

MINUTES

MONTANA HOUSE OF REPRESENTATIVES 53rd LEGISLATURE - REGULAR SESSION

JOINT SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By Chairman Royal Johnson, on January 21, 1993,
at 9:45 a.m.

ROLL CALL

Members Present:

Rep. Royal Johnson, Chair (R)
Sen. Don Bianchi, Vice Chair (D)
Rep. Mike Kadas (D)
Sen. Dennis Nathe (R)
Rep. Ray Peck (D)
Sen. Chuck Swysgood (R)

Members Excused: none

Members Absent: none

Staff Present: Taryn Purdy, Legislative Fiscal Analyst
Skip Culver, Legislative Fiscal Analyst
Doug Schmitz, Office of Budget & Program Planning
Jacqueline Brehe, Committee Secretary

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

Committee Business Summary:

Hearing: MONTANA SCHOOL FOR THE DEAF AND BLIND
SUPPLEMENTAL REQUEST AND MONTANA SCHOOL
FOR THE DEAF AND BLIND

Executive Action: NONE

HEARING ON MONTANA SCHOOL FOR THE DEAF AND BLIND SUPPLEMENTAL REQUEST

Tape No. 1:A:000

Skip Culver, LFA, distributed and explained **EXHIBIT 1** which described the two supplemental requests for the Montana School for the Deaf and Blind. The first was to cover increased workers' compensation costs and the second was to cover the costs of additional sign language interpreters.

Informational Testimony:

Bill Prickett, Superintendent, MSDB, distributed **EXHIBIT 2** which was a letter to **CHAIRMAN ROYAL JOHNSON** describing the reasons for the supplemental requests. Page 3 of the letter summarized the

fiscal problems faced by the school this year which resulted in a deficit of \$246,100 including the increased workers' compensation costs and the costs of the additional interpreters. He pointed out that the last page of the letter listed the measures taken by MSDB to meet the funding shortage, including the submission of the supplemental requests.

Mr. Prickett said the consequence of not funding the supplemental requests was the laying-off of nine employees for the rest of the school year. He added that some of the deficit would be offset by the tuition from two Wyoming deaf students recently admitted to MSDB. The tuition for the two students amounted to \$40,000. He said he expected the two children to remain at the school and the tuition for the next biennium for them would be \$60-70,000.

Mr. Prickett said the workers' compensation increase had been included in the base for the next biennium but the cost of the additional interpreters was not. He asked the committee to include the cost of the interpreters in the base for the next biennium.

Questions, Responses, and Discussion:

REP. RAY PECK commented that mainstreaming deaf children increased the need for interpreters. He asked why the cost of the interpreters was not presented to the committee last session if the children had been planned to be mainstreamed. Mr. Prickett said the increased demand for interpreters was not known at the time MSDB last met with the committee. Bill Davis, Principal, MSDB, noted that there was an increase of 20 new students over the summer which was totally unexpected. Most were due to the movement of families into the state. He added that three children were elementary students who were functioning at or above grade level.

REP. PECK asked if MSDB was doing more mainstreaming in the Great Falls public schools compared to the past. Mr. Prickett agreed and noted that more than half the students at MSDB were non-dormitory students. He added that the trend in Montana and nationally was toward more mainstreaming. Mr. Davis said that the proportion of students being mainstreamed was probably about the same, but the distribution had changed so that there were fewer in high school and more in the lower grade levels. A total of 46 students were being mainstreamed. REP. PECK asked why more personnel were needed if the number of students being mainstreamed was about the same. Mr. Davis replied that although the number of students may be the same, the amount of time the students spend in a mainstream setting had increased which resulted in extremely heavy interpreter loads. Mr. Prickett added that five years ago the average number of mainstream classes a child took was three; now the average was four. The heavy loads had resulted in several interpreters experiencing carpal tunnel syndrome.

SEN. DENNIS NATHE asked if the children being mainstreamed were being carried in the ANB of the Great Falls school system. **Mr. Davis** answered that the students were only counted for ANB if they were in the public school the entire day. He added that the students were not counted for special education funding either.

CHAIRMAN JOHNSON noted that MSDB had requested the additional interpreters be placed in the budget for the next biennium and explained that to do so would require a budget modification. **Mr. Prickett** said he had not made the request. **Doug Schmitz, OBPP**, confirmed that it was not in the executive budget.

Sandy Ritchie, Staff Representative, MSDB, said the staff provided hands-on care for the children at the school who came from across the state. She said the supplementals were needed to ensure a quality education and continued quality care for the children who ranged in age from two to 19.

HEARING ON MONTANA SCHOOL FOR THE DEAF AND BLIND

Tape No. 1:A:674

Informational Testimony:

Mr. Prickett began his opening remarks by saying he understood the difficulty facing the legislature in trying to balance the state budget. He stated that, nevertheless, the educational needs of the children at MSDB had to be met as mandated by law. He gave the history and background of MSDB which had been established in 1893. It was started as a centralized school with children traveling to MSDB to receive their education. The school had always been funded from the general fund with the school coming under the governance of the Board of Education.

Mr. Prickett noted that many children can be served at home rather than through residential care which led to the establishment of an outreach program which presently served 160 blind children in their local school system and 49 deaf children, ages birth through three in the parent/infant program. He noted that early intervention reduced the cost of educating the children later.

Tape No. 1:B:032

Mr. Prickett began addressing the budget by expressing his concern for the executive recommendation to reduce general funding for MSDB by \$75,000 and to replace it with Medicaid reimbursement. He said that the sum of \$75,000 was overly optimistic because what Medicaid would reimburse had not yet been fully established and confirmed. He noted that if Medicaid were billed for the speech therapy of a Medicaid eligible child, the parents of a non-Medicaid eligible child would have to be billed for the same therapy. He said his estimate was that \$20,000 could be generated from Medicaid reimbursement less the cost of collection. He added that there would be 35 Medicaid-eligible children at MSDB in the next fiscal year. He stated that it had

been his understanding in conversations with OBPP that MSDB would receive general funding and revert any reimbursements from Medicaid to the general fund. He added that no FTEs were being requested for the labor intensive effort of collecting the Medicaid monies.

Mr. Prickett stated the executive budget also recommended reducing the general fund by \$79,000 and replacing the funds with payments to be collected from SSI for children living in the dormitories. He said he and his staff were unaware that OBPP was going to take this approach. He noted that the approach might not be reasonable since the Social Security Administration already reduced the checks going to SSI children who lived in the dormitories on the basis that the children had no room and board costs while at the school because there were dormitories. He said he did not know if it were legally possible to retrieve some of those removed funds from SSI. He added that because of the equal protection concept, if the policy were to be carried out, the school might have to collect room and board costs from the parents of children not receiving SSI payments. He requested that the committee recommend funding the school through the general fund and if costs were reimbursed from SSI, they could revert to the general fund.

The third issue in the executive budget which Mr. Prickett addressed was the reduction in general fund of \$256,000 which was to be replaced by billing local school districts for the outreach program. He stressed that he was not informed that this approach was to be taken. He voiced concern that if the school districts were to be billed for the services of MSDB, because of limited financial resources, schools would choose not to use the services and children would be under-served.

Mr. Prickett distributed copies of the final report from the Task Force on Outreach Services to Children with Sensory Impairments EXHIBIT 3 and a list of the task force participants. EXHIBIT 4 He said the task force convened during the summer and fall of 1992 to examine the outreach program. The conclusion reached by the task force was that the MSDB outreach program provided a vital component to the total educational service of the deaf and blind children in Montana and recommended its expansion.

Mr. Prickett said if outreach had to be paid by the school districts, it would be more cost effective and more efficient to give MSDB \$256,000 from special education funds for the outreach program rather than trying to bill the schools. He said this approach was consistent with the philosophy of a centralized school for the sensory impaired with everyone sharing the cost.

Another concern voiced by Mr. Prickett was the five percent cut in personal services which had been imposed by the legislature. He said MSDB had submitted a plan and in the Stephens' executive budget all but one position had been recommended for restoration. However, Governor Racicot had recommended that no restorations

occur in the positions removed by the five percent cut. Mr. Prickett stated that MSDB was ready to implement a five percent cut but requested the flexibility to decide which positions would be eliminated so that services to the children could be maintained with minimal impact. He added that two positions were captured by the SWYSGOOD motion and asked that the committee credit these two positions against the five percent cut requirement.

Questions, Responses, and Discussion:

SEN. CHUCK SWYSGOOD asked for a description of the two positions captured by his vacancy motion. Mr. Prickett replied that the first was a coordinator of the interpreter/tutor program and the second was a night watchman position for the dormitory. Mr. Culver referred the committee to EXHIBIT 5 which listed the positions included in the five percent personal services reduction and noted the positions were included in this list as well as being captured by the Swysgood motion.

REP. PECK asked for more information concerning whether Medicaid could be used to cover some of the costs at MSDB as suggested by OBPP. Mr. Schmitz noted that SRS had been notified by the Health Care Finance Administration (HCFA) that its requests in this area had been refused. Mary Dalton, Medicaid Division, SRS, said that HCFA had informed SRS that they would not cover the costs of the interpreter/tutor program, the orientation mobility specialists or the itinerant resources consultant because they were habitation rather than rehabilitation services. HCFA would cover licensed speech therapists, occupational therapists, audiologists, and clinical psychologists. She added that the key issue was whether the professional giving the service was licensed in the state. REP. PECK asked if the same licensed professionals at MSDB would be covered by Medicaid. Ms. Dalton said that if they met the criteria there would not be a problem receiving reimbursement from Medicaid for the services. To recover the costs, MSDB would sign up with SRS to obtain a provider number and then SRS would provide assistance with the necessary procedures. She clarified a point mentioned earlier by Mr. Prickett. She said the school did not have to bill parents of children at the school for these services if the parents did not have insurance. If the parents did have insurance, they would be billed for the same services as the Medicaid-eligible children. If parents don't allow the school to bill the insurance companies for educational costs, then the school could not bill Medicaid either.

REP. PECK requested that SRS work with the staff from MSDB to estimate the costs which would be reimbursable from Medicaid. Ms. Dalton said she could provide an estimate if the school provided her with the number of Medicaid-eligible children and the hours of qualifying therapy for each. Mr. Davis said that based on 35 Medicaid-eligible children and the costs of approved professional services such as speech therapy, the MSDB estimated

a \$25,000 recovery of funds from Medicaid.

Tape No. 2:A:026

Mr. Davis said he and the MSDB staff had consulted with SRS in calculating the level of the estimate. He said he would be happy to meet with SRS and the OBPP to verify the figures.

SEN. NATHE asked why Medicaid did not pay for the educational costs at MSDB when they did cover the educational costs of emotionally disturbed children in residential treatment. Ms. Dalton said under Medicaid regulations, MSDB was not a medical facility while the residential treatment centers and psychiatric hospitals were. As such, different criteria were applied. Only medical costs were covered. SEN. NATHE asked if it were possible to get MSDB considered for Medicaid funding of educational costs. Ms. Dalton explained that it would be impossible since Medicaid only paid for the educational costs of children who were mentally ill or retarded.

REP. MIKE KADAS requested that MSDB and OBPP meet and return to the committee with a figure they both agreed upon. Mr. Schmitz said OBPP had been attempting to consult with MSDB to obtain reasonable numbers for inclusion in the budget. OBPP had received no figures from MSDB and so when printing time arrived, OBPP estimated the figures used. Because 99% of the funding for the school came from the general fund, the OBPP was attempting to find alternative forms of appropriate support for MSDB. He said OBPP would work with MSDB to obtain a reasonable figure for the estimate.

CHAIRMAN JOHNSON asked if the Family Rule of One applied to the children at MSDB. Ms. Dalton said no.

SEN. SWYSGOOD asked why MSDB did not supply the requested figures to OBPP before the budget was set. Mr. Prickett replied that this was new territory for the staff who had never been involved in this type of reimbursement collection. They were unsure of who was eligible and what services were eligible. SEN. SWYSGOOD noted that Ms. Dalton could have easily been contacted to obtain the necessary information. Mr. Davis said it took time to receive confirmation of the children who were eligible for Medicaid. By the time all the information was received, the budget book had been printed.

REP. PECK asked for more information regarding the coordinator instructor (position 00303). Mr. Prickett said the position was vacated during the current year to balance the budget. REP. PECK noted that HB 2 required departments to examine their administrative staff and prepare a report to be given to the LFA. Mr. Prickett replied that a report had been prepared and sent to Ms. Teresa Cohea on Dec. 22, 1992. EXHIBIT 6

CHAIRMAN JOHNSON asked for information concerning the swimming pool at MSDB which a constituent of his was concerned about. Mr.

Davis answered that the pool was full but it was not heated and there was no lifeguard because of budgetary constraints. **Mr. Prickett** said it became a choice of laying off a teachers' aide or shutting down the swimming pool. **CHAIRMAN JOHNSON** noted that **Mr. Prickett** had mentioned the tuition costs for out-of-state students and inquired as to tuition costs for residents of the state. **Mr. Prickett** explained that there were no charges for residents of Montana even if the families could afford it. Statute allowed the admission of out-of-state children if space was available but they were to be charged a tuition rate equal to the educational cost of a child the previous year.

SEN. NATHE asked what the qualifications were for receiving SSI payments and if all the students at MSDB qualified. He also asked who received the SSI payment, the child or the parent. **Mr. Prickett** said he did not know what the qualifications were for SSI because they did not routinely deal with it. He believed it was a federal program for low income families. He said that if a child was under 18 and qualified for SSI funds, the check went to the parent. A portion of the check was intended to pick up the cost of room and board. If a child resided at the dormitory, the checks were reduced a certain amount. He said he did not routinely know which children received SSI funds.

SEN. NATHE asked how group homes for the developmentally disabled collected SSI funds. He said he believed that the children at MSDB would come under the handicapped provision of SSI and therefore qualify for support. **Mr. Davis** explained that to receive Medicaid funding for medical needs, families first had to apply for SSI. Some of the families chose not to apply for SSI if their children did not need extensive medical care. He added that once a child reached age 18 and was no longer under the care of his parents, he qualified automatically for SSI. He said presently there were 40 students at MSDB who qualified for SSI payments. **SEN. NATHE** asked if the SSI checks for the children at MSDB went to the parents, with no reimbursement to the school. **Mr. Davis** said yes.

REP. PECK asked if some reimbursement of therapy costs could be obtained from private insurance companies. **Mr. Davis** said a certain percentage could be obtained. **REP. PECK** asked for the percentage of the 85 FTEs who would be involved in direct services to the children. **Mr. Prickett** said it would include the teachers, teachers' aides, house parents, nurses and nurses' aides. He said he would return the next day with the precise number. **Mr. Davis** estimated that it would be between 80% and 90%. **Mr. Prickett** said 72 out of the 85 would be directly involved with the children. **Mr. Davis** noted there were some gray areas.

SEN. NATHE asked if Air Force families were moving to Montana to utilize the services of the school while being stationed at Malmstrom Air Force Base, and, if so, who was picking up the 874 special education money if they were doing this. **Mr. Prickett**

said there probably were some families who transferred to Malmstrom to take advantage of MSDB and its services. He said the school was not eligible for federal impact aid funds. **SEN. NATHE** asked if the children at the air force base qualified for special education funding and if so where did it go. **Gail Gray, OPI**, explained that if the child attended the Great Falls public school system, the money would go to the district. If the child spent no time in the public school system, it was conceivable that no impact aid money was being received for the child. She said she would need to examine the issue. **SEN. NATHE** asked about the special education money for Native American children at MSDB. **Ms. Gray** said it was possible that if a child spent only part of a year MSDB, the public school where the child normally went would have kept all the funds. She said she needed to confirm the possibility. **Mr. Davis** said the school was presently examining how the school might access federal funds. He said that because MSDB was not part of a school district, it was not eligible for certain state funds.

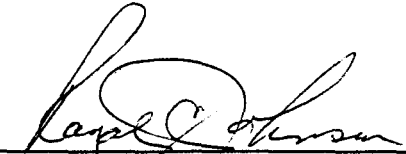
SEN. DON BIANCHI asked **OPI** for its reaction to the suggestion from MSDB that they be given \$256,000 from special education monies to fund the outreach program. **Ms. Gray** responded that she knew the need was apparent for the outreach program, however, she was not enthusiastic about the proposal. She concurred with **Mr. Prickett** that, faced with limited resources, local schools would choose not to utilize the services of MSDB if they were to be charged for them. However, **OPI** did not wish any more cuts to be made to the special education program which already had been heavily impacted by cuts.

REP. PECK asked for the reaction of MSDB to the possibility of becoming part of the Great Falls area school district. **Mr. Prickett** commented that he was open to any and all suggestions which would lead to a more stable funding situation for the school and the maintenance of its services. He said if the question was going to be raised, he would prefer the question be: What is the best way to govern and fund MSDB? He said he would like to see all possibilities examined. **REP. PECK** asked if any legislation was pending. **Mr. Prickett** answered that **SEN. CHRIS CHRISTIAENS** was considering introducing a resolution which would direct the Board of Education to study the question. He said he would welcome such a study. **SEN. NATHE** noted that the Yellowstone Treatment Center became a district by itself. **Mr. Prickett** commented that such a direction was a double-edged sword. Under that situation the school would be responsible for servicing all of the child's needs. Presently, if a child has additional needs beyond sensory impairment, the cost went back to the school district.

CHAIRMAN JOHNSON asked how many children could be accommodated in the dormitories. **Mr. Davis** said the buildings were designed for 80 students. **CHAIRMAN JOHNSON** asked if the school had noted a greater influx lately of Malmstrom AFB families wishing to utilize the school. **Mr. Davis** said no.

ADJOURNMENT

Adjournment: 11:30 a.m.



REP. ROYAL JOHNSON, Chair



JACQUELINE BREHE, Secretary

jb/

HOUSE OF REPRESENTATIVES

EDUCATION

SUB-COMMITTEE

ROLL CALL

DATE

1-21-93

NAME	PRESENT	ABSENT	EXCUSED
REP. ROYAL JOHNSON, CHAIRMAN	L		
SEN. DON BIANCHI, VICE CHAIRMAN	✓		
REP. MIKE KADAS	L		
SEN. DENNIS NATHE	✓		
REP. RAY PECK	✓		
SEN. CHUCK SWYSGOOD	✓		

MONTANA SCHOOL FOR THE DEAF & BLIND
GENERAL FUND SUPPLEMENTAL REQUESTS FOR FISCAL 1993

1) WORKERS' COMPENSATION RATES - The Executive Budget includes a general fund supplemental of \$13,043 to pay for an increase in the costs of workers' compensation coverage. The school experienced an unanticipated increase in the rate for 3.70 FTE kitchen staff and 4.0 FTE maintenance staff from 7.9 percent in fiscal 1992 to 16.96 percent in fiscal 1993.

ACTION OF THE EDUCATION SUBCOMMITTEE:

2) SIGN LANGUAGE INTERPRETERS - The Executive Budget includes a general fund supplemental of \$52,400 for two full time and two part time sign language interpreters. The sign language interpreters accompany students who have been mainstreamed into public schools to provide assistance while they attend class. MSDB currently has 45 deaf students mainstreamed into the Great Falls public schools (each student takes from one to seven classes daily). Of these students, 15 are elementary students. The fiscal 1993 appropriation did not include funds for sign interpreters for elementary students, as there was no elementary students in the public schools in the fiscal 1990 base year.

ACTION OF THE EDUCATION SUBCOMMITTEE:

MONTANA SCHOOL FOR
THE DEAF AND THE BLIND

EXHIBIT 2
DATE 1-2-93
SB _____



STATE OF MONTANA

3911 CENTRAL AVENUE

GREAT FALLS, MONTANA 59401

(406) 453-1401
VOICE/TDD

STAN STEPHENS, GOVERNOR

BILL PRICKETT, SUPERINTENDENT

January 5, 1993

The Honorable Royal Johnson
House of Representatives
Helena, MT 59602

Dear Representative Johnson:

I am pleased to provide you with the following information regarding our supplemental funding requests for this fiscal year, per Chairman Zook's letter of December 30, 1992.

Worker's Compensation Rates - this supplemental requests \$13,043 to pay for an increase in the cost of worker compensation coverage for 4.0 FTE maintenance workers and 3.70 FTE kitchen workers. The worker compensation rate for these employees increased from 7.9 percent in FY 1992 to 16.96 percent in FY 1993.

This rate increase could not be anticipated when the budget for this biennium was prepared and, consequently, there were no funds included to cover the increase. There are no other funds within our FY 1993 budget that could be used to offset this requested supplemental. Our budget for FY 1993 is \$246,100 short of fully funding our operations this year (see copy of remarks by Bill Prickett to the MSDB staff) and we have already implemented layoffs and the freezing of vacant positions.

The consequence of disapproval of this supplemental request would be the immediate layoff of two employees for the balance of this school year. The consequence of reducing this supplemental request by 50 percent would be the immediate layoff of one employee for the balance of this school year. This is based on the assumption of an employee earning a base salary of \$12,000 plus \$2,280 for insurance and a benefits rate of 15.6 percent.

This supplemental request should not reoccur in the 1995 biennium as the increased rates have been included in the base figures used by the Governor and the LFA in drafting their proposed budgets for the next biennium.

Sign Language Interpreters - this supplemental requests \$52,400 to fund additional sign language interpreters the school had to employ this school year. Based on the information available during the 1991 legislative session MSDB was funded for seven interpreters. Since that time, the number of MSDB students mainstreamed into the Great Falls public schools has increased and there has been an explosion of mainstreaming at the elementary level, resulting in the need this school year for 9 full-time

and 2 part time interpreters.

This increased demand for interpreters could not be anticipated when the budget for this biennium was prepared and, consequently, there were no funds included to cover the increase. There are no other funds within our FY 1993 budget that could be used to offset this requested supplemental. Our budget for FY 1993 is \$246,100 short of fully funding our operations this year (see copy of remarks by Bill Prickett to the MSDB staff) and we have already implemented layoffs and the freezing of vacant positions.

The consequence of disapproval of this supplemental request would be the immediate layoff of seven employees for the balance of this school year. The consequence of reducing this supplemental request by 50 percent would be the immediate layoff of three employees for the balance of this school year and the reduction of one employee to half time for the balance of this school year. This is based on the assumption of an employee earning a base salary of \$12,000 plus \$2,280 for insurance and a benefits rate of 15.6 percent.

We do not anticipate the demand for interpreters to go down during the next biennium. There are no steps we can take to reduce the demand, since the demand is driven by each child's individual unique needs as identified in the Individualized Education Plan (IEP) developed for each child. This supplemental will again be required in each of the years of the coming biennium, unless these funds are included in current level funding for MSDB for the coming biennium.

The measures we have already taken this year in response to our funding shortfall have been carefully designed to minimize the impact on the teaching-learning process that occurs in the classroom. Failure to obtain approval for these supplemental funding requests will result in the possible elimination of a portion of our academic program and the possible dismissal of some of our students. In any event, the impact on deaf and blind children will be extremely negative.

Thank you for the opportunity to provide you with this information. If you have any questions, please contact me at 453-1401.

Sincerely,


BILL PRICKETT
SUPERINTENDENT

BP/bl

cc: Board of Public Education
Wayne Buchanan

Staff Meeting re: Budget 1992-93

Remarks by Bill Prickett

Our budget for 1992-93 is \$246,100 out-of-balance. Guess whether this is a (+) figure or a (-) figure? Right - it is a negative figure.

The 1991 legislature, along with Gov. Stephens, estimated what the MSDB expenses would be for the 1992-93 school year. Normally, at this point the legislature appropriates an equal amount of money to pay for the approved level of expenses. However, the 1991 legislature then assessed MSDB \$38,000 in so-called vacancy savings.

[explain v.s.]

In January 1992 the first special session of the legislature cut our budget by \$47,000. When school opened this fall, we received our Chapter I federal grant (NOTE: the legislature appropriated this to balance our budget). To our dismay, the amount of Chapter I we received was \$63,000 less than the amount appropriated by the legislature.

When school opened this fall, we had to hire 2 FT and 2 PT interpreters over and above what was the level of expenses approved by the 1991 legislature. The additional cost for interpreters this year is estimated at \$52,400.

This fall we were informed that the workman's compensation tax we pay went up for the maintenance and kitchen workers. The percent of tax went up from 7.9% to 16.96%, increasing our cost \$13,000 above the level of expense approved by the 1991 legislature.

In addition, our payroll for the education department went up \$22,700 this year, over and above the level of expenses approved by the 1991 legislature, because of (1) teachers getting additional education credits; (2) teachers moving from one quadrant of the salary schedule to a higher quadrant because of additional years of experience; (3) reclassification of a couple of positions; (4) correcting errors in years of experience, etc.

The demand last year for braille textbooks and large print materials was \$10,000 above the level of expenses approved by the 1991 legislature and this year promises to be no better.

Recap:	Vacancy savings	\$38,000
	January special session cut	47,000
	Chapter I shortfall	63,000
	Additional interpreters	52,400
	Workman's Comp.	13,000
	Ed. Department salary adjustments	22,700
	Braille and large print	10,000
		<u>\$246,100</u>

EXHIBIT 2
1-21-93

To meet this huge shortage, we have taken the following measures:

Freeze vacant Coordinator of Interpreters Position	\$40,100
Freeze music teacher position	16,000
Freeze vacant LPN position	11,700
Freeze vacant nightwatch position	10,200
Reduce the baker from 5 days to 3	4,100
Laid off 1 kitchen worker	9,200
Furlough 4 administrators for 1 week	4,000
Cut operations (supplies & materials, equipment, utilities)	48,000
Supplemental requests:	
1. Approved by Governor	65,500
2. Additional requests pending	32,700
	<u>\$241,500</u>

With these measures we have already taken, plus your voluntary cooperation in holding down the use of substitutes, we can make it to the end of the year. It is obvious, however, that we have no margin for error and additional cuts may become necessary.

Task Force on Outreach Services to Children with Sensory Impairments

The Task Force on Outreach Services was formed by the Superintendent of Public Instruction, Nancy Keenan, and the Board of Public Education on July 6, 1992.

This draft report has been prepared by the Task Force for presentation to the Superintendent of Public Instruction and the Board of Public Education for consideration. The draft report contains the issues, principles, and recommendations of the Task Force on Outreach Services.

Members of the Task Force extend their appreciation to Superintendent Nancy Keenan and to members of the Board of Public Education for their leadership in addressing the continuing need for outreach services for children and youth with sensory impairments.

December 2, 1992

DATE 1-21-93
SB 3

Prepared by

Task Force on Outreach Services

EXECUTIVE SUMMARY

Introduction

In the fall of 1991 a statewide symposium that addressed the need for improvement in the provision of educational services for sensory impaired* persons took place. The symposium report, A BLUEPRINT FOR ACTION: Life Competency for Montana's Deaf and Blind Children, was presented to the Montana Board of Public Education and the Board officially accepted the report, calling for speedy attention to implementation of the recommendations for action. Among the recommendations identified was the need for outreach services to those children with sensory impairments not residing at the Montana School for the Deaf and the Blind (M.S.D.B.).

In the late summer of 1992 the TASK FORCE ON OUTREACH SERVICES was established by the Board of Public Education and Nancy Keenan, Superintendent of Public Instruction, to address long range policy development and program planning for the provision of "outreach" services by M.S.D.B. to sensory impaired children not residing on the campus of the state school in Great Falls. The objectives of the TASK FORCE were:

1. Define the role of the M.S.D.B. Outreach Program;
2. Identify a recommended outreach model;
3. Establish a proposal for funding; and,
4. Determine legislative initiatives to implement items 1-3.

Present Situation

In assessing the present situation three factors help explain why "outreach" services provided by M.S.D.B. are essential for Montana's efforts to ensure a free appropriate public education to those children with sensory impairments not residing at the state school in Great Falls.

First, there has been a dramatic increase in the need for Outreach Services as a result of federal and state mandates which require placement in the least restrictive environment (LRE) and the availability of a continuum of placement options for all students with disabilities. Second, most public schools currently have special education personnel who have received a broad-based education which has provided them with the expertise to serve a broad range of disabilities. However, the majority of special education teachers and regular education teachers have had very limited, if any, training in teaching children with sensory impairments. If these educators are to provide services to sensory impaired children in public schools, then, a comprehensive, statewide outreach service delivery system must be made available to them.

Third, the population of students with sensory impairments is relatively small therefore it is cost prohibitive for each school, in which a student with a sensory impairment (s) is enrolled, to hire personnel with expertise in serving a child with a sensory impairment.

*the term sensory impaired as used in this document refers to those disabilities of deafness, hearing impairment and visual impairment as defined in 20-7-401 MCA

At the same time that there has been an increased need for outreach services to the public schools, there has been a dramatic decrease in the availability of funding to support such services. In state Fiscal Years 92 and 93, the Montana School for the Deaf and Blind had a decrease in Chapter I, 89-313 funds as a result of changes in federal regulations. In state FY 94, MSDB will not be eligible to receive any Chapter I, 89-313 funds for support of outreach services for students with sensory impairments as a result of these same federal regulations. In recognition of the increased need for outreach services, the dramatic decline in Chapter I, 89-313 funds for the support of such services and the reduction in state general fund appropriation this biennium there is a critical need to address the manner in which services can be provided, statewide, to the sensory impaired population in an appropriate and cost effective manner.

Principles

Members of the TASK FORCE ON OUTREACH after reviewing existing "outreach" models used in the education of sensory impaired persons, decided that Montana's outreach model should be based on five core principles. These principles reflect how public or private organizations, with distinct statutory identities (i.e., rules and regulations that establish their existence, define their operational boundaries and determine their roles and responsibilities) can work toward the achievement of common goals. The five principles are as follows:

1. Serving all sensory impaired infants, toddlers, children, and youth requires the recognition of an interdependent, multiparty service model.
2. The multiparties (Montana School for the Deaf and the Blind, Office of Public Instruction, and Social and Rehabilitation Services (Developmental Disabilities Division) agree to cooperate and to use a collaborative approach in seeking mutually determined solutions.
3. The multiparties recognize that norms, behaviors, and supporting structures will be in transition as each party "learns" to work cooperatively with one another.
4. The multiparties recognize the need for "lead" agencies as designated by state and federal laws, as well as existing state rules and regulations.
5. The multiparties recognize that the management of interdependence requires the establishment of an Interagency Cooperative Agreement Committee.

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Interagency Agreement

The TASK FORCE ON OUTREACH considers the core to the delivery of statewide resource services to sensory impaired infants/toddlers and children/youth to be the interagency agreement. While a web of informal relationships exist among state agencies, the interagency agreement formalizes those aspects of the relationship which require approval, cooperation, and coordination.

The task force recognizes that the delivery of statewide resource services to sensory impaired learners and their families is an endeavor that reflects multiple policies and distinct agencies. The pursuit of this endeavor can be conducted with little regard to cooperation and coordination, or it can be undertaken as a joint venture in which there is limited pooling of resources. Underlying the latter is the idea that the undertaking is voluntary, that it involves a partial joining of resources and that each agency does not lose its separate identity.

Interagency Cooperative Agreement Committee

Built into the interagency agreement is a mechanism that is concerned with the overall issue of implementation. While the interagency agreement expresses the commitment of individuals within agencies to work together, as well as, articulates the roles and responsibilities of each agency, it also acknowledges that policy implementation involves unanticipated circumstances.

In recognition of the new territory to be explored in the delivery of statewide resource services to sensory impaired learners, the task force views the Interagency Cooperative Agreement Committee as a critical component in the success of this endeavor.

Statewide Resource Services for Sensory Impairments

Critical to the success of the delivery of services to Montana's sensory impaired infants/toddlers and children/youth is a regional, statewide system of Resource Services coordinated by the Montana School for the Deaf and the Blind. The resource system will provide services as identified in the interagency agreement to sensory impaired learners, birth through 21 years of age. In addition to providing services and technical assistance, the system will make available or assist in locating specialized materials/equipment.

Legislative Initiative

Existing state statutes and State Board of Public Education Governing Policies and Procedures designate the Montana School for the Deaf and the Blind (MSDB) as the State agency with authority and responsibility for assisting other public agencies in providing appropriate educational services, as required, to infants/toddlers and children/youth with visual and/or hearing impairments. In addition, MSDB is mandated to comply with all state and federal statutes and regulations pertaining to special education.

The task force recognizes that if statewide resource services for individuals with sensory impairments are to be developed, implemented, and maintained, then, appropriate language must be included in existing state statutes and State Board of Public Education Governing Policies and Procedures, as well as in the MSDB mission/role/responsibility statement. The appropriate language should reaffirm the mission/role/responsibility of MSDB as reflected in the most current federal/state position concerning placement options and as specified in an interagency agreement between affected agencies.

Furthermore, the task force recognizes that the most appropriate avenue for making these needed changes is to request the Office of Public Instruction and the State Board of Public Education to review existing statutes, rules, regulations, policies, and procedures and revise where appropriate based upon the preceding comments. Where legislation is appropriate it should reflect the desire of the task force members to have MSDB assume an additional role/responsibility in serving Montana's sensory impaired population.

Funding

The work completed by the TASK FORCE ON OUTREACH SERVICES was designed to ensure that Montana has a regional, statewide, cost effective, comprehensive system for the delivery of services to meet the specialized needs of infants/toddlers and children/youth with sensory impairments. The mechanism for doing this is the system of Statewide Resource Services for Sensory Impairments based at MSDB. This mechanism has a price tag.

The Task Force fully recognizes the limitation of funding and the severe financial constraints under which the State of Montana is operating. However the TASK FORCE strongly supports the funding of Phase I of the regional, statewide resource program as a basic minimum level of services required to meet the needs of children with sensory impairments not residing at MSDB.

Implementation of the program will insure that individuals who work with sensory impaired infants/toddlers and their parents in small towns or in cities will have access to a resource that specializes in these disabilities. Parents of school age children/youth with sensory impairments, as well as school administrators and classroom teachers will also have access to added resources. And, most importantly, individuals with a sensory impairment will have access to a resource that might make the greatest difference in their life even though they never attend school on the main campus of MSDB.

The Next Step

There have been a number of steps taken since 1989 when members of Montana's State Board of Public Education identified the need to critically examine and improve educational services to infants/toddlers and children/youth with sensory impairments in Montana. Prior to the statewide symposium in 1991, significant activities were undertaken to create a sense of awareness and linkage among state agencies, public organizations, and

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constituency groups concerning the shortcomings of the existing system. In 1991 the statewide symposium provided a platform for the public to give their suggestions as to how to improve the existing system. People with sensory impairments communicated their needs and their recommendations for improvement, along with parents, professional service providers, policymakers, and others from agencies and organizations involved in the delivery of services to persons with sensory impairments. The symposium was a "watershed" in that through deliberations that were open to the public, and most importantly affected parties, it developed an action plan to implement change.

The process of continued improvement of Montana's services to infants/toddlers and children/youth with sensory impairments was clearly the intent of actions initiated in 1989. This was certainly reaffirmed in the document entitled, A BLUEPRINT FOR ACTION.

This task force recommends that the process of continued improvement be maintained through the ongoing dialogue of the representatives on the Interagency Cooperative Agreement Committee.

TASK FORCE ON OUTREACH SERVICES

November 13, 1992

RESOLUTION

The TASK FORCE ON OUTREACH SERVICES after conducting four public meetings, receiving input from affected parties, examining existing outreach models, deliberating over proposals and counterproposals requests the Office of Public Instruction and the Board of Public Education to develop a legislative initiative which identifies the Montana School for the Deaf and Blind as the coordinator for regional, statewide resource services for individuals with sensory impairments and which provides for implementation of the regional resource model.

WHEREAS, In Montana there are over 624 infants/toddlers and children/youth with highly specialized needs due to sensory impairments; and

WHEREAS, 20-7-401 MCA states "free appropriate public education means the provision of regular or special education and related aids and services that are designed to meet individual educational needs of children with disabilities as adequately as the needs of children without disabilities are met"; and

WHEREAS, The majority of service providers (developmental disability case workers, special education teachers, and regular education teachers) have had very limited training in meeting the highly specialized needs of this population; and

WHEREAS, The cost to local agencies to provide for the unique needs of the sensory impaired often far exceed funding provided by the state; and

WHEREAS, Federal laws and regulations mandate a free appropriate public education for all individuals with disabilities and equal access to programs and services to meet their unique needs; and

WHEREAS, the majority of individuals with sensory impairments may have their educational needs met in the public schools with the assistance of a regional statewide resource system; and

WHEREAS, The State of Montana has accepted the obligation to meet these requirements, including the provision of local services; and

WHEREAS, the current outreach service delivery model does not provide resource services on a regional basis for all children with sensory impairments; and

WHEREAS, The Office of Public Instruction and the Board of Public Education recognize the need to provide an effective, efficient, and equitable framework for the state's delivery system of educational services to meet the needs of its sensory impaired learners; now, therefore be it

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RESOLVED, That the TASK FORCE ON OUTREACH recommends that a statewide system of resource services be organized on a regional basis for individuals with sensory impairments and that the resource services be coordinated through the Montana School for the Deaf and Blind (MSDB); and be it further

RESOLVED, That appropriate funding be made available to support the Statewide Resource Services for Sensory Impairments; and be it further

RESOLVED, That involved state agencies enter into an interagency agreement for the purpose of coordinating endeavors in the delivery of statewide resource services to sensory impaired infants/toddlers and children/youth; and be it further

RESOLVED, That an Interagency Cooperative Agreement Committee be organized and charged with the responsibility of reviewing and revising the agreement as may be needed and in general undertaking those activities that will enhance the efficacy and efficiency of statewide resource services to sensory impaired learners and their families; and be it further

RESOLVED, That the TASK FORCE ON OUTREACH SERVICES transmits a copy of this resolution to the Superintendent of Public Instruction and to the Chairperson of the Board of Public Education.

INTERAGENCY AGREEMENT BETWEEN
THE MONTANA OFFICE OF PUBLIC INSTRUCTION
AND
THE DEVELOPMENTAL DISABILITIES DIVISION OF
THE MONTANA DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES
AND
THE MONTANA SCHOOL FOR THE DEAF AND THE BLIND

BACKGROUND

The commitment to promote interagency cooperation and coordination in service delivery to Montana students who are hearing impaired or visually impaired is in response to the following factors:

- *Deafness and blindness are low-incidence exceptionalities.
- *There are insufficient numbers of qualified and certified teachers and other educational personnel trained in the area of deafness and blindness in the State of Montana.
- *It is not realistic to expect that every child and family service provider (CFSP) agency and school district in the state can employ needed qualified and trained educational and interdisciplinary personnel to appropriately serve infants, toddlers and students with vision and hearing impairments, especially in the rural areas.
- *Census information indicates that American people are mobile; this mobility impacts educational programming and continuity, especially in dealing with populations of people affected by low incidence disabilities.
- *School systems are required to provide special education and related services in the least restrictive environment (LRE) in which the child's unique special needs can most appropriately be met and to make available a continuum of alternative placement options. Key components in meeting this requirement are availability of appropriate certified, trained, and diversified educational personnel and an array of service delivery options.

STATEMENT OF PURPOSE

The purpose of this agreement is to develop and implement a plan to ensure that all children who are hearing impaired or visually impaired, whose impairments are educationally significant, have the necessary resources and placement options available to ensure a free appropriate public education. The agreement defines the roles and fiscal responsibilities of each agency in the service delivery. The agreement is not intended to deter the parties to the agreement from performance of their statutory duties.

The Montana School for the Deaf and the Blind (MSDB) will coordinate the provision of statewide resource services for individuals with sensory impairments. The term sensory impairment (s) as used in this document, means those disabilities of deafness, hearing impairment, and visual impairment as defined in 20-7-401 MCA. Services will be provided in the following areas:

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ASSESSMENT

- Audiological evaluation
- Educational assessment
- Psychological assessment
- Language skills assessment
- Communication skills assessment
- Vocational assessment
- Diagnostic/prescriptive services
- Orientation and Mobility
- Compensatory Skills
- Independent Living Skills
- IEP/Programming recommendations
 - Individual Family Service Plan
 - Individual Education Plan
 - Individual Transition Plan

SPECIALIZED MATERIALS/EQUIPMENT

- Braille/large print texts
- Tests/assessment materials*
- Educational materials*
- Assistive equipment and devices*
- Captioned media
- Professional library/depository
 - * low-cost items

TRAINING/TECHNICAL ASSISTANCE

- Orientation to:
 - deafness/hearing impairment
 - blindness/visual impairment
 - deaf education
 - blind education
- IEP development
- Program/staff development
- Support services (interpreters, notetakers, etc.)
- Curriculum adaptation
- Counseling/behavior management
- Audiological/speech services
- Orientation and Mobility
- Braille
- Assessment
 - techniques
 - instruments
 - interpretation
- Communication strategies/skills
- Language strategies/techniques
- Educational programming
 - academics
 - career/vocational education
 - mainstreaming
 - independent living skills
 - transition/supported employment
- Sign language/interpreting
- Use of assistive technology
- Onsite paraprofessional training in Orientation and Mobility

SPECIALIZED PROGRAMS AND SERVICES

- Age 0 to 36 Months Parent-Infant Program
- On-campus
 - demonstration
 - practicum/internships
 - testing (evaluation/assessment)
 - summer enrichment programs
 - sign language/interpreting training
 - short-term enrollment (O & M; Braille; sign language; living skills)

INFORMATION REFERRAL SERVICES

- Vision loss
- Hearing loss
- Speakers bureau
- Deafness/blindness related service agencies
- Postsecondary opportunities
- Assistive devices
- Hearing ear dog/dog guide programs
- Sign language/interpreter services

Successful development and implementation of a plan to ensure statewide resource services for individuals with sensory impairments will require the parties to this agreement to:

1. Organize and maintain an Interagency Cooperative Agreement Committee which has the responsibility to review and revise this agreement as may be needed and act as a clearing-house for information and activities. The committee will also be a forum of problem identification, problem discussion and discussion of issues to decrease service gaps and service duplication.

The committee shall have three members: the Administrator of the Developmental Disabilities Division, Department of Social and Rehabilitation Services, or his/her designee; the Director of Special Education, Office of Public Instruction, or his/her designee; and the Superintendent, Montana School for the Deaf and the Blind, or his/her designee. The committee shall meet annually on a date determined to be mutually agreeable but may meet more frequently at the request of one or more committee members. Representatives from other service entities will be invited, as appropriate, to attend the meetings of the committee.

2. Coordinate efforts to enhance public awareness in order to create better public understanding relative to services provided by the parties to this agreement.
3. Encourage the staff of the agreeing agencies to participate at all levels and to exchange information to create a better understanding of needs of students who are hearing and/or visually impaired and their families in the State of Montana.

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4. Share new ideas and initiatives in order to improve service delivery.
5. Work together on, and cooperate in, a statewide comprehensive study of the purchase of specialized materials/equipment, for use by children with sensory impairments, by MSDB, DDD and public schools to determine the feasibility of establishment of a centralized system to manage (purchase, distribute, etc.) such equipment and materials.

0-36 MONTHS OF AGE

The Individuals With Disabilities Education Act (IDEA), Part H, requires the State of Montana to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers (0-36 months of age) with disabilities and their families.

The Developmental Disabilities Division (DDD) of the Department of Social and Rehabilitation Services has been designated by the Governor of Montana as the lead agency with a single line of responsibility for purposes of administering the Part H Infant and Toddler Program, and to be the entity responsible for assigning financial responsibility among appropriate agencies. The DDD is responsible for the administration of funds provided under Part H.

The Developmental Disabilities Division contracts with locally controlled, private not-for-profit corporations to provide community-based services to approximately 3,000 children and adults who have developmental disabilities. Part H early intervention and family support services are provided to infants and toddlers with disabilities and their families through programs operated by seven Child and Family Service Provider (CFSP) agencies across the state.

The Montana School for the Deaf and the Blind (MSDB) has been designated under state statute and State Board of Public Education Governing Policies and Procedures as that State agency with authority and responsibility for assisting DDD in providing appropriate early intervention services, as required, to children with visual and/or hearing impairments; and as a recipient of federal funds, MSDB is mandated to comply with all state and federal statutes and regulations pertaining to the delivery of early intervention services and special education.

DDD and the Montana School for the Deaf and the Blind agree to the following specific responsibilities of cooperation:

1. DDD service providers who receive referral of children with sensory impairments 0-36 months of age will inform the children's parents of statewide resource services for sensory impairments available through MSDB and, with parental approval, will make the child's identity known to MSDB. MSDB will inform the parents of children with sensory impairments 0-36 months of age, who are referred to the MSDB Parent-Infant-Program, of the comprehensive early intervention

- services for infants and toddlers with disabilities and their families available through DDD and, with parental approval, will make the child's identity known to DDD and/or the appropriate local or regional DDD service provider.
2. All DDD service providers may access all statewide resource services for sensory impairments available through MSDB as needed and as appropriate.
 3. Initial evaluations shall be the responsibility of the DDD service provider.
 - 3a. Upon parental approval, MSDB will assist DDD service providers with appropriate evaluations for children served by DDD that have sensory impairments. If the evaluations are conducted at MSDB (Great Falls) they will be provided to the student and parent free of charge.
 - 3b. Should DDD service providers choose to avail themselves of MSDB evaluation service at Great Falls, they will be responsible for all transportation charges.
 4. For those children with sensory impairments whose evaluation was conducted with assistance of statewide resource services for sensory impairments available through MSDB, a representative from MSDB will be invited to participate in development of the Individual Family Service Plan (IFSP).
 5. The statewide resource services for sensory impairments through MSDB will continue to be available as appropriate to the child with sensory impairments, his/her parents and the DDD service provider throughout the duration of the IFSP, including support during the transition process.

3-21 YEARS OF AGE

The Individuals with Disabilities Education Act (IDEA) requires the Montana Office of Public Instruction (OPI) to maintain general supervision of all agencies serving children with disabilities; establish policies and procedures for developing interagency agreements between the OPI and other appropriate state and local agencies; define the educational and financial responsibility of each agency for providing to children and youth with disabilities a free appropriate public education (FAPE); monitor each agency serving children with disabilities to ensure compliance with state and federal code; and establish the process to be used for resolution of interagency disputes.

It is the intent of the Board of Public Education and the Office of Public Instruction, Division of Special Education, to conduct, no less than every three years, joint monitoring of the educational programs serving children with disabilities at the Montana School for the Deaf and Blind (MSDB). Monitoring activities of the educational programs will follow guidelines set by P.L. 101-476, as amended, P.L. 93-112 (Section 504), P.L. 89-313, and the Montana State Special Education Law and Administrative Rules. ~~EXHIBIT~~ is the 3

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intent of the Board of Public Education and the Office of Public Instruction that compliance with these documents will be met by the education program. The Office of Public Instruction is the responsible state agency for ensuring that each educational program for children with disabilities administered in the state, including each program administered by any other agency, is under the general supervision of the Office of Public Instruction and meets the education standards of the Office as per CFR 300.600. Results of monitoring and compliance matters will be issued by the Office of Public Instruction with any prescribed activities directed to MSDB. Monitoring of corrective actions will be conducted by the Office of Public Instruction, Division of Special Education, in cooperation with the Board of Public Education.

The Montana School for the Deaf and the Blind (MSDB) has been designated under state statute and State Board of Public Education Governing Policies and Procedures with the responsibility to assist the public schools in providing appropriate educational services, as required, to children with visual and/or hearing impairments; and as a recipient of federal funds, MSDB is mandated to comply with all state and federal statutes and regulations pertaining to special education.

Therefore, the public schools, through the Office of Public Instruction, and the Montana School for the Deaf and the Blind (MSDB), agree to the following:

1. The public school of which the student is a resident shall be the "single point of entry" for school-age students with visual and/or hearing impairments into all MSDB programs.

Should MSDB accept a unilateral placement of a student (initial placement made by the parent, not by the public school through the IEP process), MSDB shall be totally responsible for all special education and related services and costs necessary to provide a free appropriate public education (FAPE).

2. At the request of the public schools, MSDB shall serve as a consultative resource to the public schools for students who have visual and/or hearing impairments. The services will be provided at no cost to the public schools.
3. American Printing House funds, which are federal quota funds used for the purchase of materials for the blind, will be managed by MSDB; and the media center at MSDB will distribute these materials for the visually impaired.
4. For purposes of student count for American Printing House funds, a registry of visually impaired students will be maintained by MSDB. OPI will furnish MSDB with its December 1 count in order for MSDB to update the registry.

5. Evaluations:

- A. At the request of the public schools, MSDB will schedule and conduct comprehensive evaluations at MSDB for students with visual and/or hearing impairments at no cost to the public schools. The evaluations will be scheduled in accordance with the needs of the student, as determined by the public schools, and the availability of MSDB staff.
- B. The public school is responsible for the costs associated with transporting a child to MSDB for evaluation when the public school has requested the evaluation.
- C. MSDB will provide assistance with evaluation at the local level at no cost.
- D. Initial evaluations shall be the responsibility of the school district.
- E. When an evaluation has been conducted with the assistance of MSDB staff, the public school shall invite a representative of MSDB to attend the Child Study Team (CST) meeting.

STATEWIDE RESOURCE SERVICES FOR SCHOOL-AGE STUDENTS

MSDB Resource Services are available statewide for all students who have visual and/or hearing impairments. This includes those students residing in Great Falls and receiving part-time services from MSDB.

The Montana Office of Public Instruction and the Montana School for the Deaf and the Blind agree to the following provisions specific to MSDB resource services:

- 1. Before a decision is made that a student will receive resource services from MSDB, the public school must schedule an IEP meeting and ensure participation by a representative of MSDB.
- 2. Once the IEP team makes the decision that MSDB resource services are to be provided, the services are to be documented on the IEP. Documentation on the IEP should:
 - a. identify the resource service(s) to be provided under related services; and
 - b. identify MSDB as the provider of the service.
- 3. MSDB resource services shall be provided at no cost. However, the public school is responsible for all other costs associated with provision of free appropriate public education in accord with the student's IEP.
- 4. Student(s) served by the public schools shall be "counted" by the public school for all state and federal attendance and funding purposes.

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MSDB CAMPUS PROGRAM

The MSDB main campus program is considered as one of the placement options for students with visual and/or hearing impairments. Students may be enrolled in part-time or full-time status.

1. Part-time students enrolled on MSDB campus access service in a manner identical to that of students who access MSDB's statewide resource services. MSDB will provide the resource services at no charge to the public school.
2. Prior to initial placement of a student with a visual and/or hearing impairment at MSDB, the public school must conduct an IEP meeting and must ensure that a representative of MSDB attends the IEP meeting.
3. If MSDB staff feel that additional evaluation information is necessary, further evaluation may be conducted as determined appropriate by the public school's child study team. The evaluation may be conducted at MSDB at no charge to the district, or through another resource at district expense.
4. After development of the IEP goals and objectives, if the decision of the IEP team is to place a student in the on-campus program at Great Falls, placement will commence consistent with timelines established in the IEP.
5. MSDB is responsible for all costs of normal and usual education and related services. In cases where a child's IEP includes educational and/or related service needs that far exceed those routinely provided by MSDB, the public school (district of residence) has these options:
 - A. assume responsibility for the additional cost to put in place at MSDB, those services that far exceed those routinely provided by MSDB, restoring to MSDB appropriate placement status;
 - B. create a program within the public school (district of residence) that meets the child's needs; or
 - C. place the child in another placement, either within Montana or in another state.
6. If an extended school year program is determined necessary by the IEP team the public school is responsible for the provision of the program in accord with the student's IEP. If the IEP team decision for the extended school year (ESY) program was made without the participation of the district of residence representative, MSDB shall be financially responsible for provision of the ESY program.

EXECUTION AND MODIFICATION

This agreement is effective upon agency signatures and shall remain in effect until December 31, 1995, unless modified as described below.

Any party to the agreement may modify or terminate this agreement, in whole or in part, by submitting written 30 day notice to the parties of the agreement.

If parties to this agreement have any controversy arising from this agreement, the parties will attempt to resolve their differences informally. If the parties are unable to resolve the controversy through informal means, the parties hereby agree that any controversy between the parties arising from this agreement will be resolved in accordance with the Montana Uniform Arbitration Act, codified as Title 27, Chapter 5, Montana Codes Annotated.

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STATEWIDE RESOURCE SERVICES FOR
SENSORY IMPAIRMENTS
COST ANALYSIS

The cost of operating the Montana School for the Deaf and the Blind (MSDB) main campus portion of the statewide resource services for sensory impairments is currently included in the school's operating budget and for purposes of this analysis an assumption is made that these costs will continue to be funded in the same manner. The following analysis includes, then, that portion of the statewide resource services for sensory impairments associated with children not enrolled full-time at the MSDB main campus.

We envision the state divided into four regions. Assigned to each region will be an itinerant resource consultant for the visually impaired 0-21 and an itinerant resource consultant for the hearing impaired 0-21. The consultant's role will include, but not be limited to:

1. Develop public awareness of available services
2. Provide and assist in obtaining evaluations of sensory impaired students
3. Assist in development of IEPs and IFSPs for students served by MSDB outreach team
4. Provide specialized textbooks, supplies and equipment for sensory impaired students as needed
5. Observe classroom and learning behaviors of sensory impaired students as requested; offer recommendations, suggestions, and support to classroom teachers for the purpose of improving classroom learning
6. Inservice for local service providers designed to increase and update knowledge regarding the effects and problems of sensory impairments
7. Provide counseling and support, as well as instruction, to parents and local service providers regarding developmental needs of sensory impaired children not yet in school programs

In addition, MSDB will contract with parental advisors, as needed, to work with parents of preschool hearing impaired infants and toddlers in their homes.

Located at the MSDB main campus will be an Evaluation and Support Team composed of an educational audiologist, psychologist, social worker, and orientation and mobility specialist whose primary responsibility will be to those children with sensory impairments not enrolled at the main campus. Services provided will include but not be limited to:

1. Assessment-audiological, educational, psychological, language skill, communication skill, vocational, orientation and mobility, compensatory skills, independent living skills
2. Participation in IEP and IFSP development as appropriate
3. Training and technical assistance for parents, local school personnel, DDD service providers, etc.
4. Specialized programs and services

In addition, the Instructional Media Center (IMC) located at the main campus will purchase and distribute specialized materials/equipment to children with sensory impairments not enrolled at the main campus.

Attached is a detailed breakdown of the costs associated with the above, showing the portion (if any) currently included in the MSDB budget and the amount of new money that would be required for implementation.

Item	Annual Salary (benefits & insurance)	Office Rent & Phone	Annual** Travel	Total Annual Cost	Amount Already In MSDB Budget	New Money Required	PHASE I New Money Required
ITINERANT RESOURCE CONSULTANTS-VI							
F. Bischoff	38,744	1,686**	5,950	46,380	46,380	-0-	32,763
D. Slonaker	35,541	1,686**	5,950	43,177	10,414	32,763	3,737
H. Greenlee	31,406	N/A	5,950	37,356	33,619	3,737	
(new)-estimated	26,861*	1,686**	5,950	34,497	-0-	34,497	
ITINERANT RESOURCE CONSULTANTS-HI							
E. Bateman	33,380	N/A	5,950	39,330	35,565	3,765	3,765
(new)	26,861*	1,686	5,950	34,497	-0-	34,497	34,497
(new)	26,861*	1,686	5,950	34,497	-0-	34,497	34,497
(new)	26,861*	1,686	5,950	34,497	-0-	34,497	34,497
PARENT ADVISORS (PARENT-INFANT- PROGRAM)	N/A	N/A	N/A	20,000	12,000	8,000	8,000
EVALUATION AND SUPPORT TEAM							
Ed. Aud. (new)	26,861*	N/A	3,000	29,861	-0-	29,861	
Psychologist							
(new)	26,861*	N/A	3,000	29,861	-0-	29,861	
Soc. Wkr. (new)	26,861*	N/A	3,000	29,861	-0-	29,861	
O & M							
Specialist (new)	26,861*	N/A	3,000	29,861	-0-	29,861	29,861
INSTRUCTIONAL MEDIA CENTER							
Director	42,062	N/A	-0-	42,062	42,062	-0-	
IMC Aide	20,988	N/A	-0-	20,988	20,988	-0-	
Brailist	21,208	N/A	-0-	21,208	21,208	-0-	
IMC Aide	19,561	N/A	-0-	19,561	19,561	-0-	
Braille Text- books & large Print Materials	N/A	N/A	N/A	25,000	15,000	10,000	10,000
TOTAL				572,494	256,797	315,697	157,120

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Participant List

Board of Public Education

EXHIBIT

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BY

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Montana School Boards Association
Box 890
Townsend, Montana 59644
Phone: 266-4409

Montana School for the Deaf and Blind

Sandy Ritchie
2100 8th Avenue North
Great Falls, Montana 59401
Phone: 452-6045

EXHIBIT 4
DATE 1-21-93
BY _____

Office of Public Instruction

Marilyn Pearson
State Capitol
Room 106
Helena, Montana 59620-2501
Phone: 444-4428

Parents

Wayne Reynolds
307 Teton Avenue
Valier, Montana 59486
Phone: 279-3650

Frank Shaw
324 13th Avenue South #12
Great Falls, Montana 59405
Phone: 453-7784

(after August 1, 1992)
74 Fawn Drive
Great Falls, Montana 59405

Student

Kathryn Van Tighem
1312 3rd Avenue North
Great Falls, Montana 59401
Phone: 452-8249

Superintendent of Schools

Bud Williams
Conrad Public Schools
215 South Maryland
Conrad, Montana 59425
Phone: 278-5521

Positions Removed by Joint Committee Action
House Appropriations & Senate Finance and Claims
January 6, 1993

Position #	Position Description	Total Personal Services		FTE		Total FTE Removed	Non-Approp. FTE
		Fiscal 1994	Fiscal 1995	Removed by 5% Reduction	Removed by Being Vacant		
All or Partial General Fund Positions							
00303	Coord instructor	40,243	40,243	0.75		0.75	
00360	Counselor	28,218	28,218	0.73		0.73	
03604	Teacher	29,202	29,202	0.73		0.73	
03609	Aide	16,098	16,098	0.73		0.73	
98300	Aide	16,098	16,098	0.73		0.73	
98301	Substitutes	838	838	0.03		0.03	
03131	Cottage Life Attendant	14,690	14,690		0.62	0.62	
						0.00	
Sub-Total		145,387	145,387	3.70	0.62	4.32	0.00
All or Partial General Fund Positions						0.00	
	none						
Sub-Total		0	0	0.00	0.00	0.00	0.00
TOTAL		145,387	145,387	3.70	0.62	4.32	0.00

01/21/93

C:\DATA\LOTUS\5113\95BIEN\FTE_ELIM.WK1

EXHIBIT 52
DATE 1-21-93
SB _____

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

December 22, 1992

EXHIBIT 6
DATE 1-21-93
SC

Ms. Terry Olcott Cohea
Legislative Fiscal Analyst
Room 105, State Capitol
Helena, MT 59620-1711

Dear Ms. Cohea:

HB 2 passed by the July 1992 special legislative session directed the Montana School for the Deaf and the Blind "to study its administrative structure and expenses to determine if operational efficiencies could be increased through consolidation or elimination of positions, or both, and shall report its findings to the 53rd legislature" (see Ch. 17, p. 162 of Montana Session Laws, July 1992 Special Session).

I am pleased to inform you that it has been my ongoing policy since April 1988, when I became Superintendent at MSDB, to analyze all positions to determine if operational efficiencies could be accomplished through consolidation or elimination of positions. The exercise of prudent management of the school in the face of declining revenue with which to operate and maintain services to our students has dictated I do so.

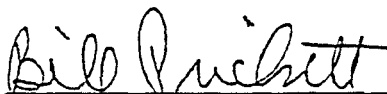
My analysis has included all administrative positions, which I define as those positions whose assigned responsibilities include conducting performance evaluations of subordinates. These positions are: Superintendent; Business Manager; Principal; Dean of Students; Coordinator, Interpreter/Tutor Program; Supervising Teacher, Deaf Department; Supervising Teacher, Blind Department; Assistant Dean of Students; Director of Health Services; and Maintenance Supervisor. A table of organization showing these positions is attached.

After the January 1992 special legislative session it was apparent the school had to reduce expenses during the 1992-93 school year. I instituted various economy measures and again analyzed all positions. I identified the administrative position entitled Coordinator, Interpreter/Tutor Program as one the duties of which

could be reassigned to the Principal. Accordingly, the contract of the incumbent was not renewed and the position was frozen for the 1992-93 school year. The Principal has assumed all of the duties formerly assigned to the frozen position. Assuming full funding of our budget for the next biennium, we can accomplish the mission of the school without this position, but we do ask that the Legislature consider our request to reclassify the position as a Career Education Coordinator. We have been cited twice by the Legislative Auditor for failure to comply with MCA 20-8-116 and this position is critical to our compliance attempts.

I trust this report will be acceptable as our response to HB 2. If you desire additional information or if you wish to discuss in greater detail the elements of my report, please contact me at 453-1401.

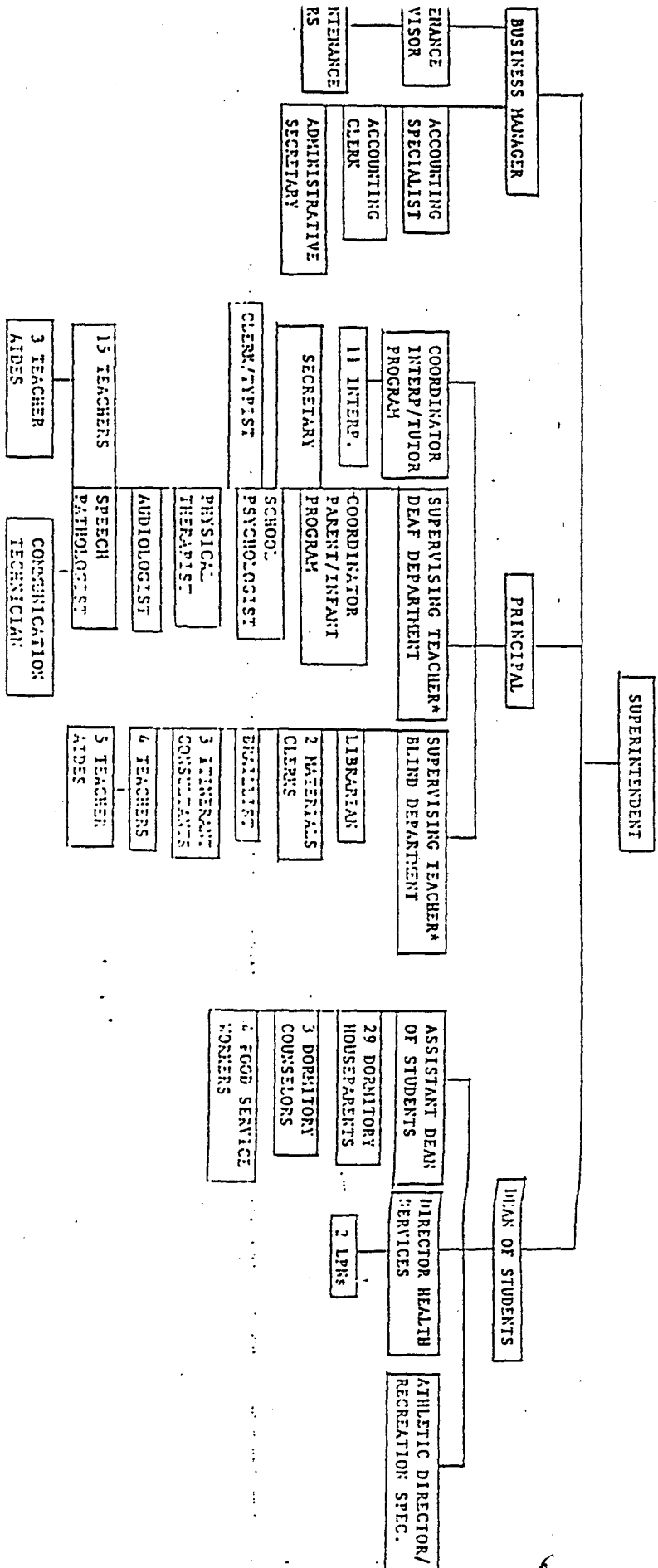
Sincerely,

A handwritten signature in cursive script, reading "Bill Prickett", is written over a horizontal line.

BILL PRICKETT
SUPERINTENDENT

BP/bl

cc: Board of Public Education



of the Supervising Teachers has classroom teaching duties equivalent to one-half of a full teaching load

HOUSE OF REPRESENTATIVES
VISITOR REGISTER

EDUCATION SUBCOMMITTEE DATE 1-21-13
DEPARTMENT(S) DIVISION

PLEASE PRINT

PLEASE PRINT

NAME	REPRESENTING	
Bill Sykes	MSDB, Bus. Mgr	
Bill Davis	MSDB, Prin.	
Veroy Minow	MT Ed of Teachers	
John [unclear]	OPQ	
Sandy Ritchie	MSDB	
Mary Dalton	Medicaid - SRS	
Bill Prickett	Sur MSDB	
Wayne Buchanan	B of Pub. Ed.	

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT
FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.