the speech therapist and Laura Kozlark is the physical therapist.

Visscher said to refer a child to the program, call Smith at 665-3621, or write to 522 N. Center Street, Hardin, MT 59034.





allocating the funds necessary to start the program is an exceptional educational service and is not duplicated in many school districts in Montana. She said it is not mandated by law at this time, but feels that legislation requiring pre-school opportunities for the handicapped will pass in the next session of the Montana Legislature. She said a bill in the last session was narrowly defeated.

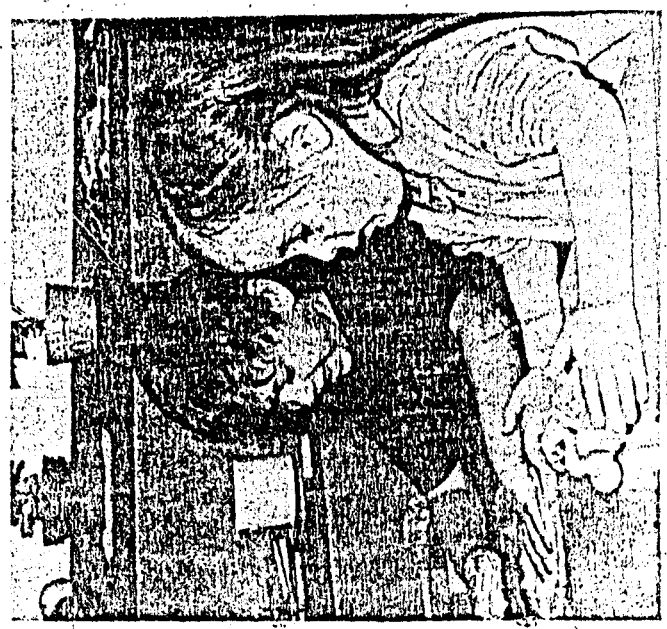
"It exhibits a real concern for education by the board and serves a

Division 10
DATE 5/9/87
440511

Shaving-cream finger painting

Tina Visscher's pre-school class for the handicapped offers an opportunity for children to prepare themselves for entering the regular

school district classes later. Here, during fun-time, the kids try fingerprinting with an old favorite, shaving cream.



“Everything is beautiful, in its own way...”

TO: SENATE EDUCATION COMMITTEE

SENATE EDUCATION

EXHIBIT NO. 5

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

DATE 3/9/87

RE: SENATE BILL 511

BILL NO. H49511

Mr. Chairman and Members of the Committee:

You will hear today from many parents the stories of how early intervention programs and pre-school have helped their children. Our daughter, Becki, is one of those children. She is severely retarded and is now 11 years old and engaged in a daily battle to reach her potential. She is succeeding admirably.

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

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

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

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

OFFICE OF PUBLIC INSTRUCTION

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

Ed Argenbright
Superintendent

February 16, 1987

To: Representative Ralph Eudaily
Education and Cultural Resources Committee

From: Gail Gray
Director of Special Education

Re: HB 511 Fiscal Impact with Amendment

Assumptions:

1. In the 1990-91 school year federal Preschool Incentive Grant (PIG) funds will be appropriated at a \$500.00 per handicapped child level. The authorization level would be \$1,000.00 per handicapped child.
2. Education of the Handicapped Act, Part B funds for the 1990-91 school year will be appropriated at a level to allow distribution of \$228.00 per handicapped child and youth age 3-21. This is the present level.
3. 2603 preschool handicapped children, age 3-5, will be served. 1404 were served on December 1, 1986, 1199 will be newly identified if a mandate is in place.
4. Montana will lose all handicapped preschool education funds beginning in the 1990-91 school year if eligible handicapped preschool students are not served at that time. This is the present statutory language of the Education of the Handicapped Act as reauthorized in 1986.

Federal Funds Available to Montana Schools in the 1990-91 School Year

2603 handicapped students, age 3-5
x500 \$ PIG funding

\$1,301,500

2603 handicapped students, age 3-5
x228 \$ EHA-B funding

\$593,484

Total: \$1,894,984

February 16, 1987

Page 2

\$1,616,100	additional cost of mandate
872,872	\$728 per child additional federal revenue
	\$500 PIG, \$228 EHA-B
<u>743,228</u>	
- 547,560	\$390 per presently served child addition for PIG
<u>\$ 195,668</u>	net dollar need

\$195,668 potential cost to state funds

\$1,894,984 potential loss of federal district distribution funds, in addition to these would also lose all discretionary funds for preschool services such as those at the University Affiliated Program in Missoula and in Browning at Headstart



DEVELOPMENTAL DISABILITIES PLANNING AND ADVISORY COUNCIL

25 South Ewing - Room 506, Helena, MT 59620

(406) 449-8325

March 9, 1987

BEFORE THE SENATE COMMITTEE ON EDUCATION AND CULTURAL RESOURCES Senator Bob Brown, Presiding

In the matter of HB 511, A bill for)	STATEMENT OF THE
an act entitled: "An act to require)	MONTANA STATE DE-
preschool special education for)	VELOPMENTAL DISA-
handicapped children between the ages)	BILITIES PLANNING
of 3 and 5 by September 1, 1990; and)	AND ADVISORY COUN-
amending Section 20-7-411, MCA")	CIL

Purpose of the Council

The Montana State Developmental Disabilities Planning and Advisory council is a citizen-based advisory group. Its 22 members, appointed by the Governor of the State of Montana, provide a forum for consumer and professional involvement in planning and advocating for quality of life issues for persons with developmental disabilities. The Council administers federal funds, paid to the State of Montana, to make a significant contribution toward strengthening services for persons with developmental disabilities.

History of Council's Support of Preschool Services

In the Spring of 1982, Council began to gather information, and to review policy-making recommendations for preschool services in Montana. And Council members funded the review and analysis (\$26,000) necessary to understand the need for statewide preschool services. This work was undertaken, jointly, by the Montana Center for Handicapped Children and the Montana University Affiliated Program Satellite. The findings and recommendations of this project formed the basis for a "grass roots" coalition of consumers and professionals who have worked and advocated for these services since the 1983 Legislative Session.

Council's Position on HB 511

The Council, as a mandated advocacy and planning organization, supports HB 511. Its enactment will enable the State of Montana, to respond to the needs of its very young citizens at a point in their lives when structured and systematic educational and other assistance is paramount to 1) mitigate of their condition(s); and, 2) initiate the reduction of costs, to the State, of ongoing services and programs beyond the early years of ages 3 - 5.

END

March 9, 1987

Senator Bob Brown
Chairman Senate Education
Committee
State Capitol
Helena, Montana

SENATE OFFICE

EXHIBIT NO. 8

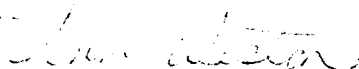
DATE 3/9/87

BILL NO. HB 511

Dear Senator Brown:

I hope you will support H.L. 511 and encourage your peers to also vote in favor of the handicapped preschool program. My son has benefited greatly from his preschool program since he was three years old. I believe all handicapped children in the state of Montana should have equal opportunities so they may reach their full potential. Thank you for your time and consideration in this matter.

Sincerely,



Anne Weston
Helena, Montana

STANDING COMMITTEE REPORT

March 11, 1937

MR. PRESIDENT

Alicia C. Pichette

714 Sixth Avenue
Helena, MT 59601

March 9, 1987

SENATE EDUCATION
EXHIBIT NO. 9
3/9/87
BILL NO. HB 511

Senator Bob Brown, Chairman
Senate Education Committee
State Capitol
Helena, MT

Dear Senator Brown;

Today, you will be hearing proponent testimony to HB511. I am also asking your support for mandated pre-school services for handicapped children. Under PL99-457 the U.S. Congress has allocated funding for states to establish and expand pre-school special education programs to include all handicapped infants and toddlers.

With our state's current budget concerns the funding offered can make a statewide mandate for services possible. The financial benefits of early identification, intervention and education are well documented (Perry Preschool Project, 1978; Dr. Mary Woods study, 1980), and the benefits to families of special needs children are beyond financial value.

Please support HB511 and make special education services available to all Montana's special needs pre-school aged children.

Thank you.

Sincerely,

Alicia Pichette
Alicia Pichette

STANDING COMMITTEE REPORT

March 10, 1987

MR. PRESIDENT

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE BILL No. 173

third reading copy (blue)
color

**DISQUALIFY COUNTY SUPERINTENDENT FROM SPECIAL EDUCATION
CONTROVERSIES**

PETERSON (REGAN)

Respectfully report as follows: That HOUSE BILL No. 175

BE CONCURRED IN

~~DO NOT PASS~~

~~DO NOT PASS~~

SENATOR BOB BROWN, Chairman.

STANDING COMMITTEE REPORT

MARCH 10, 1937

MR. PRESIDENT

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE BILL No. 349

third reading copy (blue)
color

**ALLOW EQUIPMENT REPAIR AS ALLOWABLE COST FOR SPECIAL
EDUCATION PROGRAMS**

HANNAH (PINSONEAULT)

Respectfully report as follows: That HOUSE BILL No. 349

BE CONCURRED IN

~~ADOPTED~~

~~UNANIMOUSLY~~

SENATOR BOB BROWN,
Chairman.

STANDING COMMITTEE REPORT

MARCH 10, 1987

MR. PRESIDENT

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE BILL No. 511

third reading copy (blue)
color

**REQUIRE SPECIAL EDUCATION PROGRAMS FOR 3-TO 6-YEAR-OLDS
BY 1990**

DRISCOLL (REGAN)

Respectfully report as follows: That HOUSE BILL No. 511

BE CONCURRED IN
EXCHASS

CONCURRE

SENATOR BOB BROWN,

Chairman.

MISSOULA COUNTY

BOARD OF COUNTY COMMISSIONERS

• Missoula County Courthouse • Missoula, Montana 59802
(406) 721 5700

BCC-87-059

February 2, 1987

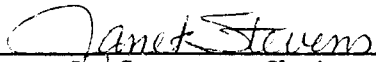
Robert J. Brown, Chairman
Senate Education and Cultural Resources Committee
Montana State Senate
Capitol Station
Helena, MT 59620

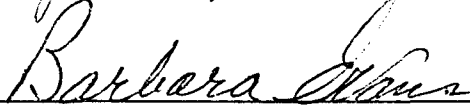
Dear Senator Brown:


We are writing in support of HB-175, which would remove county superintendents of schools from hearing due process special education cases. These cases take an inordinate amount of time in research, not to mention the emotional toll on all concerned. We support the effort of the Office of Public Instruction to replace our present system of hearing due process special education cases with an impartial hearings officer who would hear all cases throughout the state.

Sincerely,

MISSOULA BOARD OF COUNTY COMMISSIONERS


Janet L. Stevens, Chairwoman


Barbara Evans, Commissioner


Ann Mary Dussault, Commissioner

BCC/RV/lm

cc: Committee Members
Missoula Legislators
Rachel Vielleux, Missoula County
Superintendent of Schools