

MINUTES

MONTANA HOUSE OF REPRESENTATIVES 53rd LEGISLATURE - REGULAR SESSION

SELECT COMMITTEE ON SCHOOL FUNDING

Call to Order: By CHAIRMAN JOHN COBB, on March 16, 1993, at 3:00 p.m.

ROLL CALL

Members Present:

Rep. John Cobb, Chairman (R)
Rep. Ray Peck, Vice Chairman (D)
Rep. Bill Boharski (R)
Rep. Russell Fagg (R)
Rep. Mike Kadas (D)
Rep. Angela Russell (D)
Rep. Dick Simpkins (R)
Rep. Dave Wanzenried (D)

Members Excused: None

Members Absent: None

Staff Present: Andrea Merrill, Legislative Council
Eddy McClure, Legislative Council
Dori Nielson, Office of Public Instruction
Evy Hendrickson, Committee Secretary

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

Committee Business Summary:

Hearing: SB 278, SB 348
Executive Action: SB 278, SB 348

HEARING ON SB 278

Opening Statement by Sponsor: SEN. CHRIS CHRISTIAENS, District 18, Cascade, distributed a clerical amendment to his bill and explained that the amendment revises the laws related to educational services for children in psychiatric hospitals and residential treatment. The reason for the amendment is that January 1, 1992 needed to be changed to January 1, 1993.

SEN. CHRISTIAENS referred discussion of the bill to Mr. Bob Runkle, Director of Special Education in the Office of Public Instruction (OPI). Mr. Runkle said SB 278 addresses the responsibility and funding of education for children attending children's psychiatric hospitals and residential treatment facilities. This bill is sometimes referred to as HB 999

revisited, from the last session. Significant components of SB 278 are refinancing, equity, funding, and a grandfather clause.

Proponents' Testimony:

Claudia Morley, Director of Education at Intermountain Children's Home submitted written and verbal testimony in support of SB 278.
EXHIBIT 1

Marian Evenson, representing the Helena School District, stated that the district is educating 80 non-residence students with emotional and mental illness residing at Shodair and Intermountain. She does not believe the Helena School District should have to assume responsibility for educating children of other resident districts without fair and adequate compensation. She urged the committee to adopt this legislation.

Opponents' Testimony: None

Questions From Committee Members and Responses:

REP. RUSSELL asked how many students are affected by this bill. SEN. CHRISTIAENS said the fiscal note would provide a full explanation. He said that one of the major benefits of this bill is that the general fund can be matched with Medicaid dollars.

Closing by Sponsor: SEN. CHRISTIAENS said this bill also saves over \$2 million over the biennium for the general fund.

HEARING ON SB 348

Opening Statement by Sponsor: SEN. MIKE HALLIGAN, Senate District 29, Missoula, stated that this bill is a product of a 24-person commission which has been meeting since 1991. Three members were selected by OPI, and the rest represented by private organizations. A cross section of urban, rural and other jurisdictions was represented.

The bill would change the methodology used for allocating state funds for special ed.

Proponents' Testimony:

Gale Gray, representing the Office of Public Instruction, presented written and verbal testimony in support of this bill.
EXHIBIT 2

Ms. Gray said Dori Nielson will answer any technical questions

particularly in reference to the fiscal impact. Don Bidwell, Acting Chair of the Special Education Funding Commission, will make some comments on behalf of that committee.

CHAIRMAN COBB and REP. KADAS left the meeting. There was a quorum present, and VICE CHAIRMAN PECK presided. CHAIRMAN COBB announced that the committee would vote on bills at this meeting; those bills will then be referred to the education committee no matter what decisions the committee makes.

Don Bidwell, Superintendent of Belfry Schools and a member of the State Commission on Special Education Funding, informed the committee that, while the 24 members of the commission do not always agree unanimously on all issues, they do as a commission support SB 348. He said the commission would like to see the following accomplished: 1) enhance special and regular education programs for all students; 2) more equitably and fairly distribute the dollars to special ed students; 3) stay with the current move to more collaborative education, more inclusion rather than pull-out programs. This bill would provide flexibility in the classroom and predictability in funding.

Mr. Bidwell asked the committee to consider the following issues as they deliberate: 1) This bill should be piggy backed with any funding bill. 2) Special education should be implemented at the same time as other programs and altogether. 3) The new proposal requires local contributions; this is currently being done in many districts. The allowable costs of special education are not the total costs of the program. Other costs include facilities, administrative costs, some programs themselves. 4) Phase-in would alleviate the impact of negative changes. Some schools would lose tremendously and students would suffer if the program goes to zero base.

Mr. Bidwell agreed this is not a quick fix, but a sincere and thorough effort that has been accomplished through research and discussion. Mr. Bidwell referred to the supporting letter from Leo Lorenz, Superintendent of the Joliet Public Schools, applauding the commission for its work. EXHIBIT 3

In closing, Mr. Bidwell said the success of this plan will be judged by looking one year after implementation of SB 348 to see if it is flexible, fair and has stability that the present system does not provide.

Robert Richards, Superintendent of Schools in Miles City and a former Commission member, expressed his support of SB 348. He submitted his written testimony. EXHIBIT 4

Gail Cleveland, Montana Council for Administrators of Special Education, expressed their support of this bill.

Don Waldron, representing the Montana Rural Education Association, stated their full support.

Phil Campbell, representing the Montana Education Association, reiterated their support of SB 348.

Kelly Evans, Director of South West Montana Education Co-op, expressed their support.

Eileen Morgan, speaking on behalf of the Montana Association of School Psychologists (MASP), said they support the funding system that's presented in this bill. MASP wants to go on record that they want close attention paid to the administrative rules that are developed on this bill concerning the related services to ensure quality services.

Mike Ikard, Director for Special Ed in Lewistown and surrounding schools, stated that he wants to go on record in support of this bill because it is fair and predictable.

Opponents Testimony: Judith Gosnell Lamb, Director of Big Sky Special Needs Cooperative in Conrad, stated that they have 20 member districts, composed primarily of elementary stand-alone districts, Class C schools and five Class B schools. They feel when any type of funding is based on ANB, smaller schools are going to be hurt by that circumstance. It generates an arbitrary percentage cut-off for identification and on small enrollments in elementary districts. Those schools will not be self-supporting in their special education programs.

They also have reservations in their current funding program because they are slowly strangling as a co-op and as local districts. They agree the state needs a new program of funding, but the bill as written needs to be changed for the welfare of rural and elementary districts.

Kathy Schmidt, a Special Education Teacher in the Anaconda Public Schools, said the six points of concern listed in her written testimony are made on behalf of the Anaconda Public Schools, the children of Anaconda and Anaconda educators and taxpayers.

EXHIBIT 5

Mike Dahlem, Staff Director for the Montana Federation of Teachers, stated they want to go on record in opposition to SB 348 because they are not convinced this bill treats all school children fairly and equitably.

Questions From Committee Members and Responses:

REP. KADAS asked Mr. Bidwell if he had any mechanisms for phasing this in so as not to create any of the immediate winners or losers he talked about. Mr. Bidwell said they had talked about that but did not have any specific dollars or percentages they would use during a phase-in period. Mr. Bidwell referred this question to Dori Nielson.

Ms. Nielson said the commission's discussions included a reimbursement component for those districts that spend above the average. It may be a combination of factors that allow a phase-in period, but the commission wanted to look at every potential to protect districts from immediate raises or cuts. A reimbursement allows OPI to look back at actual expenditures and reimburse the difference. They also may be able to look a little differently at federal monies and some flexibility.

REP. KADAS asked if the phase-in would be accomplished in the rulemaking process and whether there is enough leeway to allow this to happen. Ms. Nielson said if that is the legislatures intent with this bill, OPI would look at accomplishing that with two or three mechanisms.

REP. PECK suggested, because of the rulemaking authority, the committee might be wise to attach a statement of intent that would give some guidance in this area. Ms. Nielson agreed, saying OPI doesn't want this bill to pass and then have the machinery ignore legislators' sincere concern for the results.

Ms. Nielson distributed copies of Block Grant Factors: Instructional Per ANB, Related Services Per ANB, Co-op Operations and Reimbursements that went into the model. EXHIBIT 6

REP. PECK asked Ms. Schmidt about a statement she made to the effect that, without the passage of HB 667, she had reservations about this bill; he asked her if she would support the bill if HB 667 passes. Ms. Schmidt said she would support it with the special education ANB component of HB 667.

REP. PECK then asked other opponents if they would be supportive of this bill with the passage of HB 667. Ms. Lamb said Conrad would still oppose the bill. Mr. Dahlem said that the Montana Federation of Teachers would then be neither an opponent nor a supporter.

REP. BOHARSKI referred to page 24, noting that the Senate had amended the bill and changed several effective dates. He asked whether the fiscal note had been updated. SEN. HALLIGAN said it has not been updated to his knowledge, but the fiscal impact of the bill does not begin until the next biennium and that would be the effect of the changing effective dates.

Ms. Nielson said the commission very strongly supports having the two bills go into effect at the same time. She said what is being done and what is happening with the ANB need to be clarified.

REP. PECK asked whether, since HB 667 is effective the second year of the biennium for ANB, the recommendation of the commission is to put SB 348 in line with that. Ms. Nielson said yes, to clarify that the dates would be the same. There is no fiscal impact anticipated for special ed. in SB 348, but putting

HOUSE SELECT SCHOOL FUNDING COMMITTEE

March 16, 1993

Page 6 of 6

the ANB in the schedules would be the impact. Redistributing the same amount of money on a more equitable basis was a goal of the commission.

Closing by Sponsor: SEN. HALLIGAN said this is a continuing process and will go to the regular House Education Committee. There will be an opportunity to discuss it further.

VICE CHAIRMAN PECK said it is the agreement that all bills go from this committee to regular education.

EXECUTIVE ACTION ON SB 278

Motion/Vote: REP. BOHARSKI MOVED DO PASS. Motion passed unanimously with CHAIRMAN COBB, REP. KADAS and REP. WANZENRIED voting aye by proxy. EXHIBIT 7

EXECUTIVE ACTION ON SB 348

Motion: REP. FAGG MOVED DO PASS WITHOUT AMENDMENTS.

Discussion: VICE CHAIRMAN PECK said the House education committee could appropriately do the amendments. Ms. Merrill and Ms. Nielson agreed.

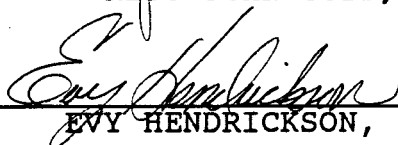
Vote: Motion passed unanimously with REP. KADAS, CHAIRMAN COBB, and REP. WANZENRIED voting aye by proxy. EXHIBIT 8

ADJOURNMENT

Adjournment: 4:45 p.m.



REP. JOHN COBB, Chairman



EVY HENDRICKSON, Secretary

JC/eh

930316SS.HM1

ROLL CALL

DATE

MOTION:

HR:1993

wp:rlclvote.man

HOUSE SELECT COMMITTEE REPORT

March 17, 1993
Page 1 of 1

Mr. Speaker: We, the select committee on School Funding recommend that Senate Bill 278 (third reading copy -- blue) be concurred in and that the House rerefer the bill to its committee on Education and Cultural Resources for further consideration.

Signed: _____
Rep. John Cobb, Chair

Committee Vote:
Yes 8, No 2.

601328SC.Hpf

HOUSE SELECT COMMITTEE REPORT

March 17, 1993

Page 1 of 1

Mr. Speaker: We, the select committee on School Funding recommend that Senate Bill 348 (third reading copy -- blue) be concurred in and that the House rerefer the bill to its committee on Education and Cultural Resources for further consideration.

Signed: _____

Rep. John Cobb, Chair

Committee Vote:
Yes 8, No 0.

601334SC.Hpf

MEMORANDUM

EXHIBIT 1

DATE 3-16-93

HB 278

SB

Date: March 16, 1993

From: Claudia Morley, Director of Education
Intermountain Children's Home

To: Representative Cobb, Chairman
House Select Committee on Education

Subject: SB278

My name is Claudia Morley, and I am Director of Education at Intermountain Children's Home..

On behalf of the Home, I am here as a proponent for SB 278.

Our reason for being a proponent is three-fold:

1. First of all the bill recognizes the state's responsibility to fund a free and appropriate education for all children.
2. Second of all it proposes a method to have the educational costs reimbursed for the children receiving the treatment in a residential facility.
3. And, lastly it funds the educational costs at these residential facilities without burdening resident school districts.

Thank you.

EXHIBIT 2
DATE 3/16/93
HB SB 348

Earl Long
OPD -
House Select Comm. on Education

Senate Bill 348

Senate bill 348, if enacted, would change the methodology used for allocating state funds for special education and allow that all students, including students in special education more than half their day be counted for ANB. Special education in our public schools, although providing essential services to students with disabilities, has been fraught with litigation, spiraling costs and ideological differences. The one area general and special education personnel agree upon is that the current system of allocating special education funds is not working well. It is unpredictable, inflexible, overly complex and encourages the identification of students as disabled. It does not encourage the use of innovation or cost-effective models of service. It directs the special education program from a state level rather than the local level.

In September of 1991, the superintendent of public instruction called for a commission to study this funding system. The commission was charged to design a system that

1. maintained the integrity of programming for students requiring special education,
2. utilized all educational resources, including those of general and special education, effectively and productively, and
3. created a predictable and manageable funding methodology for special education.

Although the issue of the appropriation level is important, the focus of this commission was to establish a funding method irrespective of the level of legislative appropriation. That is, the commission's purpose did not include developing strategies for increasing the funding of special education.

The commission membership included:

nine school administrators--appointments made by SAM--school administrators of Montana, regional presidents--geographical representation

county superintendents, four directors of special education, two teachers, an elementary middle school and high school principal, two school trustees, two members of the special education advisory panel and one person representing a parent information organizations

Only 3 of the 24 appointments were made by the superintendent of public instruction; the other 21 were made by the various organizations or professions they represented.

What you have before you is that commission's belief as to the way special education funding should be allocated. It represents their collective wisdom with substantial compromise by various individuals and groups.

Bill components-----

1. Inclusion of all Special Education Students in ANB

All students in special education should be counted for ANB under foundation program funding. Out of the almost 18,000 students in special education and over 155,000 total, approximately 2,400 are in special education for over half their school day and are not counted for ANB. The commission felt as this august body must have in your recent deliberations on HB 677 that kids are kids and all students should generate the basic funding block for foundation payments.

2. Support for Special Education Cooperatives

By July 1, 1994, geographic areas for coops will be defined using the School Administrators of Montana regional organizations to advise the state superintendent. Coop boundaries should be drawn so that they are contiguous and do not overlap. Although all districts will be included in a coop boundary, districts will not be required to be members of a coop and funding will not be allocated on the condition of belonging to a cooperative.

3. Funding Methodology

A. Instructional Block Grant--School districts will receive an instructional block grant to cover such things as the costs of teacher salaries, aides, equipment. The calculation of funding for this instructional block grant will be based on the district's ANB. The school district must provide a math of local dollars for the block grant.

B. Related Services Block Grant--The purpose of the related services block grant will be to fund related services personnel such as school psychologists and speech pathologists, and administrative costs. The related services block grant will be provided to cooperatives and non-member districts. The calculation for this grant will be based on ANB in the coop or non-member district.

C. Reimbursement of Disproportionate Local District Costs--This is the safety valve portion of the system. When a school district's contribution to the special education

budget exceeds 35 percent of the total costs, that district will be reimbursed 65 percent of any contribution beyond that amount. This would kick in when the district has extraordinary needs. One good example is Darby where one family moved into the community with many disabled students and substantially impacted the needs for special education services at that small school.

This is a complicated bill, one which is crafted out of the efforts of a year-long study by a diversified commission. Any time you reallocate a fixed pot of money some schools will gain funding and some will lose funding. It was most impressive to me that several people testified that they did not know whether their district would win or lose with the reallocation of existing funds but that the proposed system was based on the principles and as such had their support.

CONF. 2
3-16-93
SB 348

Joliet Public Schools

EXHIBIT 3
DATE 3-16-93
SB 348 ADMINISTRATION:
962-3541
FAX 962-3958

CLERK:
962-3541

DISTRICT NO. 7, CARBON COUNTY
JOLIET, MONTANA 59041
HOME OF THE J-HAWKS

March 8, 1993

Mr. Don Bidwell, Supt.
Belfry Public Schools
PO Box 28
Belfry, MT 59008

Dear Mr. Bidwell:

I am writing this letter in support of SB 348 sponsored by Halligan. The bill has recently been referred to the House. The bill deals with revising the special education fund distribution.

Few bills that are entered into the legislative hoppers have gone through such an extensive process of writing as SB 348 has. The writers of the bill have spent many hours to design a bill that is as equitable as possible in touching every school district in the state of Montana.

Any time that a change is made in funding and the "end dollar" is unchanged, it may appear that some districts are "winners" and some are "losers". I really do not know where Joliet School District will fall. I do know, however, that the people involved with the design of SB 348 did the best job possible and with the students of Montana in the forefront. I support their work, understanding of the problems involved, and appreciate the efforts they have put into the most equitable solution possible.

Thanks for hearing me out!

Sincerely yours,

Leo Lorenz Jr., Superintendent
Joliet School District #7

Don
This is a copy of a letter I sent
to Chairman Blaylock, V-Chairman Fritz (of the
Senate) and Chairman Hansen & V-Chairman
Ellis (of the House).

Just thought you'd like to see it.

Leo

Miles City Unified School District ^{SB} 348

*Custer County District High School
School District No. 1*

ROBERT RICHARDS
SUPERINTENDENT

*Miles City Elementary Schools
School District No. 1*

March 15, 1993

TO: House Select Committee
on Education Funding

FROM: Robert Richards, Superintendent

RE: Senate Bill 348

Dear Committee Members:

Last year Superintendent Nancy Keenan selected a committee composed of representatives from District Superintendents, County Superintendents, Special Education Directors, advisory groups, state Special Education Panel members, building principals, school board trustees and teachers with the charge to study the special education financing system and present recommendations to her for a new funding model.

The commission members worked for over one year. Among the charges that Nancy Keenan had given the committee was to:

1. Maintain the integrity of programming for students requiring special education;
2. Utilize all educational resources, including those of general and special education, effectively and productively; and
3. Create a predictable and manageable funding methodology for special education.

Senate bill 348 is the result of this committee's work. In developing the new concepts for funding, I was particularly impressed with the ability of the commission to focus on the educational program which was presented to the students. Time and time again when a difficult decision or compromise was needed, members voted in favor of a process which would benefit the students. Seldom were committee members overly concerned with how the new model would affect their individual schools. In fact, the committee realized that a comparison of individual schools payment for special education under the proposed model to the current special education payment would not be realistic since the current model was perceived to be so unfair.

Page 2
March 15, 1993

Enclosed is a comparison of the twelve larger schools for state special education funding for the 1991-92 school year. It clearly illustrates the unfairness of the current system. In one school with a special education child count of 349 they received \$3,928 per student. Another school with a special education child count of 344 receives \$2,854 per student. In addition to this, OPI has produced data which shows that the average local contribution for special education is about 28%. Unfortunately, some schools contribute over 70% of local funds while others contribute less than 5%. The new model may not be perfect but it certainly will be an improvement from the current system.

I urge your support of this bill.

RR:st
Enclosure

EXHIBIT 4
 DATE 3-16-93
 SP 348

SPECIAL EDUCATION FUNDING 91/92 YEAR

		Child Count 12/90	1990 Fall Enrollment	Dollar/ Student
Billings Elem.	3,411,117	1,499 (13.8%)	10,815	2,275
H.S.	1,371,027	349 (7.6%)	4,575	3,928
	<u>4,782,144</u>	<u>1,848</u>	<u>15,390</u>	<u>\$2,587</u>
Kalispell Elem.	820,557	359 (15.6%)	2,293	2,285
H.S.	205,636	66 (2.9%)	2,217	3,115
	<u>1,026,193</u>	<u>425</u>	<u>4,510</u>	<u>\$2,414</u>
Anaconda Elem.	349,223	164 (14.3%)	1,143	2,129
H.S.	214,334	71 (13.6%)	522	3,018
	<u>563,557</u>	<u>235</u>	<u>1,665</u>	<u>\$2,398</u>
Great Falls Elem.	1,793,338	926 (10.0%)	9,200	1,936
H.S.	796,313	266 (7.8%)	3,376	2,993
	<u>2,589,651</u>	<u>1,192</u>	<u>12,576</u>	<u>\$2,173</u>
Missoula Elem.	1,309,453	730 (12.1%)	6,025	1,793
H.S.	981,841	344 (10.3%)	3,341	2,854
	<u>2,291,294</u>	<u>1,074</u>	<u>9,366</u>	<u>\$2,133</u>
Glendive Elem.	250,039	139 (11.5%)	1,208	1,798
H.S.	82,643	21 (4.1%)	510	3,935
	<u>332,682</u>	<u>160</u>	<u>1,718</u>	<u>\$2,079</u>
Butte Elem.	1,087,923	637 (16.1%)	3,955	1,707
H.S.	606,111	189 (12.7%)	1,488	3,206
	<u>1,694,034</u>	<u>826</u>	<u>5,443</u>	<u>\$2,051</u>
Miles City Elem.	309,692	163 (12.1%)	1,338	1,899
H.S.	137,622	62 (10.0%)	625	2,219
	<u>447,314</u>	<u>225</u>	<u>1,963</u>	<u>\$1,988</u>
Bozeman Elem.	569,471	316 (9.8%)	3,237	1,802
H.S.	157,872	50 (3.9%)	1,282	3,157
	<u>727,343</u>	<u>366</u>	<u>4,519</u>	<u>\$1,987</u>
Col. Falls Elem.	392,427	224 (13.5%)	1,651	1,752
H.S.	97,408	39 (5.6%)	692	2,497
	<u>489,835</u>	<u>263</u>	<u>2,343</u>	<u>\$1,862</u>
Havre Elem.	327,287	237 (12.5%)	1,891	1,380
H.S.	138,945	37 (4.8%)	765	3,755
	<u>466,232</u>	<u>274</u>	<u>2,656</u>	<u>\$1,701</u>
Helena Elem.	971,298	701 (13.4%)	5,230	1,385
H.S.	612,072	239 (9.8%)	2,427	2,560
	<u>1,583,370</u>	<u>940</u>	<u>7,657</u>	<u>\$1,684</u>

Data taken from:

"State of Montana Special Education Budget Summary, School Year 1991-92"

Compiled by the Division of Special Education, Helena, Montana 59620

Dated 9/27/91



Anaconda Public Schools

P.O. Box 1281

Anaconda, Montana 59711

Fax 563-7763

EXHIBIT 5

DATE 3-16-93

SB 348

MARY JO ORESKOVICH
SUPERINTENDENT
563-6361

BUSINESS OFFICE
Business Manager/Clerk
J.E. Corrigan
563-8277

SPECIAL SERVICES
Executive Director
Dr. William F. Hickey
563-5101

ANACONDA
HIGH SCHOOL
Principal, Earl Sager
563-5269
FAX: 563-5260

JUNIOR HIGH SCHOOL
Principal, Mike Thompson
563-6242

LINCOLN SCHOOL
Principal, Bob Lemelin
563-6141

W.K. DWYER PRIMARY
Principal, Nancy Stavanja
563-7365

W.K. DWYER
INTERMEDIATE
Principal, Stan Blaz
563-5562

HOUSE SELECT COMMITTEE ON EDUCATION FUNDING TUESDAY, MARCH 16th ROOM 325, 3 P.M.

Opponents of Senate Bill 348 (*without passage of 667*)

I am Kathy Schmidt, a Special Education Teacher in the Anaconda Public Schools and ~~this is my colleague, Mary Lynn McKenna, a kindergarten teacher in the Anaconda Public Schools and we are opponents of Senate Bill 348.~~ ^{Concerned about} ~~We are expressing our opposition to this bill on behalf of the Anaconda Public Schools, children of Anaconda, Anaconda educators and taxpayers. We are concerned that this funding formula change simply represents a redistribution of money and does not take into account the shifts in taxation from state levels to local district levels. A simple redistribution of funds in special education is not going to solve the problem of shortages within special education finance. Remember, there is no adequate way to distribute an inadequate sum of money.~~

We recognize that there is a very strong need to revise special education funding, but this revision must be done in conjunction with a revision of the foundation program. ~~It would be much easier to see how the parts of the funding fit together, rather than taking each funding component separately.~~ We are for a system of school funding that accommodates both the needs of children with abilities and children with disabilities and has a strong element of taxpayer equity. ~~Some of our concerns with Senate Bill 348 are as follows:~~ ^{We have 6 points of concern about passage of SB 348 without passage of 667. These points are available from this}

1. There are no published simulations of the effects of the Block Grant System on Montana school districts. Who will win? Who will lose? Why did the district win or lose? ^{Committee's Secretary}
2. Published simulations may not be meaningful if the system of regular education finance is drastically changed. It would seem more logical to define the state foundation program and then define the special education component.

Page 2

Opponents on Senate Bill 348

K. Schmidt and M.L. McKenna

Dated: 3-16-93

3. The Block Grant System does not take into account the pooling of handicapped children in particular locations. There may be more handicapped children with socioeconomic problems in a large town and the pooling of handicapped children follows some definable factors. A town with socioeconomic problems and a prison, like Deer Lodge, may have a much higher rate of handicapped students than would a town like Big Fork due to the differences from a socioeconomic prospective. Does this system really take into account such difference in various populations?
4. This bill punishes school districts who have higher teacher salaries. The Block Grant favors lower salaried school districts. The reward or incentive is for less education and less experience within the teaching force.
5. The twenty-five percent match causes a competition between children with abilities and children with disabilities. The result in many school districts with less wealth is unequal educational opportunity for both populations.
6. This bill minimizes the state's responsibility for funding and services while it maximizes the responsibility of the local school district. Once again we see a continued shift in taxation from state resources to local resources. If this shift continues, it will cause unequal educational opportunity and unequal taxpayer effort.

We support change in school finance and change in special education finance. We simply do not support this funding proposal by itself without knowing the *outer* of general finance bill ⁶⁷ ~~it is meant to supplement~~. Without this type of information, we do not feel that we have improved the current problems and have simply picked the wrong quick-fix. We appreciate the opportunity to express our views before you and urge you to consider our prospective in your evaluation of Senate Bill 348.

Kathy Schmidt

M. L. McKenna

Lai Nelson

EXHIBIT 6

DATE 3-16-93

348

MONTANA OFFICE OF PUBLIC INSTRUCTION
SPECIAL EDUCATION AND COOP INFORMATION

16-Mar-93

BLOCK GRANT FACTORS:

INSTRUCTIONAL PER ANB: ELE	125	MATCH:	3
INSTRUCTIONAL PER ANB: HS	130	\$4 = \$3 ST, \$1 LOCAL	
RELATED SERVICES PER ANB	45	THRESHOLD:	10% OF GRANT
		REIMB:	65%

TOTALS:

BLOCK GRANTS:

INSTRUCTIONAL	19,404,279	
RELATED SERVICES	6,907,590	
COOP OPERATIONS	1,879,153	
REIMBURSEMENTS	5,574,451	
(DIST W/O SPEC ED)	-62585	
TOTAL	33,828,057	33,861,000

EXHIBIT 7
DATE 3/16/93
HTB ^{SB} 278

DATE _____

~~SECRET~~ NO.

NUMBER

MOTION:

[illegible]

EXHIBIT 8
DATE 3/16/93
FILE NO. SB 348

ROLL CALL VOTE
DATE 3-16-93 ^{SB} BILL NO. 348 NUMBER _____

Wallpaper E.

HR:1993
wp:rlclvote.man

HOUSE OF REPRESENTATIVES
VISITOR'S REGISTER

COMMITTEE

~~HB~~
BILL NO. 97 348

DATE 3-16-93 SPONSOR(S) _____

PLEASE PRINT

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Don Waldron	MREA	^{SP} 348 ✓	
Gail Cleveland	Montana Council of Admin SPEC Ed	^{SB} 348	
Mary C. Kocco	Standers Co. Special Ed. Cooperative	^{SB} 348	
Quark Gwinn Lamb	316 SKY SPECIAL NEEDS Cooperative		348
Kathleen A. Kelker	Parents, Let's Unite for Kids	# 348	
Marion Evenson	Helena School Dist #1	# 348	
Marion Evenson	Helena	# 278	
Vern Barkell	Yellowstone - West Carbon Coop	# 348	
Barb Stefanic	"	# 348	
Larry Steen	Stillwater/Sweet Grass	# 348	
Leonard Oath	E. Yllwstn Coop	# 348	
Fred Ippelmann	MSWA Area Ed. Coop	# 348	
Michael L. Steen	Cent Mont Sp Ed Co-op	348	
Don Bidwell	Belfry School - State Spec Ed Fund in Comm	348	

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

HOUSE OF REPRESENTATIVES
VISITOR'S REGISTER

Home Select School Funding

COMMITTEE

BILL NO

348

DATE *3/6-93* SPONSOR(S) _____

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Wayne Strong Kalispell	Marion	✓	
Sandra Strong Kalispell	Evergreen	✓	
JIM STAUDEN - BAKER	BAKER Schools	✓	
Nancy Jamison	Indian Mountain	✓	
Joe Furkings	Pucky Pear Sped Coop	✓	
Chris Ross	Althaus Co. Sped Coop	✓	
Richard Moe	Jefferson H.S. Dist. #1. Boulder Elem. Sch. Dist. #7	✓	
Phil Campbell	MSA	✓	
Kelly Lamm	S.W. MT. Ed. Coop	✓	
Robert Runkel	OPB	278 348	

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HOUSE OF REPRESENTATIVES
VISITOR'S REGISTER

House Select Comm^{on School Funding} COMMITTEE

BILL NO. 93 348

DATE 3-16-93 SPONSOR(S) _____

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Ned Waird	Billings Public Schools and Funding Comm	<u>278</u> ✓ 348	
Gay Jay	OPJ	✓	
Kathy Schmidt	Anaconda		
Mary Lynn McKenna	Anaconda		
Michael Kupilik	MSBA	✓	
Robert Richards	Miles City Schools	✓	
Jude Oberst	Helena	✓	
Lora Mehren	Mt. St.	✓	
Eileen Morgan	MT Assoc. of School Psychologists	✓	
Pat Boyer	Bozeman Schools	✓	
Sam Foster	Great Falls	✓	
Robert Miller	Helena	✓	
Larry Saabende	Gr. Falls Public Schs	✓	
Kathy Winslow	Modair	✓	

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