

MINUTES

MONTANA HOUSE OF REPRESENTATIVES 52nd LEGISLATURE - REGULAR SESSION

SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **CHAIRMAN RAY PECK**, on January 10, 1991, at 8:00 a.m.

ROLL CALL

Members Present:

Rep. Ray Peck, Chairman (D)
Sen. Greg Jergeson, Vice Chairman (D)
Sen. Don Bianchi (D)
Rep. Larry Grinde (R)
Sen. H.W. Hammond (R)
Rep. Mike Kadas (D)

Staff Present: Pam Joehler (LFA) and Skip Culver (LFA) and Melissa Boyles (Secretary).

Please Note: These are summary minutes. Testimony and discussion are paraphrased and condensed.

Announcements/Discussion: **CHAIRMAN PECK** announced that **Pam Joehler** had spoken to **John Hutchinson** on January 9, 1991 regarding the university system's interest in having representatives from the Governor's Education Commission attend the university budget hearings. **Dr. Hutchinson** also offered suggestions which he felt would shorten the schedule. **EXHIBIT 1**

CHAIRMAN PECK asked **Ms. Joehler** for information on travel plans to the community colleges. At this time there is not a plane available for the Eastern Montana trip. There is a possibility of using a commercial airline for that trip.

HEARING ON BOARD OF PUBLIC EDUCATION

Tape No: 1

Skip Culver, Associate Fiscal Analyst, distributed and reviewed a handout on Current Level Comparisons. **EXHIBIT 2** Mr. Culver stated that the budget has declined approximately 2% from the 1991 Biennium. This is due primarily to two factors. Two positions have been vacated and filled at a lower grade level. In addition, contracted services are approximately \$4,000.00 less than was appropriated for.

Doug Schmitz, Executive Budget Analyst, stated that the L.F.A analyst was accurate.

Allen Nicholson, Board of Public Education, distributed a handout on Prioritized Budget Issues. **EXHIBIT 4**

Dr. Wayne Buchanan, Executive to the Board of Public Education, stated the importance of a locking cabinet for sensitive papers, depositions, affidavits, etc.

Mr. Nicholson asked **Dr. Buchanan** to comment on the National Association Dues. **Dr. Buchanan** feels that it is extremely important for the Board to belong to its National Association. Boards; smaller states realize more from these associations than boards from larger states.

CHAIRMAN PECK asked **Dr. Buchanan** if the college paid the expenses of the review team. **Dr. Buchanan** replied that it did not pay for the ex-officio members.

REP. KADAS asked how much was in the commissioner's budget for rent. **Mr. Nicholson** stated that once in the MHESAC building, it will be paying 9.50/SF for rent, including the space they have rented for the Board of Public Education.

REP. KADAS asked if the BPE wanted to stay housed with the commissioners or to be with The Office of Public Instruction. **Mr. Nicholson** stated that at this time the Board has not made a decision.

Dr. Buchanan noted that the board voted and is on record to move into the new MHESAC building when it is completed.

CHAIRMAN PECK asked **Pam Joehler** to comment on the rent payments. **Ms. Joehler** stated that the current rent payments are 84,000./Yr. for the Commissioner's Office including the space that the BPE occupies.

Dr. Buchanan noted that it does not exist that the commissioners office has to provide housing for the BPE

REP. KADAS asked if the Commissioner currently intended to make room for the BPE in the MHESAC building. **Dr. Buchanan** stated yes.

REP. GRINDE requested an explanation of who occupies the MHESAC building. **Ms. Joehler** stated that MHESAC is a private corporation established as a secondary loan market for student loans. They will be the primary occupants and owners of the building. Commissioner of Higher Education and the BPE will be tenants.

Eric Feaver, President of the Montana Education Association, supports the testimony delivered today by the representatives of the BPE. He noted that the Governor's budget is more generous than the L.F.A.s and hopes that the subcommittee would go that direction.

Mr. Feaver stated the importance of belonging to the National Association NASBE. Montana is not networked with the other states when it comes to the issues that face public education. Montana is the only state in the Union that is not a member of the Educational Commission of the States.

Jesse Long, Executive Director of the School Administrators of Montana, supports the amendment that has been suggested by Mr. Nicholson. One issue that administrators are concerned with is that State Board of Public Education members are able to have exposure to SAM memberships so that they can be in contact with the administrators. Accreditation standards have changed in the past several years, and it is necessary for state board members to be in direct contact. Mr. Long spoke in support of agency funding for housing.

CHAIRMAN PECK noted that the School Boards Association Statement is in the same position as the MEA.

Terry Minow, Montana Federation of Teachers, feels there is a good background for why these amendments are needed and why an adequate salary is necessary for Dr. Buchanan as well as all state employees.

Kay McKenna, Montana Association of County School Superintendents, stated that in the past the BPE has been greatly accessible to her as a County Superintendent. Ms. McKenna supports the BPE's request for additional travel reimbursement.

SEN. BIANCHI asked if there was space available at OPI for the BPE. Dr. Buchanan said no.

Mr. Nicholson stated that BPE has tentatively committed itself to the MHESAC building.

REP. GRINDE asked if a motion had been made by the Board to move to the MHESAC building. Dr. Buchanan said yes because they have to be out of their present location by late next fall.

There being no further business the hearing on the Board of Public Education was adjourned.

CHAIRMAN PECK turned the meeting over to Vice Chairman JERGESON

HEARING ON SCHOOL FOR THE DEAF AND BLIND

Skip Culver, LFA, distributed and reviewed a handout on Current Level Comparisons. EXHIBIT 4 Mr. Culver stated that the current level budget increases 2.3% compared to the 1991 Biennium. The changes in current level operating expenses above FY90 include an additional \$16,000. in 1992 and \$23,000. in 1993. This is for inflation and increased audit fees. Mr. Culver included \$5,000.

per year for a leased purchase payment on a 15 passenger van to replace a 1975 van with over 100,000 miles. Funding for the School for the Deaf and Blind is 85% General Fund. Other sources include I & I Trust Income and Federal school lunch funds, Chapter 1 special Education. In addition to the current level budget, the Executive Budget has recommended two budget modifications, a night watchman and a supervising teacher.

Mr. Culver stated that there is an issue in the administration program which should be brought to attention. House Bill 100 included a \$3,700. per year increase in the superintendents salary for a housing allowance. The Board of Education approved a housing allowance of \$7,800. per year. In addition, the business manager received a 15% salary increase in 1990 and a 6% salary increase in 1991. If the subcommittee chooses to consider the salary increases for personal services, the administration budget would have to increased above the current level that was recommended.

The budget includes \$47,000. per year for student travel. This includes nine trips for students to return to their homes from the school during the school year.

Mr. Culver stated that in 1990 and 1991 the legislature appropriated approximately \$168,000. of Chapter 1 funds. These funds did not materialize and last year the school only received approximately \$149,000. It appears that in the next biennium they will only receive \$130,000 per year. As a result, Mr. Culver reduced the program by 1.09 FTE to accommodate the loss in Federal funds.

Mr. Culver stated that the 51st Legislature appropriated approximately \$111,000 in House Bill 100, for annual leave and holiday pay; this was line itemed, to accommodate a court settlement. This \$111,000 did not receive a seperate appropriation in accounting system and it was impossible to track exactly how the money was spent. Mr. Culver is not concerned that the money was not spent as intended; but wanted to point out the fact that it is impossible to track these funds even though they were line itemed.

Doug Schmitz, Executive Budget Analyst, stated that one differences in the analysis between the LFA and OBPP is in the operating costs. OBPP did included an extra \$20,000 for repair on one of the facilities that is deteriorating. This was pulled from the long range building plan and suggested that it be funded through the normal operation of the school.

VICE CHAIRMAN JERGESON asked if the reduction in Federal money was a result of the Legislative negotiations in the budget that was adopted by congress last fall? Mr. Culver stated that he believed that was true.

Ms. Joehler stated that Gail Gray, OPI was present to answer technical questions regarding Federal Chapter 1 funds.

VICE CHAIRMAN JERGESON asked Ms. Gray to answer the question on Federal money.

Ms. Gray stated that there was some reduction from the U.S. Department of Education level, primarily because many children in the 89-313 count are preschool children and the law mandates they be served in their district as well. They need to obtain the services from the state school but are getting services from their local school as well.

REP. BARDANOUVE asked what the debt service is on the van? Mr. Culver stated that it is a four year, lease-purchase payment plan.

REP. BARDANOUVE asked why we approved a lease purchase vehicle? Mr. Culver stated so that in any one fiscal year the level of expenditures was kept down.

REP. BARDANOUVE asked if it cost more on a leased purchase? Mr. Culver stated yes.

Bill Prickett, Superintendent Montana School for the Deaf and Blind, distributed and reviewed written testimony. Also attached are two informational sheets on Children served by MSDB, and a Budget Modification for the MSDB. EXHIBIT 5

REP. KADAS, requested a copy of the auditors report. EXHIBIT 6

Mr. Prickett handed out a copy of the Accreditation Report. EXHIBIT 7

SEN. HAMMOND, asked how many students were at the school. Mr Prickett said approximately 100 children are in residence at the school. Fifty of these students live in Cascade County and fifty come from other counties. The count of 101 in Cascade County is approximately 50 enrolled in MSDB and another 50 enrolled in the Great Falls public schools who are visually impaired students which MSDB is serving through its outreach program.

Mr. Prickett stated that since he has been at the MSDB, the Chapter 1 funding has been consistently less than the amount appropriated in their budget. The school has been running at a deficit each year in that area.

Mr. Prickett stated that if the program is reduced by 1.09 FTE, one of the itinerant consultants who serves 24 of the counties in the state would have to be eliminated. The recreation specialist would be reduced to a half-time position. This would eliminate the after school recreation program, and competitive athletics. EXHIBIT 8

Mr. Prickett stated that the Governor's Budget Office recognized the importance of this and included it in the Executive Budget. **Mr. Prickett** asked that the committee concur with the Executive Budget in this area.

Mr. Prickett stated that an analysis of the increased cost airline tickets for 24 students an increased cost of over \$15,000.00. **EXHIBIT 8**

REP. GRINDE asked about the children at the MSDB. **Mr. Prickett** stated that many of the children have more than one handicap. Several of the children are wheelchair bound in addition to being either deaf or blind. Every child has a handicap of deafness or blindness and some have additional handicaps.

REP. GRINDE, asked to what extent these children are deaf and blind. **Mr. Prickett** said that it varies. The hearing impaired children have difficulty hearing as a primary means for information. Some of the visually impaired students can read if the print is large enough and some can only read braille.

SEN. HAMMOND asked if the school supplied the braille textbooks for the students served by public schools. **Mr. Prickett** said they provide the public school children with braille books, large print material, and braille machines in the local school district. **SEN. HAMMOND**, stated that the local schools should be responsible for the materials and not the M.S.D.B.

Bill Sykes, stated that because the M.S.D.B. is the American Printing House for the blind, and the ordering house for the entire state they are responsible for supplying the books to the children in the public schools. **SEN. HAMMOND**, stated that local districts are responsible for children with other handicaps and feels that they should be responsible for the deaf and blind also.

Tape No: 2

SEN. HAMMOND, asked if the bus with 100,000 miles was the one that was bought two years ago. **Mr. Prickett** clarified that the 1975 van had 100,000 miles, not the bus.

SEN. BIANCHI asked who receives the ANB funding, the Great Falls School or the M.S.D.B.? **Mr. Prickett** stated that the school does not receive any ANB. The local school district has access to that money.

CHAIRMAN PECK stated that MSDB was not eligible for ANB funding. The rule is if a student is half time or over Special Education, it will not get any ANB. MSDB is considered full time Special Ed.

REP. KADAS asked Mr. Prickett if his response to the Audit recommendation that the career education coordinator could be covered part-time was accurate. Mr. Prickett stated it would be possible if he could find someone to work part-time.

Mr. Sykes requested the committee's permission to provide documentation and work with the LFA on upgrades that occurred after the budget cut off.

REP. GRINDE asked if parents played a role in financing the school. Mr. Prickett said that State regulations require that handicapped children be provided a free and appropriate education. Parents provide spending money for the children but everything else is tax supported.

CHAIRMAN PECK asked Mr. Sykes if it were possible to break out the budget cost for resident students versus the extension travel. Mr. Sykes stated that it was approximately \$30,000 per student versus the outreach program that cost \$800 per student.

REP PECK stated that he felt strongly that family support is an extremely important area. Counselors are needed on staff of a greater specialty in education than now exists. Mr. Prickett stated that MSDB provides what it can through the appropriation it receives each biennium.

SEN. HAMMOND asked if families moved to Great Falls so the students could attend MSDB. Mr. Prickett stated yes. So that their children can attend as day students and go home in the evening.

Mr. Prickett distributed and read a letter sent to him by a counselor from Skyview High School. EXHIBIT 9

CHAIRMAN PECK asked about follow-up on graduates in terms of their adjustment after leaving school. Mr. Prickett stated that the school is participating in a national graduate follow-up program being conducted by the National Institute for the Deaf in Rochester, New York.

CHAIRMAN PECK, stated that last session there were reports of parents having problems picking students up the one weekend a month when the school is closed for the weekend. Is this still happening? Mr. Prickett answered yes, there is still some problems. Some students would rather remain at the school than go home because at the school they have a much more supportive environment. Going home to a regular environment is unpredictable for blind and deaf children.

REP. KADAS asked how many children live on campus? Mr. Prickett stated approximately 60-65. REP. KADAS asked if all these children attend school on campus or do some of attend Great Falls

Public Schools. **Mr. Prickett** stated that some of them attend the Great Falls Public Schools.

REP. KADAS asked how many students that live in Great Falls attend the majority of their classes on campus. **Mr. Prickett** stated that there are approximately 45 day students.

REP. KADAS asked how many children **MSDB** provides services to who are outside Great Falls? **Mr. Prickett** said approximately 230 children.

SEN. JERGESON asked if the most severely handicapped who are out in the community are not as severely handicapped as the handicapped children living in **MSDB**. **Mr. Prickett** stated that every case is different. **MSDB** is required to make a placement decision on an individual bases.

REP. KADAS asked why did the \$20,000 for the repairs on the gymnasium and the two cottages get deleted from the long range process. **Mr. Sykes** stated that it didn't make the prioritized list.

REP. KADAS asked **Doug Schmitz** to answer the question about the \$20,000. **Mr. Schmitz** stated that the **OBPP** lead analyst suggested that the **OBPP** add the \$20,000. That it would not be funded in the long range building plan.

SEN HAMMOND asked if the contractor or architech were responsible for any of the damage on the buildings. **Bill Sykes** stated that Architecture & Engineering Division, Dept of Administration would be better equipped to answer that question.

SEN HAMMOND asked how old the buildings are. **Bill Sykes** stated that the gym was completed in 1984 and the two cottages were built in two phases in 1982 to 1984.

SEN JERGESON stated that **A&E** should be asked to participate in some of the discussions.

Gail Gray, Assistant superintendent, Office of Public Instruction stated that **OPI** is particularly interested in the funding for Itinerate services. **OPI** feels that children served in their home area are served in a much more cost efficient manner and their is better communication with parents.

SEN. HAMMOND asked why supplies aren't furnished by the local school district? **Gail Gray** stated that it is a matter of cost efficiency.

SEN. BIANCHI asked how much supplies cost per year. **Bill Sykes**, stated that last year supplies cost \$16,000. This year they will cost approximately \$26,000.

Bill Davis, Principal, School for the Deaf and Blind, stated that on January 5th the American Printing House for the Blind takes a count of all blind students across the nation. They then divide that into the amount of quota moneys they get from the federal government. This year the amount per child is \$116.60.

Sandy Ritchie, Preschool teacher for MSDB stated that class sizes now exceed recommendation in the field of Deaf and Blind Education. The reduction in Chapter 1 funds threatens their staff.

Terry Minow stated that the public school teachers pay is much higher than teachers at the School for the Deaf and Blind. Ms. Minow strongly urges the committee to fully fund their modification request.

SEN BIANCHI asked what was the differential in the pay between public school teachers and MSDB teachers. **Ms. Minow** stated that if **Ms. Ritchie** were teaching in the Great Falls Public Schools she would make \$7,000 more per year.

CHAIRMAN PECK confirmed **SEN. BIANCHI** question on the pay differential and asked the **M.S.D.B.** to get those figures.

There being no further business the hearing on the **School for the Deaf and Blind** was adjourned.

ADJOURNMENT

Adjournment: 10:42 a.m.


REPRESENTATIVE RAY PECK, Chairman


MELISSA J. BOYLES, Secretary

RP/mb

HOUSE OF REPRESENTATIVES

EDUCATION SUBCOMMITTEE

ROLL CALL

DATE 1-10-91

NAME	PRESENT	ABSENT	EXCUSED
REP. RAY PECK, CHAIRMAN	✓		
SEN. GREG JERGESON	✓		
REP. LARRY GRINDE	✓		
SEN. DON BIANCHI	✓		
REP. MIKE KADAS	✓		
SEN. H.W. "SWEDE" HAMMOND	✓		

EXHIBIT 1
DATE 1-10-91
HB

MEMORANDUM

TO: Representative Ray Peck, Chairman
Appropriations Education Subcommittee

FROM: Pamela D. Joehler
Senior Fiscal Analyst

RE: Subcommittee Business

DATE: January 9, 1991

John Hutchinson called me yesterday afternoon to respond to our inquiry regarding the university system's interest in having representatives from the Governor's Education Commission attend university budget hearings. He said they would like representatives from the commission to be present during the university system overview and during the Commissioner of Higher Education agency budget hearing. If you would like me to contact Jack Mudd I would be happy to do so; or if you would rather call him his business phone number is 728-1200.

Dr. Hutchinson had also had a chance to peruse the subcommittee's tentative schedule. He offered a couple suggestions that would shorten the schedule and requested the budget hearing for the Commissioner's Office be moved. Below are his suggestions and request:

- 1) He feels only one day is required for the Vocational Technical Centers. This would eliminate one day.
- 2) He suggested the Fire Services Training School could be heard on the same day as the Ag Experiment Station and the Extension Service, in spite of the controversy that surrounds the governor's recommendation for the Fire Services Training School. I relayed for him our rationale for scheduling the fire school when we did but he wonders if we might want to revisit that issue.
- 3) He suggested hearing the Bureau of Mines and Northern Montana College on the same day as Montana Tech. This suggestion in conjunction with #2 would eliminate two more days from the schedule.
- 4) Finally, Dr. Hutchinson requested the Commissioner of Higher Education agency budget be heard over two days instead of one. One day would be for the student assistance and guaranteed student loan programs and the second day would be for all other programs. He also requested that the budget hearings for the agency be moved from the currently scheduled January 28 date to a time after the campus hearings.

5101 BOARD OF PUBLIC EDUCATION
01 ADMINISTRATION
00000

DATE : 01/08/91
TIME : 21/29/24
CURRENT LEVEL COMPARISONS

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	2.00	2.00	2.00	.00	2.00	2.00	.00
Personal Services	78,831	80,154	75,301	4,853	79,937	75,260	4,677
Operating Expenses	40,185	38,895	35,660	3,235	38,941	35,689	3,252
Equipment	0	0	250	250-	0	250	250-
Total Expend.	\$119,016	\$119,049	\$111,211	\$7,838	\$118,878	\$111,199	\$7,679
<u>Fund Sources</u>							
General Fund	119,016	119,049	111,211	7,838	118,878	111,199	7,679
Total Funds	\$119,016	\$119,049	\$111,211	\$7,838	\$118,878	\$111,199	\$7,679

BOARD OF PUBLIC EDUCATION
ADMINISTRATION

ISSUES

EXEC OVER (UNDER) LFA

	FY92	FY93
1. SALARIES - LFA used salary levels as of 10/90 which are lower since position have been filled at a lower levels	3,553	3,418
2. OTHER COMPENSATION - LFA used highest level expended in four years. Exec gave \$9,000	1,300	1,300
3. AUDIT FEES - Exec budgets audit fee in admin pgm only, LFA splits audit fee between pgms.	681	680
4. DATA NETWORK FEES - LFA gave historical expenditure of zero, OBPP assessed proposed network fee.	1,080	1,080
5. BUDGET BASE & FIXED COSTS - LFA used FY90 as budget base, Exec used FY91 appropriated	1,474	1,451
6. EQUIPMENT - LFA included \$250 each year for office equipment, Exec budget gave zero.	(250)	(250)
	7,838	7,679
EXECUTIVE BUDGET MODIFICATION		
	FY92	FY93
	3,252	3,252

EXHIBIT 2
DATE 1-10-91
HB

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	2.00	2.00	2.00	.00	2.00	2.00	.00
Personal Services	44,551	46,737	46,737	0	46,933	46,933	0
Operating Expenses	20,224	25,979	22,925	3,054	25,981	22,941	3,040
Equipment	0	0	250	250-	0	250	250-
Total Expend.	\$64,775	\$72,716	\$69,912	\$2,804	\$72,914	\$70,124	\$2,790
<u>Fund Sources</u>							
State Revenue Fund	64,775	72,716	69,912	2,804	72,914	70,124	2,790
Total Funds	\$64,775	\$72,716	\$69,912	\$2,804	\$72,914	\$70,124	\$2,790

BOARD OF PUBLIC EDUCATION
ADVISORY COUNCIL

ISSUES

EXEC OVER (UNDER) LFA

	FY92	FY93
1. CONTRACTED SERVICES - Exec includes \$3,000 each year for consultant to assist the board in matters of certification, LFA current level is \$1,500 for this purpose	1,500	1,500
2. DATA NETWORK - Exec budget includes \$1161 each year for network fees to D of A. LFA current level does not include funds for this.	1,161	1,161
3. AUDIT FEES - LFA budget includes \$582 each year, the Exec budget for audit fees is included in the administration program only.	(582)	(583)
4. BUDGET BASE & FIXED COSTS - LFA used FY90 as budget base, Exec used FY91 appropriated	975	962
5. EQUIPMENT - LFA current level includes \$250 each year, Exec does not budget equipment	(250)	(250)
	2,804	2,790

BOARD OF PUBLIC EDUCATION
PRIORITIZED BUDGET ISSUES

EXHIBIT 3
DATE 1-10-91
HB Educ. - C. P. S.

Priority 1 Agency funds for housing

FY'92 cost estimate: \$3200 FY'93 cost estimate \$9500

Currently the Board has no funds for housing but must depend on other agencies to provide housing for its staff. Late in FY'92 the Commissioner of Higher Education office, which now provides housing for the Board staff, will be moving to a new building to be built by the MHESAC corporation. Our present quarters are being sold and we will be forced to move as well. The Commissioner's office will pay MHESAC \$9.50 per square foot per year for its space including the approximately 1000 square feet now slated for our staff. We would ask that those funds be appropriated to us so that we can manage our own affairs with regard to housing. The breakdown of the above cost estimates is as follows: FY'92 \$2400 Rent for three months in the new MHESAC building; \$800 for moving expenses. FY'93 \$9500 for yearly rent in the MHESAC building.

Priority 2 National association dues

FY'92 cost estimate \$8000 FY'93 cost estimate \$8000

Membership in the National Association of State Boards of Education provides a critical connection for Montana to access research and expertise with other state boards and national policy makers. Currently for the board to gain information it must send to other states individually. This is inefficient and time consuming. The Board was a member prior to 1986.

Priority 3 Security for Board records

FY'92 cost estimate \$1000

The Board of Public Education is the archival agency for its records. These records include Board minutes, and records of teacher revocation and suspension and rule adoption hearings. There is need for a fire proof cabinet for this material

Priority 4 Additional Board travel reimbursement

FY'92 cost estimate \$3000 FY'93 cost estimate \$3000

In addition to regular board meetings, board members serve on a number of other boards, committees, and study teams. This year the Board amended the rule to include a Board member on each college review team. The current budget is not adequate for the Board members to fulfill these additional obligations.

Priority 5 Executive Secretary salary increase

FY'92 cost estimate \$5000 FY'93 cost estimate \$5000

The current salary of the executive secretary is \$37000 which is approximately \$18000 less than the salary of the lowest paid board executives with similar responsibilities in other states.

5113 SCHOOL FOR THE DEAF & BLIND
01 ADMINISTRATION PROGRAM
00000

DATE : 01/08/91
TIME : 21/29/24
CURRENT LEVEL COMPARISONS

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	5.00	5.00	5.00	.00	5.00	5.00	.00
Personal Services	159,414	158,282	156,929	1,353	157,369	156,513	856
Operating Expenses	40,863	42,580	46,728	4,148-	43,452	47,931	4,479-
Equipment	972	0	570	570-	0	0	0
Debt Service	11,957	0	0	0	0	0	0
Total Expend.	\$213,206	\$200,862	\$204,227	\$3,365-	\$200,821	\$204,444	\$3,623-
Fund Sources							
General Fund	213,206	200,862	204,227	3,365-	200,821	204,444	3,623-
Total Funds	\$213,206	\$200,862	\$204,227	\$3,365-	\$200,821	\$204,444	\$3,623-

ADMINISTRATION

ISSUES

EXEC OVER (UNDER) LFA	
FY92	FY93
1,353	856
2,582	2,767
(570)	0
3,365	3,623

1. PERSONAL SERVICES - LFA projected current level salaries back to FY91 appropriated.
differences are in the calculations

2. INFLATION, BUDGET BASE, & FIXED COSTS - The Exec budget is based upon the FY91 appropriation whereas the LFA is based upon FY90 actual expenditures, the LFA and the Exec differ in some instances on inflation factors and fixed costs such as the audit fee.

3. EQUIPMENT - LFA included \$570 for office furniture in FY92, Exec budget did not budget equipment.

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	4.00	4.00	4.00	.00	4.00	4.00	.00
Personal Services	87,688	95,842	95,842	0	96,034	96,034	0
Operating Expenses	154,702	147,898	158,298	10,400-	147,580	160,851	13,271-
Equipment	269	0	907	907-	0	0	0
Total Expend.	\$242,659	\$243,740	\$255,047	\$11,307-	\$243,614	\$256,885	\$13,271-
Fund Sources							
General Fund	242,659	243,740	255,047	11,307-	243,614	256,885	13,271-
Total Funds	\$242,659	\$243,740	\$255,047	\$11,307-	\$243,614	\$256,885	\$13,271-

SCHOOL FOR THE DEAF & BLIND
GENERAL SERVICES

ISSUES

	EXEC OVER (UNDER) LFA	
	FY92	FY93
1. INFLATION - Different inflation factors used by LFA & Exec difference is primarily in utilities	(6,275)	(9,146)
2. BASE YEAR - LFA used FY90 actual whereas the Exec used FY91 appropriated.	(4,125)	(4,125)
3. EQUIPMENT - LFA included \$907 in FY 91 for office equipment	(907)	0
	(11,307)	(13,271)

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	31.13	31.13	31.13	.00	31.13	31.13	.00
Personal Services	610,895	678,067	677,893	174	677,652	677,471	181
Operating Expenses	127,994	155,511	133,969	21,542	158,608	137,208	21,400
Equipment	2,586	4,000	4,825	825-	4,000	4,825	825-
Debt Service	7,900	7,900	12,940	5,040-	7,900	12,940	5,040-
Total Expend.	\$749,375	\$845,478	\$829,627	\$15,851	\$848,160	\$832,444	\$15,716
<u>Fund Sources</u>							
General Fund	714,349	810,478	794,627	15,851	813,160	797,444	15,716
Federal Revenue Fund	35,026	35,000	35,000	0	35,000	35,000	0
Total Funds	\$749,375	\$845,478	\$829,627	\$15,851	\$848,160	\$832,444	\$15,716

SCHOOL FOR THE DEAF & BLIND
STUDENT SERVICES

ISSUES

	EXEC OVER (UNDER) LFA	
	FY92	FY93
1. STUDENT TRAVEL - Budget for students to travel home, LFA used current level, Exec budget used FY91 appropriated	12,971	12,971
2. BUDGET BASE - The Exec budget is based upon the FY91 appropriation whereas the LFA budget is base on FY90 actual.	8,571	8,429
3. EQUIPMENT - The LFA budget for appliances and furniture is \$4,825, which was base upon an average over the last four years, the Exec budget recommends 4,000	(825)	(825)
4. DEBT SERVICE - The LFA budget includes lease purchase payments on a 15 passenger van to replace a 1975 model. The Exec budget does not include this.	(5,040)	(5,040)
	15,677	15,535
EXECUTIVE BUDGET MODIFICATION	FY92	FY93
Additional night watchman (.77 FTE)	14,944	14,911

5113 SCHOOL FOR THE DEAF & BLIND
04 EDUCATION
00000

DATE : 01/08/91
TIME : 21/29/24

CURRENT LEVEL COMPARISONS

Budget Item	Actual Fiscal 1990	Executive Fiscal 1992	LFA Fiscal 1992	Difference Fiscal 1992	Executive Fiscal 1993	LFA Fiscal 1993	Difference Fiscal 1993
FTE	44.41	44.41	43.32	1.09	44.41	43.32	1.09
Personal Services	1,375,994	1,463,941	1,433,518	30,423	1,464,232	1,431,137	33,095
Operating Expenses	125,580	142,818	125,323	17,495	143,947	126,681	17,266
Equipment	5,282	6,921	7,300	379-	6,921	7,300	379-
Total Expend.	\$1,506,856	\$1,613,680	\$1,566,141	\$47,539	\$1,615,100	\$1,565,118	\$49,982
<u>Fund Sources</u>							
General Fund	1,197,116	1,320,051	1,251,941	68,110	1,316,561	1,244,918	71,643
State Revenue Fund	160,043	162,429	183,000	20,571-	167,539	189,000	21,661-
Federal Revenue Fund	149,697	131,200	131,200	0	131,200	131,200	0
Total Funds	\$1,506,856	\$1,613,680	\$1,566,141	\$47,539	\$1,615,100	\$1,565,118	\$49,982

SCHOOL FOR THE DEAF & BLIND
EDUCATION

ISSUES

	EXEC OVER (UNDER) LFA	
	FY92	FY93
1. CHAPTER 1 FUNDS- LFA removed 1.09 FTE and \$38,000 of declining Chapt 1 funds The Exec budget replaces theses with the General Fund.	38,000	38,000
2. The Executive budget includes \$20,000 each year for building maintenance	20,000	20,000
3. BUDGET BASE - The Exec budget is based upon the FY91 appropriation whereas the the LFA current level is based on FY90 actual.	(10,840)	(8,397)
	47,160	49,603
=====		
EXECUTIVE BUDGET MODIFICATION	FY92	FY93
Supervising Teacher (.84 FTE)	33,249	33,256
=====		

H

EXHIBIT 5DATE 1-10-91

HB _____

MONTANA SCHOOL FOR
THE DEAF AND THE BLIND

STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

(406) 453-1401
VOICE/TDD

STAN STEPHENS, GOVERNOR

BILL PRICKETT, SUPERINTENDENT

TESTIMONY OF BILL PRICKETT, SUPERINTENDENT
MONTANA SCHOOL FOR THE DEAF AND THE BLIND

The Montana School for the Deaf and the Blind is an integral part of the state plan for provision of educational services to deaf and blind children. We serve as a placement option for school districts that have deaf and blind children in residence whose impairment is so severe that they cannot receive an appropriate education in a public school setting. In addition, our outreach program provides direct service and consultation to parents of young deaf and blind children not yet in school, to students enrolled in public schools and their parents, and to local school district personnel. (Reference MCA 20-8-102).

M.S.D.B. currently serves 331 deaf and blind children from 43 different counties. Of this number, 101 children are served at our campus in Great Falls and the remaining 230 are served by our outreach program.

The Board of Public Education which governs M.S.D.B. is also charged with the responsibility for establishing school accreditation standards. In January 1990 the Board asked the conference of Educational Administrators Serving the Deaf (C.E.A.S.D.) to evaluate the M.S.D.B. program for educating deaf children against national accreditation standards established by the C.E.A.S.D. The school received provisional accreditation from C.E.A.S.D.; this is the first accreditation of the school by any accrediting body since its establishment in 1893.

Our provisional accreditation by C.E.A.S.D. is good for 3 years. The review team will come back to M.S.D.B. before the 3 years are up to determine whether we have made the program modifications mandated in their report. If we have been successful, we will be upgraded to unconditional accreditation. If we have not been successful, we will lose the provisional accreditation.

When we submitted budget modifications to the Budget Office, we included the items we need for unconditional accreditation. I have prepared an analysis comparing the modifications we requested, the modifications approved by budget office and the modifications approved by the LFA.

As you can see, we asked for nine modifications; two were mandates for unconditional accreditation, five were strongly recommended by the accreditation review team and one of these five is also an area in which we are in violation of state statute and for which the Legislative Auditor has cited us.

We have a real problem and we need your help in resolving it. Accreditation standards are minimum standards. Right now, we don't meet the minimum standards in the field of education of deaf children. Our provisional accreditation is good until January 1993. If we aren't successful in obtaining funding for at least the two mandated items (the Supervising Teacher-Deaf Department and the Inservice Training/Staff Development) we will not be upgraded to unconditional accreditation and will lose the provisional accreditation.

The deaf and blind children of Montana and their parents, and indeed the citizens of Montana, deserve to have a state school that at least meets minimum standards. This committee, you gentlemen, function as the school board for M.S.D.B. and you will be asked to decide by your vote whether we attain this goal. The students we serve, their families, the M.S.D.B. staff, the Board of Public Education, and I hope and pray that you vote for our kids.

Thank you.

EXHIBIT 5
DATE 1-10-91
HB _____

MONTANA SCHOOL FOR
THE DEAF AND THE BLIND



STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

(406) 453-1401
VOICE/TDD

STAN STEPHENS, GOVERNOR

BILL PRICKETT, SUPERINTENDENT

CHILDREN SERVED BY M.S.D.B., BY COUNTY

<u>COUNTY</u>	<u>NUMBER OF CHILDREN SERVED</u>
Beaverhead	4
Big Horn	5
Blaine	1
Broadwater	1
Carbon	2
Cascade	101
Choteau	4
Columbia Falls	1
Custer	1
Dawson	4
Deer Lodge	2
Fallon	2
Fergus	4
Flathead	24
Gallatin	18
Glacier	5
Granite	2
Hill	4
Jefferson	1
Lake	6
Lewis & Clark	21
Lincoln	4
Madison	1
McCone	1
Meagher	1

Mineral	1
Missoula	19
Park	3
Petroleum	2
Pondera	1
Powell	3
Ravalli	5
Richland	8
Roosevelt	2
Rosebud	6
Sanders	7
Sheridan	1
Silver Bow	12
Stillwater	1
Teton	3
Toole	3
Valley	5
Yellowstone	29

RECAP

Total Number of Kids Served	331
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Total Number of Counties Served	43
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EXHIBIT 5DATE 1-10-91

HB _____

M.S.D.B. BUDGET MODIFICATIONS

MODIFICATIONS M.S.D.B.			MODIFICATIONS EXECUTIVE		MODIFICATIONS L.F.A.	
<u>Priority</u>	<u>Item</u>	<u>Cost</u>	<u>Item</u>	<u>Cost</u>	<u>Item</u>	<u>Cost</u>
1. *	Supervising Teacher-Deaf Dept.	\$30,000	Supervising Teacher-Deaf Dept.	\$33,173		
2.	Supervising Teacher-Blind Dept.	\$25,718				
3. *	Inservice Training Staff Development	\$20,000				
4. ** ***	Career Ed. Coordinator	\$21,435				
5. **	Nightwatch C.L.A.	\$11,299	Nightwatch C.L.A.	\$14,944		
6. **	Infirmery Aide	\$10,614				
7.	Extended Contract- Principal	\$ 4,100				
8. **	Maintenance Worker	\$15,662				
9. **	Vehicle	\$34,000				
					15 Pass. Van (lease- purchase)	\$5,040

* mandated for unconditional accreditation

** strongly recommended by accreditation review

*** M.S.D.B. is required by statute to provide this service; the school has been cited by the legislative auditor



LEGISLATIVE AUDITOR:
SCOTT A. SEACAT

LEGAL COUNSEL:
JOHN W. NORTHEY

STATE OF MONTANA
Office of the Legislative Auditor

STATE CAPITOL
HELENA, MONTANA 59620
406/444-3122

EXHIBIT 6
DATE 1-10-91
HB _____

DEPUTY LEGISLATIVE AUDITORS:

MARY BRYSON
Operations and EDP Audit

JAMES GILLET
Financial-Compliance Audit

JIM PELLEGRINI
Performance Audit

April 1989

The Legislative Audit Committee
of the Montana State Legislature:

This is our financial-compliance audit report on the Montana School for the Deaf and Blind for each of the two fiscal years ending June 30, 1988. This report contains one recommendation, relating to state compliance. The school's written response to the audit recommendation is included in the back of the audit report.

We thank the superintendent and the school's staff for their cooperation and assistance throughout the audit.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Scott A. Seacat", written over a horizontal line.
Scott A. Seacat
Legislative Auditor

The school spent \$2.9 million during fiscal year 1986-87 and \$2.5 million during fiscal year 1987-88. The school accounts for its expenditures in five programs: administration, general services, education, student services and audiology. The 50th Legislature transferred the audiology program at the school to the Office of Public Instruction (OPI) effective July 1, 1987. The transfer resulted in a reduction of total expenditures in fiscal year 1988 of \$488,000.

COMPLIANCE WITH STATE LAW - EMPLOYMENT PLACEMENT

The superintendent of the Montana School for the Deaf and Blind (MSDB) is not gathering and recording data to assist in locating suitable employment for MSDB graduates. Section 20-8-116, MCA requires the superintendent to gather and record data and statistics to help locate suitable employment for school graduates. The superintendent is also required to coordinate the work with other state and federal agencies.

School officials indicated prior to 1987 this function was performed by a full-time career education coordinator who devoted approximately 25 percent of her time to gathering data and career placement. Per school officials, the 50th Legislature did not fund the position for fiscal year 1988 and 1989 because it was vacant for several months. The school has not reassigned the duties to another staff position. Consequently, this function is not being performed as required by law. The school staff said the cost to hire staff to gather the required data would be approximately \$5,500 per school year.

The school could contract with the local job service or other state agencies to gather and record data to use in locating employment for MSDB graduates.

RECOMMENDATION #1

We recommend the school reassign the career placement duties or develop alternative methods of gathering and recording employment data as required by state law.

EXHIBIT 7
DATE 1-10-91
HB _____



CONFERENCE OF EDUCATIONAL ADMINISTRATORS SERVING THE DEAF, Inc.

AN ASSOCIATION OF SCHOOLS AND EDUCATIONAL PROGRAMS FOR THE DEAF

National Office: P.O. Box 2605, Columbia, Maryland 21045 (301) 461-7400

February 28, 1990

Mr. Luther B. Prickett
Superintendent
Montana School for the Deaf and the Blind
3911 Central Avenue
Great Falls, Montana 59401

Dear Mr. Prickett:

I am pleased to include for your information the final report of the site visit team which evaluated the Montana School for the Deaf and the Blind, January 21-24, 1990. This evaluation covers only aspects of the school program related to the education of deaf children. The site visit team has asked me to thank you and your staff for outstanding cooperation and hospitality during the course of their visit.

On the basis of their evaluation, the site visit team is recommending that provisional accreditation be granted the Montana State School for the Deaf and the Blind for a period of three years. Elevation to unqualified accredited status could be achieved by meeting the requirements outlined on pages three and four of the enclosed report.

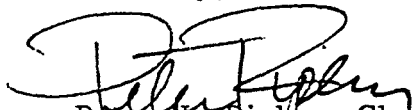
Final action on this report will be taken at the annual meeting of the Conference of Educational Administrators Serving the Deaf, Inc., which will be held in August of 1990, in Rochester, New York. If the full committee accepts the recommendation of the site visit team, then an appropriate certificate will be awarded to your school at that time.

Accreditation represents a school's strong commitment to the continued search for educational excellence. We appreciate your willingness, and the willingness of your staff to undergo this rigorous evaluation process, and look forward to concluding the final stages of the process at the annual meeting in August.

Mr. Luther B. Prickett
February 28, 1990
Page Two

Thank you again for your cooperation, and the cooperation of your staff in the conduct of the accreditation program, and best wishes to your school and faculty.

Sincerely,

A handwritten signature in dark ink, appearing to read "Peter H. Ripley". The signature is stylized with a large, looping initial "P" and a long, sweeping underline.

Peter H. Ripley, Chairman
CEASD Committee on Accreditation of Schools
Missouri School for the Deaf
Fulton, Missouri 65251

CONFERENCE OF EDUCATIONAL ADMINISTRATORS SERVING THE DEAF
ON-SITE EVALUATION TEAM

Montana School for the Deaf and the Blind
3911 Central Avenue
Great Falls, Montana 59401
Luther B. Prickett, Superintendent

January 21-24, 1990

Dr. Gary L. Holman, Team Captain
Superintendent
611 Grand Boulevard
Washington State School for the Deaf
Vancouver, Washington 98661

* * * * *

Mr. Thomas S. Bannister
President
Alabama Institute for Deaf and Blind
205 South Street
Talladega, Alabama 35160

* * * * *

Mr. G. I. Wilson
Director
Oregon School for the Deaf
999 Locust Street, N.E.
Salem, Oregon 97303

* * * * *

TABLE OF CONTENTS

Summary and Accreditation Recommendations. . . . .	.3
Administration . . . . .	.5
School Program	
Faculty . . . . .	.7
Academic Program. . . . .	.9
Vocational Program. . . . .	.11
Media Services. . . . .	.12
Residential Program	
Group Living. . . . .	.13
Extra-Curricular Program. . . . .	.15
Health Program. . . . .	.16
Evaluation, Assessment and Other	
Educational Support Services . . . . .	.17
Public Awareness: Community/Parent Relations . . . . .	.18
General Support Services	
Food Service. . . . .	.19
Maintenance and Operations. . . . .	.20

SUMMARY AND ACCREDITATION RECOMMENDATIONS

A team from the Conference of Educational Administrators Serving the Deaf (CEASD) visited the Montana School for the Deaf and the Blind on January 21, 22, 23 and 24, 1990. The team members included:

Dr. Gary L. Holman, Superintendent
Washington State School for the Deaf

Mr. Tom Bannister, President
Alabama Institute for Deaf and Blind

Mr. G. I. Wilson, Director
Oregon School for the Deaf

The team members wish to express their appreciation to Superintendent, Luther B. Prickett, and the staff for the hospitality and the cooperation they were given. In addition, the visiting team would like to thank the students and their parents for the warm welcome they received.

The team members visited all of the departments where interviews were held with as many staff members, students, parents and others as time permitted. Observations of classroom teaching, the food service program, the residential program and recreational activities were included in the activities of the visiting team.

After reviewing the services offered to the students, the site team members shared their observations with the Superintendent. This report is a written summary of the findings of the site visitors. The report is written with a narrative description of the activities observed in each department, followed by comments which are written in two sections--Commendations and Recommendations.

At the conclusion of the interview process, the team members conducted a comprehensive review of the programs. The consensus of the team members has resulted in the recommendation that the Montana School for the Deaf and the Blind be granted Provisional Accreditation. At the end of three years the Chair of the visiting team should be invited back to review the progress the MSDB staff has made on the following:

1. The employment of one staff person to assist in the supervision of staff and to direct the development of a school-wide curriculum.

2. The development of a five year plan for staff development for all school employees and to show evidence that the plan is being implemented.
3. The securing of funds to bring the MSDB teachers' salaries into a comparable level with teachers of similar training and experience who are employed by the Great Falls Public School System.
4. The development of MSDB operating policies and showing evidence that the policies are known by staff members and are being enforced.
5. The MSDB staff develops a plan to promote deaf awareness and serve as an example for the state.

ADMINISTRATION

The Montana School for the Deaf and the Blind was formally opened on September 1, 1893. It is owned and operated by the State of Montana. The State demonstrated its commitment to the sensory handicapped children of the State in 1971 when it constructed a new school building. Subsequent construction has resulted in an excellent campus which adequately accommodates the needs of the students. The school serves deaf, blind and multi-handicapped youngsters. However, the accreditation interviews were limited to determining the effectiveness of the programs for deaf youngsters.

The school program has broadened its mission to include services to infants and their families within their homes. Hence, the administration has responded to the need for sensory handicapped children to begin their formal and informal education as soon as they are identified. In addition to traditional academic responsibilities, the school has also focused upon preparing the students with an understanding of their abilities and the opportunities available to them after graduation.

During the interviews it was evident that the staff is knowledgeable about the needs of deaf children and the programs needed to serve them. However, in the discussions with the administrative staff, the main concern is that the school does not have sufficient funds to adequately respond to those needs. Therefore, one of the most difficult tasks the school faces is to deal with deaf children who have what seem to be infinite needs when the school has finite resources.

The policies by which the school operates are generated both at the State level and from within the school. Those from the state are related to fiscal, personnel, procurement and other traditional statewide policies for state owned programs. Specific programming issues at the MSDB result in policies developed by the staff in an effort to be consistent, fair, and appropriate to all concerned. The MSDB school policy manual is currently being compiled with several policies yet to be written.

The development of the school's budget is another example of an evolving system. The superintendent and the new principal, who has been in his position for only five months, are beginning to refine procedures which will give consideration to the needs of the staff in their programming efforts as well as generate funds to maintain existing programs.

COMMENDATIONS:

1. The administration has done a commendable job of administering the concerns of the school within the constraints of the budget.

2. The philosophy and mission statements are well written and give the staff, students and their parents a clear understanding of the responsibilities of the school.

3. The self-study document was well done. It presented the visiting team with an accurate picture of the existing program.

4. The students, staff and others with whom the team members visited were very hospitable, and the team wishes to express its appreciation to all concerned.

5. The superintendent should be commended on the programs he has influenced in the short time he has been school's chief administrator.

6. There appears to be an excellent relationship among the State Department of Education, the Great Falls Public School District and MSDB.

7. The administrators should be commended for their dedication to the students, the staff and the State. It is obvious that they have unselfishly given of their energies and time to provide the students with the services they deserve.

8. The business manager should be commended for the excellent work he has done for the school. His expertise in technical accounting, preparing the budget, personnel matters, and other supervisory duties are clearly of benefit to the students.

RECOMMENDATIONS:

1. It is recommended that additional supervisory staff be employed. Currently, each of the four administrators has too many responsibilities.

2. It is clear that the MSDB budget is limiting the development of new programs. It is recommended that the administration explore every avenue to obtain additional general fund revenue.

3. It is recommended that the administration review the teacher salary scale. While it appropriately rewards teachers with considerable tenure for their dedication to the school, it clearly hampers the recruitment of high quality beginning teachers and does not encourage them to stay.

4. It is obvious that the school needs to change with the needs of its students. It is necessary for the school to establish long-range plans for staff development and in-service training. It is recommended that such a plan be developed and that the budget request to the state reflect such a commitment.

5. It is recommended that replacement vehicles be purchased.

SCHOOL PROGRAM

A. Faculty

The variety of certificates held by the education staff seems to be appropriate for state requirements. The state does not require certification to teach the deaf, but ten faculty are certified by the Council on Education of the Deaf. The average staff member has over thirteen years of experience in the field of education--an indication of their commitment to deaf children.

Supervision is provided by one principal. The principal directly supervises 42 positions plus a number of part-time positions, and he is indirectly responsible for over 26 other positions.

The principal has a wealth of training and experience in teaching and administration. He appears to have the respect and support of the staff. He answers directly to the superintendent. They appear to have an excellent working relationship.

The principal conducts all teacher evaluations. From observations, it appears it would be almost impossible for him to carry out all of his responsibilities and do a thorough job of observing and evaluating so many staff.

Approximately 17 educational staff members were observed and/or interviewed. It was obvious they have pride in their school, care about children, are extremely dedicated, and most of them are very good teachers.

COMMENDATIONS:

1. The principal should be commended for his thorough understanding of the needs of the program, students and staff, and the way he manages a workload that could easily overload two people.

2. The teaching staff should be commended for

- a) very good signing skills
- b) encouraging students to utilize signing, audition and speech
- c) excellent use of available technology
- d) maintaining neat and attractive classrooms
- e) obvious child-centered approach to learning
- f) working to meet the needs of classes composed of students with a wide range of abilities
- g) many of them holding multiple certification.

3. A high level of competency was observed through classroom visitations.

EXHIBIT 7
DATE 1-10-91
HB Ed. & Cwr. Sub

RECOMMENDATIONS:

1. Review the number of people supervised by the principal and consider creating a supervising teacher position to provide more assistance to teachers.

2. Review class groupings and consider additional teacher aide time to assist where such wide ranges of ability are present.

B. Academic Program

After interviews with the principal, numerous educational staff and classroom visitations, it became obvious that the self-study document was very accurate. The academic program has suffered from a reduction in staff while the number of students has remained fairly constant. Experienced, dedicated teachers continue to provide quality service, although they are now working with groupings of a much wider range of abilities and needs.

At the middle school level, students begin mainstream experiences at the public middle school next door. The mainstream program expands as students move through the grades, leading in some cases to a point where high school students are mainstreamed for most of their program. A visit to the public high school found a staff very accustomed to having deaf students and interpreters in the classroom. These teachers felt the program is appropriate and had great praise for the job done by MSDB and the interpreter/tutors. Some concern was expressed by MSDB staff that parents and students see the public school program as being the major provider and MSDB as being the secondary provider.

Classrooms were clean, attractive and appear to be well equipped. The facility appears to be very child oriented.

Parent/Infant Program

This program is based upon the Ski-Hi model developed in Utah. The coordinator and 16 parent advisors appear to be meeting the challenges that are unique to the state. Geography, climate and population present challenges unique from most other programs.

Special Needs Program

MSDB provides classes for "special needs" students in grades 7 through 12. Program size and number of students present unique challenges for programming. Dedicated and concerned teachers are striving to meet the needs of this population.

COMMENDATIONS:

1. The program should be commended for a creative, dedicated and competent staff.

2. The program should be commended for access to up-to-date computer technology, both in the computer lab and in individual classrooms.

3. MSDB should be commended for what may be an exemplary program providing dual enrollment with the Great Falls public schools.

4. MSDB should be commended for an interpreter/tutor program that makes it possible for the dual enrollment program to be successful.

RECOMMENDATIONS:

1. The administrator should aggressively pursue funding to fill the following voids in staffing:

Supervision
Career Education

Supervising Teacher
Vocational Assessment, Work
Study Placement

Guidance Counseling
Curriculum Specialist

Implementation/Development
of Curriculum

2. The administration should seek funding for school vehicles and replacement vehicles to allow for field trips.

3. The school program/administration should develop a formal course of study/curriculum.

4. Recommend the administration seek funds for in-service training and staff development and not be dependent upon donated funds.

5. Recommend the administration seek funds to raise teacher salaries to be competitive in the local market.

6. Recommend the study of using additional teacher aides to assist in classes where such a wide range of abilities exists.

C. Vocational Program

The only vocational class taught at MSDB is a special needs class titled, General Shop. There is an obvious need to expand offerings to this population.

All other vocational classes are taken at East Middle School or Great Falls High School. A wide range of vocational options are available through the Great Falls High School program. These programs could not be offered in the small program at MSDB. The interpreter/tutor program seems to make most of these programs accessible to deaf students. Vocational teachers at Great Falls High School seem to be accustomed and receptive to these students.

Vocational assessment is conducted by the Great Falls Technical Assessment Center. This is usually done during the senior year. There is an obvious need for MSDB to explore the possibility of doing vocational assessment much earlier in the students' program.

COMMENDATIONS:

1. The staff should be recognized for its efforts in the general shop class for special needs students.
2. The staff should be commended for the success of the dual program offered at the Great Falls High School vocational program, which has allowed students access to a wide range of offerings.
3. The interpreter/tutor program should be commended for making it possible for MSDB students to succeed in the vocational offerings of Great Falls High School.

RECOMMENDATIONS:

1. The staff/administration should explore ways to expand vocational offerings to special needs students.
2. A course of study/curriculum should be developed for the special needs vocational program.
3. The administration should actively explore the possibility of employing a person for career education, vocational assessment and work study.

D. Instructional Material Center

The Instructional Material Center (IMC) provides comprehensive services to staff, students and administration. It is professional and well managed. Since construction of the facility, the explosion of materials and media have led to somewhat cramped areas for storage and work stations. Consideration is being given to expanding the area.

COMMENDATIONS:

1. The IMC program should be commended for an overwhelming list of services to students, staff and administration.

2. The IMC program should be recognized for providing services to staff and students even though work space is very limited.

RECOMMENDATIONS:

1. A philosophy and mission statement should be developed.

2. The administration should explore the possibility of more work space.

3. Administration should explore the possibility of providing a computer for this work area.

4. Administration should seek to develop a schedule, i.e., a six-year plan, for purchasing and replacing equipment.

RESIDENTIAL PROGRAM

Group Living

The residential program is a component of the Student Services Department and is referred to as "cottage life" due to the design of the facility, which is made up of six interconnecting cottages (A-F). The cottages range in capacity from 12 to 16 students with a total capacity for the residential program of approximately 88 students. The bedrooms have one to four occupants each with the majority housing two students. The majority of the cottages have a bathroom between every two bedrooms. The exception is the area housing more severely involved students where central bathrooms are utilized to provide better supervision.

The facilities are well designed and well maintained. They incorporate space for leisure activities, kitchen facilities where breakfast is prepared, and dining areas where breakfast and dinner are eaten. These areas are also utilized throughout the day on weekends. Living areas are comfortable and "warm," providing a large family atmosphere. Equipment such as televisions, closed caption decoders, electronic games, pool tables, etc. are provided as part of the program.

Staff of the cottage program are from all indications dedicated, motivated individuals. The majority of the staff appears to be skilled in sign language, with those being new to their positions receiving training in this area during their work shifts.

The management of the residential program seemed to be well executed by a dean and an assistant dean. The organization and structure were especially impressive. Having counselors during this time who were not directly responsible for students but could devote time to counseling is a definite asset.

The overall impression of the "cottage life program" is positive.

COMMENDATIONS:

1. The management and organization of residential living is strong.
2. The facilities are excellent.
3. The quality and dedication of the staff appear to be excellent.
4. The counseling program in the afternoon and evening hours is well conceived and provides an excellent support system for the

students.

5. The utilization of an independent living skills program during the cottage experience is very positive in terms of training for independent adult life as well as having value as a reward for mature behavior and social skills.

6. There is a definite atmosphere of team effort and camaraderie among the staff.

7. The students appear to be happy and well adjusted.

RECOMMENDATIONS:

1. It is recommended that the possibility of increased in-service training be considered to ensure that each staff member has competent first aid and CPR skills, can communicate at the appropriate level with students, and has knowledge, where appropriate, of lifting techniques, range of motion activities, etc.

2. The number of staff available during the hours between midnight and 6:00 a.m. should be reviewed to ensure adequate coverage in case of emergencies.

3. Improved salaries would be desirable in recruiting and maintaining competent staff and rewarding the extra effort they put forth.

4. It is recommended that "deaf awareness" be emphasized in the cottages with special attention to making sure deaf students or deaf adult workers are not excluded from conversations through a failure to use sign language in their presence.

Extra-Curricular Programs

The athletic/recreation program is a component of the Student Services Department. These programs are coordinated by an athletic/recreation director. Activities range in scope from free time opportunities to organized sports. Special events are planned around holidays, major sports "happenings," such as Super Bowl Sunday, major school-related activities, such as the Senior Prom, and organized club functions. The social/recreational/athletic activities offered to MSDB students are commendable for the size and diversity of the student population.

COMMENDATIONS;

The activities appear to be well-organized and planned, as well as appropriate, considering the size of the student population and are a credit to the efforts of the athletic/recreation director.

RECOMMENDATIONS:

A plan of action should be pursued whereby other faculty members assist in coaching activities and cottage life personnel integrate recreational activities into their after hours activities by providing assistance in carrying out events coordinated by the athletic/recreation director. This would relieve some of the burden placed upon this position while making after school fun activities more appropriately supervised and perhaps more abundant. In addition, cottage staff may be viewed less as monitors and more as the benefactors of positive experiences.

Health Program

The health program of MSDB is supervised by a registered nurse with excellent credentials and experience. The facilities utilized for this purpose are inadequate and pose possible health problems. Examples of the problems encountered are inappropriate facilities for isolation of students with contagious disease, the unavailability of restroom facilities apart from those used by well dormitory students, a design that hampers appropriate monitoring of students, and inadequate space for examination, dispensing of medications, etc. These problems are complicated by poor ventilation.

An additional concern in the health services area is the lack of trained medical staff available to cover a seven-day-a week, 24-hour-a-day program.

COMMENDATIONS:

The Director of Health/Food Services is well qualified and appears to be dedicated. She also has sign language skills which provide for appropriate communication with students.

RECOMMENDATIONS:

1. Appropriate measures should be investigated to alleviate the difficulties imposed by inadequate health facilities.
2. Efforts should be made to have medical needs of students attended to by medically trained personnel.

EVALUATION, ASSESSMENT AND OTHER EDUCATIONAL SUPPORT SERVICES

These areas have been combined due to the relatively small number of staff involved in providing these services and the close relationship of each of these areas in the MSDB structure. For purposes of this report, this section includes audiological services, psychological/counseling services, admissions, physical therapy and speech therapy.

The combining of these areas is also made possible by the strength evident in this part of the MSDB program. All of the personnel included in this section left an impression of "top-notch" performance, dedication, high quality and resourcefulness. The impression was of individuals working in harmony as a team of professionals. The quality of the staff in this area is superior.

The facilities and equipment utilized were appropriate.

COMMENDATIONS:

Although small in number, this grouping of individuals is comparable in quality, expertise, dedication and student advocacy to any in the nation. Perhaps many individual commendations could be made, but these could be summarized in indicating that MSDB is fortunate to have the caliber of support personnel exhibited by this group of professionals, as would be any agency dealing with sensory impaired individuals.

RECOMMENDATIONS:

1. Efforts should be made to provide clerical support to personnel covered under this section in order to more fully utilize their time, expertise and training.

2. The administration should ensure that occupational therapy services are provided to students who require this area of expertise to benefit from the educational programs offered at MSDB.

3. A philosophy statement regarding speech services should be written and implemented which prioritizes services to students addressing age factors, ability levels, school wide emphasis, etc.

PUBLIC AWARENESS AND COMMUNITY/PARENT AWARENESS

The Montana School for the Deaf is no different from other schools for the deaf in that it could benefit from a more assertive effort to make the citizens of the state aware of the services it provides for its deaf students. Some recent efforts have had positive effects in assisting parents and others in this effort. For example, the parent newsletter which is written by parents for parents is a very positive move in this direction.

Parent interviews revealed that the school has done a good job in responding to the needs of their children. It is evident that parents are given an opportunity to express their concerns for their children, encouraged to participate in their children's educational programs and urged to lobby for the general welfare of the school.

COMMENDATIONS:

1. The parents interviewed should be commended for their commitment to their children.
2. The parent newsletter is an extremely positive PTHA activity.

RECOMMENDATIONS:

That the administration explore ways to utilize the lobbying potential which exists among parents who have access to a widely distributed group of legislators.

GENERAL SUPPORT SERVICES

Food Services

The food services area is under the supervision of the Director of Health/Food Services. The kitchen and dining facilities were appropriate, well maintained and neat. The food services staff were friendly, appeared responsive to the students and communicated well with each other, the rest of the staff and the students.

COMMENDATIONS:

1. The food services staff does an excellent job of maintaining an organized, well run food service program.

2. The communication of the food service staff with the "school family" seems open and genuine.

RECOMMENDATIONS:

A plan should be developed whereby the students would have input into planning menus while ensuring that appropriate nutritional guidelines are maintained.

Maintenance and Operations

The campus of the Montana School for the Deaf consists of nine buildings on an 18.5 acre site. The oldest building on campus is the boiler house which was constructed in 1952. Other buildings on campus vary in age from 1956 to 1983. Some renovation has taken place as recently as 1988. Hence, it is evident that the staff has taken great pride in the facilities and that they are adequate for the needs of the program. An exception is evident in that the infirmary is located within a wing of a dormitory. It is obvious from the self-study and in observing the infirmary that the location and design is not appropriate.

The maintenance staff includes a foreman and three repair/housekeeping members. The foreman graduated from MSDB in 1947 and has had a variety of work experience in the field of construction. The four staff members share both maintenance and housekeeping chores.

The maintenance procedures at MSDB are adequate for the size of the school. Recently, a request form has been designed for staff to use. It is submitted to the maintenance foreman who will assign his staff to complete the task. The procedure allows for major projects to be reviewed by the business manager who will assist the foreman in setting a list of priorities.

The school has six vehicles--3 vans (1975, 1978 and 1987); one station wagon (1970); one car (1970) and one ten-passenger bus equipped with a lift (1987). The school has no shop area appropriate for car maintenance, and, therefore, virtually all vehicle maintenance and service is done by vendors in the community.

COMMENDATIONS:

1. The grounds and buildings are well maintained, evidencing the pride the maintenance staff has in their jobs.

2. The maintenance staff should be commended for the numerous skills they possess and the quality of their work.

RECOMMENDATIONS:

1. It is obvious that the maintenance staff is not sufficient. Although the existing staff is doing a good job, the need for timely repairs is necessary for the well being of the physical plant.

2. The storage areas are clearly not sufficient. It is recommended that storage areas either be constructed or existing areas be designated/renovated for that purpose.

EXHIBIT 8DATE 1-10-91HB Ed. & Curr. Res. Sub.MONTANA SCHOOL FOR
THE DEAF AND THE BLIND

STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

(406) 453-1401
VOICE/TDD

STAN STEPHENS, GOVERNOR

BILL PRICKETT, SUPERINTENDENT

ISSUES re: M.S.D.B.

Chapter I funding - Chapter I revenue has consistently been less than the amount appropriated, resulting in a deficit each year. Example: \$168,000 was appropriated for each year of the current biennium but actual revenue received for 1989-90 was \$148,000 and projection for 1990-91 is \$130,000.

The Executive Budget appropriates \$130,000 for each year of the coming biennium and increases general fund \$38,000 each year, leaving all essential services provided by the Chapter I project intact.

The LFA Budget appropriates \$130,000 for each year of the coming biennium and reduces FTE by 1.09, thereby reducing scope of services under Chapter I to the \$130,000 level.

Attached is an impact analysis of reduction in appropriation of \$38,000 and reduction of 1.09 FTE.

Student Travel

The Executive Budget includes \$60,150 per year for student travel, which allows for increase in the cost of commercial transportation. The LFA budget includes \$47,179 and is based on actual 1989-90 school year expenditure, with no allowance for increase in cost.

Attached is an analysis of actual airline ticket price increases which document an increase in cost of \$15,784 from August 1989 to January 1991.

Vehicles

The LFA Budget includes funds each year of the biennium to lease a 15-passenger van to replace one of the school's dilapidated vans. The Executive Budget does not include any funding for vehicles.

Additional Personnel

The Executive Budget gives the school a .77 FTE nightwatch cottageparent (\$29,855 for the biennium) and a .84 FTE supervising teacher (\$66,505 for the biennium). Both were recommended by the C.E.A.S.D. Accreditation Report.

The LFA Budget does not include these modifications.

MONTANA SCHOOL FOR
THE DEAF AND THE BLIND



STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

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IMPACT OF REDUCTION OF 1.09 FTE AND REDUCTION IN APPROPRIATION OF
\$38,000 DUE TO DECLINE IN CHAPTER I FUNDS

Decision Package I

Premise: reduction to be absorbed within Chapter I Project

Action Required: Component A - reduce Recreation Specialist to
half-time (lose .36 FTE)
 Component B - eliminate one Itinerant Consultant
 (lose .73 FTE)

Programmatic Impact: Component A - at M.S.D.B. the elimination of
after-school recreation program; elimination of
competitive athletic program.
 Component B - 24 counties and the school districts
located therein would no longer receive
consultative services from the Itinerant
Consultant; approximately 60 visually impaired
students enrolled in public school within these
24 counties would no longer receive direct
services from the Itinerant Consultant; 60
visually impaired students would no longer receive
braille textbooks and large print material from
M.S.D.B.

Decision Package II

Premise: Chapter I Project remains intact. Reduction to be absorbed
in other program areas and the general fund associated with the
reduction will be used to fund certain Chapter I components.

Action Required: eliminate one teacher of the multi-handicapped
 (lose .73 FTE); reduce one teacher aide from .55
 FTE to .19 FTE (lose .36 FTE)

Programmatic Impact: elimination of M.S.D.B.'s multi-handicapped
program. Seven multi-handicapped students
currently attending M.S.D.B. would be dismissed
and would become the responsibility of the Great
Falls School district.

EXHIBIT 8DATE 1-10-91HB Ed. & Cur. Res. Div.

INCREASE IN AIRLINE TICKETS FROM GREAT FALLS
TO VARIOUS DESTINATIONS (ROUND TRIP)

Dest.	Ticket Cost 8/89	Ticket Cost 8/90	Ticket Cost 1/91	Increase 8/89-1/91	No. of Students	No. of Trips Per Yr.	Total Ann. Incr.
Billings	\$148	\$192	\$228	\$80	7	8	\$4,480
Bozeman	166	235	319	153	4	8	4,896
Missoula	128	140	140	12	4	8	384
Kalispell	152	224	266	114	4	8	3,648
Wolf Pt.	319	334	378	59	2	8	944
Wasgow	314	334	378	64	2	8	1,024
Sidney	327	334	378	51	1	8	408
						TOTAL	\$15,784

30200
10000

MONTANA SCHOOL FOR THE DEAF AND BLIND
STUDENT TRAVEL-AIRFARE INCREASES
FISCAL 1990 TO 1991

<u>DESTINATION</u>	<u>FY '90</u>	<u>AUGUST FY '91</u>	<u>CURRENT FY '91</u>	<u>PERCENT INCREASE FY '90 TO CURRENT</u>
BILLINGS	\$148.00	\$192.00	\$228.00	54%
BOZEMAN	\$166.00	\$235.00	\$319.00	92%
MISSOULA	\$128.00	\$140.00	\$140.00	9%
KALISPELL	\$152.00	\$224.00	\$266.00	75%
WOLF POINT*	\$319.00	\$334.00	\$378.00	18%
GLASGOW*	\$314.00	\$334.00	\$378.00	20%
SIDNEY*	\$327.00	\$334.00	\$378.00	16%

*FEDERAL EAS (ESSENTIAL AIR SERVICE) ROUTES.

EXHIBIT 9DATE 1-10-91HB Ed. & Curr. Res. Sub.

SKYVIEW HIGH SCHOOL

January 4, 1991

1775 High Sierra Boulevard

• Billings, Montana 59105

• (406) 255-3650

Mr. Bill Prickett, Principal
Montana School for Deaf and Blind
3911 Central Avenue
Great Falls, Montana 59401

Dear Mr. Prickett:

I am writing about Bryce [REDACTED] a freshman student who will return to the Montana School for Deaf and Blind next semester. Bryce's teachers have been impressed with his academic ability and they have felt he was successful here at Skyview. Throughout the semester he has shared feelings of isolation and loneliness with me. His reason for leaving Skyview is because he feels his experience at your school was more supportive for him. His parents, our school psychologist, Bryce, and myself met to discuss all the options and the decision made was for Bryce to return to Great Falls because of social and emotional needs.

Enclosed are meeting minute notes and a copy of the spring CST.

Sincerely,

Fran McDermott
Counselor

Enclosures

kfd

VISITOR'S REGISTER

SUBCOMMITTEE

AGENCY (S) Education Subcommittee DATE 1-10-91

DEPARTMENT Board of Public Education
School for the Deaf & Blind

NAME	REPRESENTING	SUP- PORT	OP- POSE
Kathleen Harrington	Board of Public Ed		
Bill Wickett	MSDB	✓	
Ineson Keardon	MFT		
Wayne Buchanan	BPE	✓	
Bill Dyer	MSDB	✓	
John Dahn	MSV		
Sandy Ritchie	MSDB	✓	
Bill Quinn	MSDB	✓	
Clad H. H.	BPE	✓	
Erin O.	MEA	✓	
Jan Long	S.A.M.	✓	
Bruce W. Moerer	MSBA	Adj. Police	
Earl Gray	OPD	MSDB	
Kay McKenna	MACSS	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.