

MINUTES

**MONTANA HOUSE OF REPRESENTATIVES
54th LEGISLATURE - REGULAR SESSION**

COMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **CHAIRMAN ALVIN ELLIS JR.**, on January 27, 1995,
at 3:15 pm

ROLL CALL

Members Present:

Rep. Alvin A. Ellis, Jr., Chairman (R)
Rep. Peggy Arnott, Vice Chairman (Majority) (R)
Rep. Vicki Cocchiarella, Vice Chairman (Minority) (D)
Rep. Matt Denny (R)
Rep. H.S. "Sonny" Hanson (R)
Rep. Dan W. Harrington (D)
Rep. Jack R. Herron (R)
Rep. Joan Hurdle (D)
Rep. Bob Keenan (R)
Rep. Sam Kitzenberg (R)
Rep. Gay Ann Masolo (R)
Rep. Norm Mills (R)
Rep. William Rehbein, Jr. (R)
Rep. John "Sam" Rose (R)
Rep. George Heavy Runner (D)
Rep. Debbie Shea (D)
Rep. Richard D. Simpkins (R)
Rep. Diana E. Wyatt (D)

Members Excused: None

Members Absent: None

Staff Present: Andrea Merrill, Legislative Council
Rena Decrevel, Committee Secretary

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

Committee Business Summary:

Hearing: HB 277, HB 281, HB 300
Executive Action: HB 300 DO PASS AS AMENDED

HEARING ON HB 277Opening Statement by Sponsor:

REP. JOAN HURDLE said that this bill is a result of her years of experience in the field of education and a lifelong commitment to making the educational system the best that it can be. The bill prevents administrative interference with the direct relationship between school boards and schools. The bill authorizes local school councils to deal directly with school boards without administrative interference. Teachers and parents are the only people that can improve education and parents want a role in making the schools safe. All taxpayers have a right to participate in the schools. She urged a Do Pass on the bill.

Proponents' Testimony:

Mary Sheehy Moe, mother and graduate of Montana Public Schools, Written Testimony. EXHIBIT 1

Patti Conroy, Billings PTA member. Written Testimony. EXHIBIT 2

Jean Curtiss, Legislative Chair Montana, Parent Teacher Student Association/PTA, Written Testimony. EXHIBIT 3

Sheri Peterson, mother, spoke in support of HB 277.

Ginny Cleveland, mother. Written Testimony. EXHIBIT 4

Opponents' Testimony:

{Tape: 1; Side: B; Approx. Counter: 000; Comments: .}

Helena Lee, coordinator, Montana Parents Commission. Written Testimony. EXHIBIT 5

Gary Swant, Deerlodge, said that parent involvement is critical but the bill is not the right way to go about it. Giving three teachers, some parents and students supervisory roles is going to lead to many problems.

Laurie Koutnik, executive director of Christian Coalition of Montana, mother of three children. Written Testimony. EXHIBIT 7
She also submitted a survey of Montana and Idaho K-12 public education. EXHIBIT 7A

Loran Frazier, School Administrators, also representing Montana Rural Education Association, said that what may be good for some districts may not be good for others. They cannot support it for all districts.

Michael Keedy, Montana School Board Association, was concerned about the purpose and practical legal effect of the bill.

Informational Testimony:

Helena Lee, read a letter from Amy Orser, East Helena. EXHIBIT 6

Letters in support of HB 277:

Darrell Rud, Principal of Garfield Elementary, Billings.

EXHIBIT 8

Audrey Ann Wagner, Billings. EXHIBIT 9

St. John Robinson, Billings. EXHIBIT 10

Questions From Committee Members and Responses:

REP. ELLIS asked Mary Sheehy Moe where her children went to school. She said one goes to Helena High and the other two go to Smith School.

REP. SONNY HANSON asked REP. JOAN HURDLE if the accreditation standards applied to the Catholic schools and the private sector. REP. HURDLE said that she didn't think that they did.

REP. DICK SIMPKINS asked REP. HURDLE if there was anything in the bill that can't be done right now by the current school boards. REP. HURDLE said that there was not anything that couldn't be done today if they would just do it. Parents feel shut out of schools and a lot of teachers feel dominated by the education structure.

REP. SIMPKINS asked if site-based management did not work because it deteriorates into centralized control. REP. HURDLE said that site-based management has become interpreted in different places in different ways. In Oregon, site-based management was defined and managed by the administrators in Oregon rather than by the individual schools.

REP. BOB KEENAN asked REP. HURDLE how many people would be on the board. REP. HURDLE said that there would be three teachers, three parents and the principal, then that group appoints either two community members or in the case of older children, two are elected.

REP. KEENAN asked REP. HURDLE if they were going far enough in having 33% representation being parents on the board. If the bill was for parental involvement, is that enough? REP. HURDLE said that those kinds of things can be worked on at the local level.

REP. KEENAN asked what was meant on page two, line 15 with the wording "community interest." REP. HURDLE said that people such as a local minister or someone from the local senior center.

{Tape: 2; Side: A; Approx. Counter: 000; Comments: .}

REP. ELLIS asked what school districts were observed in order to bring the bill forward. REP. HURDLE said that she taught in Los Angeles, Seattle, Montana, and Wyoming.

Closing by Sponsor:

REP. HURDLE pointed out that in Kentucky, they did a major overhaul of their schools in 1990, and they established site-based councils. She handed out "What is a Site Council and why should we have one?" EXHIBIT 11. The only thing that is going to improve education is teachers and parents at the school site doing it themselves.

HEARING ON HB 300

Opening Statement by Sponsor:

REP. GAY ANN MASOLO said that the bill moves six more counties into seismic risk zone three. She handed out a map of the zones. EXHIBIT 12. The bill requires the school districts in those zones to establish an implement earthquake emergency plan. The earthquake drills can be completed with the fire drills that the schools conduct each year. Training for earthquake drills is done at no expense to the school.

Proponents' Testimony:

Fred Naehner, manager of Montana Earthquake Hazard Reduction. Written Testimony. EXHIBIT 13 He passed out the "Montana Earthquake Program." EXHIBIT 13A

Paul Spengler, Lewis & Clark Disaster & Emergency Services Coordinator and Montana Disaster and Emergency Services Association President. Written Testimony. EXHIBIT 14

Jim Greene, Administrator for Disaster & Emergency Services department of Military Affairs, said as with any emergency or disaster, the more prepared that a local community is the less the impact will be upon the community and the people living in the community.

Laurie Koutnik, mother, said that she helped put together earthquake kits for Rossiter School and it was at no expense to the school. The local communities and military donated the items for the kits. It is very important for the school to be prepared in the case of an earthquake.

Larry Ursty, secretary of the Montana Science Teachers Association, spoke in favor of the bill.

Opponents' Testimony:

Craig Brewington, Missoula, rose in opposition to part of the bill. He said that the way the map was drawn, Missoula fell right in the line of seismic zone three. He checked with the city of Missoula and found out that the city of Missoula does not fall in the zone three. He suggested writing the bill so those schools that are actually in zone three qualify for emergency preparedness, but exclude the school districts that are not in zone three.

Informational Testimony: None

Questions From Committee Members and Responses:

REP. DICK SIMPKINS asked **Fred Naeher** if there has been a change in the faults in Montana that would cause a shift in the zone. **Fred Naeher** said that yes there had been. The change in status has come from the U.S. geological survey and also from the home state seismologist. There are 21 known active faults in the state. One was just discovered under Flathead Lake. That prompted more studies and they found out that there were many more in the state.

REP. SIMPKINS asked if there has been any consideration to writing the legislation on the basis that if they are in seismic zone three, then the law applies, instead of saying that if they are in Missoula County, then they're in zone three. Not all of Missoula County is in zone three. **Fred Naeher** said that the lines on the map are general lines and there is not a precise point on where the lines will be. Whether or not an earthquake occurs in zone 2B or in 3, there is a 350 square mile damage area. All that is being recommended is that the districts in zone 2B have a higher risk caution.

REP. VICKI COCCHIARELLA asked **REP. MASOLO** who will be responsible for the emergency plans in the schools? Who will have to take the time in getting it all set up. **REP. MASOLO** answered that the administrator will assign someone. She said that most school districts could probably write to another school district and ask them for their plan, or they could utilize plans from OPI.

REP. COCCHIARELLA asked **Fred Naeher** if Granite County should be included on the list of counties to go into seismic three zone. **Fred Naeher** said that yes it should.

REP. BOB KEENAN asked **Fred Naeher** if zones one, two and three are the Montana standard, and how high can you go. **Fred Naeher** said that four is the highest that they can go in seismic risk zones.

REP. KEENAN said that the fiscal note says that there will be some cost to the schools. **Fred Naeher** said that with any bill or program, there are going to be some intangible costs such as the cost of time, the hourly wage and the paper they are writing on.

99.9 percent of the costs that are being associated with the bill are being funded by the Federal Emergency Management Agency.

{Tape: 2; Side: B; Approx. Counter: 000; Comments: .}

REP. ARNOTT asked Fred Naeher what plans and procedures are needed for operation in zone three. Fred Naeher said that the plans and procedures for each school district are particular to their own environment. When an earthquake strikes there is less than a second to determine that it is an earthquake. The students are going to look to the teacher for help, and the teacher has to have a plan in place saying how they are going to evacuate, where they are going to evacuate to, what kinds of materials they need and how long they expect to be there. There needs to be enough supplies to last for three days. There also has to be plans in the school for turning off the gas and water and who will inspect the sewage system to make sure no lines are broke. There has to be a plan of accountability for picking up children from school and also a plan for sheltering.

Closing by Sponsor:

REP. MASOLO said that one year ago, a earthquake happened in California and that shows what nature can do without any warning. If an earthquake should happen, then the children should be trained in what to do. It is a necessary law to let the people know that they are in seismic zone three so they can have a plan to protect themselves from being liable and so they don't put any students in danger. She recommended a Do Pass on the bill.

HEARING ON HB 281

Opening Statement by Sponsor:

REP. SAM KITZENBERG said that he was here today because he is very bullish on the Montana National Guard. He said that in eastern Montana a lot of students can either join the Guard in eastern Montana or go over to North Dakota, because there are a lot of advantages in joining the North Dakota Guard. The National Guard in Glasgow is a friend of the community. They are always out trying to raise money for the community. The National Guard raised \$7,200 for the community last Christmas. "The National Guard is always there for us, and I believe that we sometimes take them for granted." Army Guard units organized and hosted the first Native American Youth Olympics, with five tribal nations and 117 athletes. They planned and conducted the drug education for youth, and conducted medical readiness training on the Northern Cheyenne and Blackfeet reservations. As a state emergency resource, the National Guard has expended more than 33,000 work days in the past decade on such events as wildfires, floods, railroad accidents, and institution strikes. In 1994 there were more than 12,000 work days spent fighting statewide forest fires. Over the last 10 years, 23 different events, over

33,000 days were contributed by the Guards. They are always there for us and if there were an earthquake in Montana they would be on-site. He found out that 34 other states offer an educational benefit for their National Guardsmen, and there are only 16 other states, Montana included, that do not offer anything to their guardsmen. He concluded by saying "The Montana National Guard has been there for our state, so we should be there for them."

Proponents' Testimony:

Gary Hindoién, Brigadier General, Montana Air National Guard, said that the state is fortunate to have 4,000 dedicated members that have never failed to answer a call. He thinks that it is an opportune time for the state of Montana to say thank you to them and those who have yet to serve. He doesn't look at it as an expense. It is an investment for the state.

Brian Barnet, Associated Students of the University of Montana, said that on behalf of all the students at the University who are National Guard members they support the bill.

MSGT Roger A. Hagan, representing the Officer and Enlisted Association of the Montana National Guard. Written Testimony, EXHIBIT 15.

Opponents' Testimony: None

Informational Testimony: None

Questions From Committee Members and Responses:

REP. JOAN HURDLE asked **Roger Hagan** how many members of the National Guard are women. He said that 3.9% are women in the Army National Guard and in the Air National Guard 3% are women.

REP. SAM ROSE asked **Roger Hagan** what the pay is now for E-5 and above. He said that it would be an average of about \$5,226 per year.

REP. MATT DENNY asked **Roger Hagan** to explain to the committee what the Montgomery G.I. Bill was used for and how much it is. **MSGT Hagan** said that it was available to all members that have a six year commitment to the National Guard, provided that they have completed their basic training and their Advanced Individual Training (AIT). The benefit of being a full-time student is that they get \$190 per month for 36 months. If they are a lesser-time student, the number of months would be extended but the monthly amount would be reduced.

REP. DENNY asked if the money could be used for any educational purpose. **Roger Hagan** said that it does not necessary have to be used for tuition. It can be used for books and living expenses.

REP. DICK SIMPKINS asked if the waiver also applied to full-time National Guard people as well as part time.

{Tape: 3; Side: A; Approx. Counter: 000; Comments: .}

Roger Hagan said that it does not exclude full-time members.

REP. SIMPKINS asked what impact full-time members would have on the fiscal note. Roger Hagan said that the impact would be very minimal.

Closing by Sponsor:

REP. KITZENBERG closed by saying that they owe the National Guard a debt of gratitude. He said that it would be nice to become the 35th state that give the National Guard educational benefits.

EXECUTIVE ACTION ON HB 300

Motion: REP. MASOLO MOVED HB 300 DO PASS.

Discussion:

REP. MILLS said that the bill only mentions five additional counties and six were talked about. He asked if she wanted to amend the bill. REP. MASOLO said that she did.

Motion/Vote: REP. MILLS MOVED THE AMENDMENTS. Motion carried unanimously.

Motion: REP. SAM ROSE MOVED HB 300 DO PASS AS AMENDED.

Discussion:

REP. JACK HERRON said that the bill should be left on the local level.

REP. ARNOTT said asked if it was possible to name school districts rather than counties.

REP. MASOLO said that she thought it would be hard to name all the schools.

REP. HARRINGTON said that if there was an earthquake the damage radius is 250-350 miles. There are programs that are set up in case of disasters. He doesn't think that they can afford not to be prepared for an earthquake. There is no real cost to the bill.

REP. BILL REHBEIN said that he agreed with REP. HARRINGTON.

REP. KEENAN said that he agreed with REP. HERRON. They should just tell the local schools that there is a concern, and that he doesn't agree that the bill does not cost any money.

REP. GEORGE HEAVY RUNNER said that he supported the bill. In regards to a cost, the children are the ones in danger and children should be protected.

REP. HARRINGTON said all that was being done is the addition of six more counties.

REP. MASOLO said that as lawmakers they might be making themselves liable if they don't put the law into effect. If something happens, the counties could come back and ask why they were not notified that they were in seismic zone three.

Vote: Motion carried 16-2, with REPS. HERRON AND KEENAN voting no.

ADJOURNMENT

Adjournment: 5:30 pm


ALVIN ELLIS JR., Chairman


Renae Decrevel, Secretary

AEJ/red

HOUSE OF REPRESENTATIVES

Education

ROLL CALL

DATE 1-27-95

NAME	PRESENT	ABSENT	EXCUSED
Rep. Alvin Ellis, Jr., Chairman			
Rep. Peggy Arnott, Vice Chairman, Majority			
Rep. Vicki Cocchiarella, Vice Chair, Minority			
Rep. Matt Denny			
Rep. Sonny Hanson			
Rep. Dan Harrington			
Rep. George Heavy Runner			
Rep. Jack Herron			
Rep. Joan Hurdle			
Rep. Bob Keenan			
Rep. Sam Kitzenberg			
Rep. Gay Ann Masolo			
Rep. Norm Mills			
Rep. Bill Rehbein			
Rep. Sam Rose			
Rep. Debbie Shea			
Rep. Dick Simpkins			
Rep. Diana Wyatt			

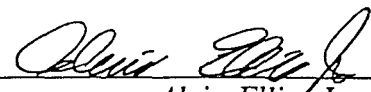


HOUSE STANDING COMMITTEE REPORT

January 30, 1995

Page 1 of 1


Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 300 (first reading copy -- white) do pass as amended.

Signed: 
Alvin Ellis, Jr., Chair

And, that such amendments read:

1. Title, line 4.
Strike: "FIVE"
Insert: "SIX"
2. Page 1, line 15.
Following: "Gallatin,"
Insert: "Granite,"
3. Page 1, line 18.
Strike: "Granite,"

-END-


Committee Vote:
Yes/6, No 2.

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HOUSE OF REPRESENTATIVES

ROLL CALL VOTE

Education Committee

DATE 1-27-95 BILL NO. 300 NUMBER _____

MOTION: Rose - Do Pass as Amended

NAME	AYE	NO
Rep. Alvin Ellis, Jr., Chairman	X	
Rep. Peggy Arnott, Vice Chairman, Majority	X	
Rep. Vicki Cocchiarella, Vice Chairman, Minority	X	
Rep. Matt Denny	X	
Rep. Sonny Hanson	X	
Rep. Dan Harrington	X	
Rep. George Heavy Runner	X	
Rep. Jack Herron		X
Rep. Joan Hurdle	X	
Rep. Bob Keenan		X
Rep. Sam Kitzenberg	X	
Rep. Gay Ann Masolo	X	
Rep. Norm Mills	X	
Rep. Bill Rehbein	X	
Rep. Sam Rose	X	
Rep. Debbie Shea	X	
Rep. Dick Simpkins	X	
Rep. Diana Wyatt	X	

HOUSE OF REPRESENTATIVES

ROLL CALL VOTE

Education Committee

DATE 1-27-95 BILL NO. 500 NUMBER _____

MOTION: Rep. Mills - arrangements.

NAME	AYE	NO
Rep. Alvin Ellis, Jr., Chairman		
Rep. Peggy Arnott, Vice Chairman, Majority		
Rep. Vicki Cocchiarella, Vice Chairman, Minority		
Rep. Matt Denny		
Rep. Sonny Hanson		
Rep. Dan Harrington		
Rep. George Heavy Runner		
Rep. Jack Herron		
Rep. Joan Hurdle		
Rep. Bob Keenan		
Rep. Sam Kitzenberg		
Rep. Gay Ann Masolo		
Rep. Norm Mills		
Rep. Bill Rehbein		
Rep. Sam Rose		
Rep. Debbie Shea		
Rep. Dick Simpkins		
Rep. Diana Wyatt		

Amendments to House Bill No. 300
1st Reading Copy

Requested by House Education Committee

Prepared by Andrea Merrill
January 28, 1995

1. Title, line 4.

Strike: "FIVE"

Insert: "SIX"

2. Page 1, line 15.

Following: "Gallatin,"

Insert: "Granite,"

3. Page 1, line 18.

Strike: "Granite,"

TESTIMONY IN SUPPORT OF HB 277

by Mary Sheehy Moe

Jan. 27, 1995

SECRETARY
EXHIBIT 1
DATE 1-27-95
B HB 277

For the record, my name is Mary Sheehy Moe. I am the mother of three children currently enrolled in Montana's public schools and I taught in those schools myself with varying degrees of distinction for 15 years. It is both as a parent and as a teacher that I rise in support of this bill. I believe it reflects what the literature indicates is effective in the reform of education management ... and it addresses two age-old frustrations in the school community.

The first is the frustration of parents. I believe that parents want to have meaningful involvement in the schools. They want to understand and be included in decisions about what should be taught and how, what is being learned and to what degree, and who is interacting with their children and in what ways. All too often, though, schools relegate parents and parent councils to fund-raising and "teacher appreciation days." Parents *hear* about educational reforms and decisions but they don't take part in them. Their only option to influence the education of their children—and all Montana's children—is to run for the local school board. Because the number of trustees is limited and the ugliness of the contemporary political scene is daunting, most never dream of exercising that option.

HB 277 allows parents to be truly part of the schools that shape their children's lives. It allows them to be part of a school team, instead of outsiders. I have no doubt that schools will be better for it.

Oddly, teachers, too, are outsiders in school decision-making. Although businesses are now breaking out of the rigid hierarchies and chains of command that prevent the workers who live with the problems to solve them, schools are still stuck in the old mode. Visionary teachers too often end up alone and bitter in their classrooms, unable to deliver the educational program they dream of and that would work ... because the department chair, or the assistant principal or the principal or the curriculum coordinator or the assistant superintendent or the superintendent, or a school trustee —*someone* to whom they never got to make their case face-to-face—thought it wouldn't work or it would only work for some. It would be inconvenient or too convenient. It would create paperwork, or eliminate paperwork.

The people who manage schools are not the people who know and care most what is going on where learning happens, or doesn't happen: the people who know the students in the classroom best. Yes, teachers get chosen for curriculum teams and task forces and school board committees. But all too often these teachers are not chosen by their colleagues and are not the ones who enjoy their colleagues' respect and trust. The only time teachers can choose their leaders is in the negotiations

process. It is the sad irony of the teaching profession that teachers can have some say in their job conditions, their benefits and their salary, but they are guaranteed no say in the one thing they know better than anyone else: they can't say "This is what my children know. This is what they don't know. This is what they need to know. These are the resources they need to succeed." Those decisions are left to people who never see the little girl who just can't read, the kid in the parking lot smoking, that kid who coulda been a contender but he just can't stand the emptiness of it all. So many kids ... so many parents ... so many teachers who want school to be a real, living place—a community, instead of a factory. HB 277 takes an important step toward making schools those communities.

However, if local school councils are to be meaningful, they must be doing meaningful work and work which they are uniquely qualified to do. So some of the duties created by HB 277 need fine-tuning. I call your attention to those duties listen on p. 2 in lines 19 and following:

1. Subsection (a) charges the council to "review the results of recently administered standardized testing and other criterion-referenced testing given by grade level." I think it's too narrow. The school council should actually spearhead assessment in the school by establishing and evaluating the assessment mechanisms used there. These assessment mechanisms might include standardized testing, or they might include more authentic measures, such as portfolios, demonstrations, and the like.

Measuring what students know and are able to do is going to be the most important function of schools in the decade to come. To make sure that those tests are valid, relevant, and humane, the parents and teachers of the students involved should be directly involved in establishing and evaluating those measures.

2. Subsection (b) charges the council with review of specific disciplinary actions in the school. I strongly oppose that, for many reasons. Although the language attempts to preserve the anonymity of the student involved, that might work in Billings, but it won't in Broadus. I don't believe that any more teachers or parents than those directly involved should be privy to the discipline decisions involving specific children. As a parent, I wouldn't want another parent passing judgment on my children's behavioral problems, and I wouldn't want to be the parent who became privy to the particulars of another family's life which contributed to those problems. As a teacher, I believe that my discipline of a student is a matter between me, the student, and his or her parents. I feel ethically bound to honor that circle in order to give the student the fullest opportunity to recover from a slip without the whole world judging him or her for time immemorial.

A more appropriate function of this council might be to review overall discipline data as a way to making decisions about improving the learning environment.

3. I think subsection (c) should be broadened to encourage the school council to advise on non-school personnel. Parents and teachers would be particularly well situated to monitor the selection and use of personnel in school-business partnerships and to monitor the volunteer programs in the school, which are fraught with peril.
4. I would like to see the local school council charged with making recommendations to the school board on allocation of resources to the school—yes, budget decisions—and on the selection of classroom materials.

But these suggestions are minor matters. The important thing to do is to take one giant step forward toward making public schools truly public and truly schools. I think you do that by bringing the people most directly involved in public schools to a table where they make significant decisions about what happens there. This bill does that. I strongly support it.

EXHIBIT 2
DATE 1-27-95
B HB 277

Patricia Conroy
2525 Silver Spur Tr
Billings, MT
59105

Chairman Steve Ellis

Members of the House Education Committee

Re: HB 277

Dear Chairman Ellis and Committee Members,

I would like to express my support for HB 277. As a parent of elementary and Junior High students, and a past President & member of my local PTA, I am concerned about the effectiveness of parental involvement in the educational policies of local schools. I am fortunate to have been involved with a very effective elementary PTA in a one school, school district. This PTA has functioned in a manner similar to that described in this bill. Because of this PTA, the learning environment is exceptional, and the school experiences few of the discipline and behavior problems which plague the schools in a large nearby school district. Now that I have a child in a large school district, I see the difference a well-focused PTA can make.

I believe this bill would give the necessary direction and authority to an advisory committee, which is lacking in many PTA's.

Sincerely,
Patricia Conroy

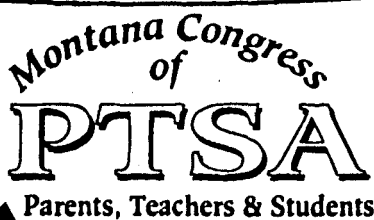


EXHIBIT 3
DATE 1-27-95
B. HB 227

TO: MONTANA HOUSE OF REPRESENTATIVES -EDUCATION COMMITTEE
FR: JEAN CURTISS, LEGISLATIVE CHAIR MONTANA PTSA/PTA
DATE: JANUARY 27, 1995
RE: HB 227 -TO CREATE LOCAL SCHOOL COUNCILS

My name is Jean Curtiss. I am the Legislative Chair for the Montana PTSA/PTA. I speak for the 11,000 members of PTA in Montana. I speak in favor of HB 227.

A recent survey by the National Education Association (NEA) found that over 90 percent of teachers want more parent involvement. Educators have begun to realize that children won't learn as well and schools won't function as well unless parents and schools work together. They also realize that parents are more likely to be active supporters of schools when they are involved in the school and understand the goals, objectives and financial demands of the school. The difference between a good school and a great school is the parents. Private schools are often seen as providing a better education than public schools. The main difference between the two is parent involvement. Private schools require parent involvement.

In 1994, the United States Congress passed Goals 2000. The Eighth Goal reads: Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children. HB 227 can be the first step to help schools begin to meet that challenge.

More than fifty major research studies of the role of parents in education, summarized by Anne Henderson in The Evidence Continues to Grow, have shown that:

- >Parents' involvement increases their children's achievement.
- >Parents' involvement continues to be important even when students are in high school.
- >It isn't enough for parents just to be active in their children's education at home - they must participate at all levels in the schools if the schools are to be high quality.
- >Parents don't have to be well educated to help their children improve academically.
- >Minority and low-income children gain most from having their parents take an active part in their schooling.

Parents who seek to participate in decision-making roles on curriculum review committees, text-book selection committees, teams that help set goals for the school often feel intimidated by the buzz words and lack of knowledge in these matters. Some teachers and administrators fear that if parents are allowed to help make decisions, they will try to run the school. In particular, many educators are afraid that only the parents who will attempt to influence school decisions will be those with an ax to grind. Such defensiveness has discouraged many parents from becoming active in their schools.

In reality, parent participation not only restores among parents trust in, and mutual respect for, teachers and schools, but

also decreases conflict and apathy in the school. In addition to improved student performance, parent involvement in schooling leads to parents feeling they have ownership in the school because they understand and are part of the decision-making for the school. Parents and teachers will find that they share common goals.

Parents want to know and have the right to know how their children are being taught, what they are being taught, and how successful the teaching has been. In addition they want to know how effectively their tax money is being spent. Setting up site-based councils gives the schools the opportunity to educate the parents on these matters and make them feel a part of the process. Parents must feel they are valued as primary influences in their children's lives and as essential partners in their children's education. They must feel part of the team, not just a token member. Parents then become advocates for public education and the school.

Studies have shown that the most effective school rules and discipline policies are those which students and parents have helped set and which encourage students to be self-disciplined. HB 227 gives parents and students the opportunity to be involved in the discipline policy.

The Montana PTSA/PTA supports parent involvement in the schools and therefore, supports this legislation. In the PTA, parents and teachers have always been partners, working together to improve the education and well-being of children and youth. Today, most schools embrace the concept of partnership, but few have translated their beliefs into plans or their plans into practice. Sometimes educators feel that it is simply impossible to jump the hurdles, remove the barriers, and solve the real problems that prevent them from viewing families as resources for promoting children's learning.

The Montana PTSA/PTA believes this legislation gives direction to school districts without limiting them from delegating more to the site-based council if their school community desires to do so.

The Montana PTSA/PTA encourages you to support HB 227.

Jean Curtiss
1419 Howell Street
Missoula, MT 59802
406-721-1705

EXHIBIT 4
DATE 1-27-95
HB 277

Birney Cleveland
4148 June Dr
Billings, MT
59106

Dear Chairman Ellis and
Committee Members:

As a parent, I support HB 277. During the current era of so many broken families, I feel that we need to be able to have more parent/family input in our schools. An increase in parent involvement would bring a corresponding increase in the perceived value of the schools.

This concept would allow for more parent/teacher interaction and communication.

In general, I believe many parents would feel more comfortable coming to a council of their peers than taking their concerns to a more impersonal school board.

At this point, the majority of the PTA's are functioning mainly in a fundraising capacity. If this type of council is available, it would attract a different group of parents who may want to be involved more in policy rather than merely fundraising activities.

I feel this would be a positive step in improving the environment for our children. I ask you to vote do pass on this bill.

Thank you for your consideration,
Birney Cleveland

individual schools? Or, has Oregon come to realize that administrators and educators have the majority of votes on the council and parent representation is manipulated toward the parent or parent organization that most closely resembles the opinion of their Outcome-Based Education philosophy.

Page 2, Membership of the local school council will include, line 11 and 12 , student members. Do we want students reviewing recent school discipline problems, including disposition of each discipline situation as proposed in line 21 and 22?

Page 2 line 25 indicates an "advisory capacity only" in what appears to be 'busy work' and the 'illusion' of involvement.

Page 3 line 6 "appropriate information necessary for the council to execute the duties..."

It sounds like the council is being put within a predetermined box with predetermined guidelines in which to arrive at predetermined results.

It is my personal feeling that "Site-Based Management" will eliminate the effectiveness of the elected school boards across the State of Montana.

It is my personal feeling that "Site-Based Management" and "Local School Councils" will weaken the local control which school districts across Montana currently have.

I wonder if the elected school board will only be able to adopt what the "Site-Based Management" and "Local School Councils" recommends....is that the direction this mandate is going?

The educational goals have always been the responsibility of the elected school board.

I think the creation of "Site-Based Management" and "Local School Councils", which is mandated in HB 277 weakens local control AND adds unknown costs.

I urge this committee DO NOT PASS HB 277.

Delena Lee
1503 Broadwater
Helena, MT 59601

HB # 277

EXHIBIT 5
DATE 1-27-95
B HB 277

Testimony of Helena Lee

Mr. Chairman, members of the committee, my name is Helena Lee. I am the coordinator for the Montana Parents Commission, however, I am coming before you today in the capacity of an individual who has concerns about HB 277. I urge this committee to DO NOT PASS HB 277.

This bill appears to present an "illusion" of public participation, however, I believe it is a loss of local control.

This bill mandates to every school district in the state of Montana that it shall have "Site-Based Management". (p.1 line25)

This bill mandates to every school district that there will be a local school council (p.1 line 28).

Was there a Fiscal Note attached to this bill? What is the cost of this mandate? Will local taxpayers pay the tab? Will the state pick up the cost? IF federal monies are being used to implement this bill, who will maintain this mandate....local government? state government? What are the federal guidelines that will be attached to monies received if federal monies are used?

It appears as though HB 277 adds to the cost of education by creating more bureaucracy.

The State of Oregon has similar "Site-Based Management" in its' Outcome Based Education law (HB3565) which took effect July 1, 1991.

Oregon has been able to use its' school councils to implement their Outcome Based Education in each school.

The Oregon Department of Education in 1992 and 1993 awarded a total of \$770,000 to the Oregon Professional Development Center in Eugene in order to assist site councils. Currently, the center is establishing regional teams to help site councils around the state of Oregon to: form, operate, make decisions and resolve conflicts.

The Oregon Department of Education's top priorities for 1994-95 are developing the Certificates of Initial and Advanced Mastery (OBE), training teachers, helping schools develop performance assessment systems and helping develop site councils.

Since a study is obtainable, we might ask: Has Site-Based Management been a benefit to the local school district?

What is the opinion of a mandated "Site-Based Management" in the school community and the community at large in Oregon?

Did the "Site-Based Management" and "Local School Council" result in community trust and expertise in the process of managing

With state grants, high schools and education agencies in Albany, Astoria, Bend, Canby, Central Point, Coos Bay, Cottage Grove, Eugene, La Pine, Portland and Prineville, as well as in Clackamas, Clatsop, Columbia, Josephine, Lincoln and Umatilla counties, are developing models of the Certificate of Advanced Mastery.

■ 21ST CENTURY SCHOOLS COUNCILS

By September 1994, every school district with more than one building must have a 21st Century Schools Council. By September 1995, every school in the state must have a council.

Oregon's Educational Act for the 21st Century establishes 21st Century Schools Councils, often called site councils, to implement the Act in each school. The councils—composed of teachers, school administrators, classified staff, parents, students and community members—work with existing school policy makers to improve local schools. The councils make decisions in three areas: curriculum development, professional development for teachers to support curriculum changes and further implementation of the Act.

The councils provide parents and other community members with a new avenue to participate in their local schools. Locally elected school boards will continue to make decisions regarding budgets, student discipline, hiring and firing of personnel and other traditional school board matters.

In accordance with the Act, the Department established a professional development center to help the school councils formulate goals and provide professional development opportunities for teachers. For work through 1995, the Department in 1992 and 1993 awarded a total of \$770,000 to the Oregon Professional Development Center in Eugene to assist site councils. Currently, the center is establishing regional teams to help site councils around the state form, operate, make decisions and resolve conflicts.

■ WAIVERS

Schools that are making the changes called for by Oregon's Educational Act for the 21st Century may be hindered by state and local regulations written before the Act was passed. To make changes easier, a 21st Century Schools Council may apply to its local school board and the State Board of Education for a waiver of such regulations. Since 1990, the Board has approved 46 waiver requests, giving flexibility to schools and districts in curriculum, graduation requirements, school day or year length and structure, textbook selection, and teacher certification, assignment and responsibilities.

■ A LOOK TO THE FUTURE

The Department's top priorities for 1994:95 are developing the Certificates of Initial and Advanced Mastery further, training teachers, helping schools develop performance assessment systems and helping develop site councils.

THIS IS FROM THE ANNUAL REPORT TO THE STATE LEGISLATURE ON OREGON'S PUBLIC SCHOOLS

EXHIBIT 6
DATE 1-27-95
BY HB 277

Amy's testimony
to be read

I apologize for not being able to testify against House Bill 277 personally and I thank Helena for reading my thoughts to you.

My name is Amy Orser and I am the parent of two school aged children. Education is a priority at our house as I'm sure it is at many of yours. We send our children to school prepared to learn everyday and we also expect our dedicated teachers to be there to teach everyday.

Now another new "trend" has arrived on the scene making it mandatory for teachers to attend planning meetings, budgetary meetings, etc. which takes them out of the classroom where they belong and where they want to be. This new trend is called "site-based or total-quality management." Last week my sixth grade daughter missed her math. teacher twice and consequently her math. class twice, because her teacher was involved with site-based budget meetings. The school district hired a substitute teacher to take his place causing the district to spend money unnecessarily. And more importantly, my daughter's class missed two days of math. instruction from their teacher.

Education is supposed to benefit our children but often we get sidetracked by educational fads and gimmicks. We tend to forget that while we're trying new programs that are experimental, our children are sitting in classrooms with substitute instructors.

In the January, 1994, Phi Delta Kappan Magazine, Anne C. Lewis says, ^{quote} "Administrators have begun to borrow from the industrial movement for Total Quality Management (TQM).

Even before that bandwagon rolled along, school-site management and site-based decision making had grown popular, and state governors had sent out signals (and even some waivers) to local communities that collaboration was a desirable way of managing the schools. Let's be

honest. Few of these efforts are working well as expected. Despite the enthusiasm for TQM, most examples of its use in education that I know of would embarrass the movement's founder, W. Edwards Deming." ^{end} _{quote}

So as a mother who has a child who is currently experiencing the down side of site-based management, I would strongly encourage the committee to defeat this bill. Thank you so much for your time.

Amy Orser
1019 Middlemas Rd.
Helena, Mt. 59601



Mr. Chairman, members of the committee:

For the record, my name is Laurie Koutnik, executive director of Christian Coalition of Montana, our state's largest family advocacy organization, and I rise in opposition to passage of HB277.

"Site based management" is a major component of President Clinton's Goals 2000: Educate America Act. As of March 31, 1994, two new bureaucracies were established: a National Education Goals Panel to review the certification criteria for national and state plans developed by the newly authorized National Education Standards and Improvement Council (NESIC). This council authorizes the Secretary of Education to make grants to states and school districts to defray the costs of developing, testing and evaluating assessments. It also establishes an Office of Educational Technology in the U.S. Dept. Of Education to provide federal leadership in developing a national vision and strategy, even in the use of technology, under Title II of the Act. Under Title III, each state, of which Montana is on-line, must develop an improvement plan that includes development or adoption of content, student performance, and opportunity-to-learn standards or strategies, coordination of staff development, curriculum, instructional materials, professional development, and an assessment system, which must be submitted to NESIC for certification.

It is under this Title III requirement that "site based management" appears. For it is imperative that "site based management" be in place to remove all local and parental control. Elected boards become mere figureheads, as all decisions are made in each school by the principal and lead/master teachers. Hand picked committees led by facilitators replace elected officials and are touted as a "process of community input of empowerment".

Specific staff, principal, and lead/master teachers have the ultimate and total authority in regards to staffing, curriculum decisions, materials and textbook selection, school organizational structure, as well as other areas of importance such as length of school days, length of class periods, subject approach, budget, staff development, or instructional decisions or practices. Good bye to the schools as we now know them!

This shift in management reduces the local boards of education to figureheads only. Their function becomes school policy and public relation liaisons for the community in the acceptance of Outcome Based Education (OBE). Parents and taxpayers will have lost all local decision making and control as these new "site management" teams yield to the policies dictated by the federal government and implemented in order to receive federal funds and accreditation.

It was exactly the "site based management" concept that caused the 1992 Detroit teachers' strike. Many carried signs declaring "ALL TEACHERS ARE LEAD TEACHERS." The issue of empowerment was most divisive.

We see "site based management" as a first step in compliance to Goals 2000 that President Clinton told us was not mandatory. If we really want to retain control of our schools, then reject HB277 and all its government control and bureaucracy implications. At a time when we are trying to reduce the size and cost of government, does it make sense to adopt yet another program within each school? Do we really need another entity addressing concerns all ready reserved for locally elected

officials to address? Are any of the components of HB277 really necessary for our children to attain a strong academic education? With Montana's cost per student rising to \$5,329, can we continue to add to the Support Services expenditures that currently account for \$527, or just over 10% of pupil cost? When a recent study shows Montana spending almost 50% more per student than Idaho in public education, can we continue to support these better ideas for education?

Let's not turn decision making about our childrens' education over to bureaucrats in Washington D.C. Let's resist nationalizing American education. More directly, let's resist another layer of bureaucracy and put the time and money directly onto the classroom while preserving the rights of parents to participate in their childrens' educational experiences. Reject HB277. Thank you.

Respectfully submitted:

1-27-95

F9I

EXHIBIT 7A
DATE 1-27-95
B HB 277

A TALE OF TWO STATES
MONTANA AND IDAHO K-12 PUBLIC EDUCATION:
A STUDY OF 8 SCHOOL DISTRICTS
JUNE 30, 1993

This independant study used the following data:

- a) Financial Summaries from the Idaho School Districts - information which was obtained from annual financial reports submitted by the school districts of the State of Idaho. 1992-93 edition
- b) Annual audit reports of the following Montana School Districts year ended 6-30-93:
 - 1) Helena SD #1
 - 2) Kalispell SD #5
 - 3) Missoula SD #1/Missoula County SD(1992YE)
 - 4) Billings SD #2
- c) The study was performed by R.D. Saunders an in active CPA with an MBA from Texas Tech. P.O. Box 20828 Billings, Mt 59104

NOTES TO REPORT:

- 1) The audit report for Missoula County was unavailable for 6-30-93 so the 6-30-92 report was substituted.
- 2) The Billings SD #2 audit report did not break down expenditures into categories like the other 7 audit reports. Billings does not break out Business Services, School Administration, Retirement, or Educational Media from support services. These figures were obtained using the 6-30-93 budgeted figures which can be changed at any time by SD #2 management with out Board approval.
- 3) Idaho & Montana expenditures include special education expenses.
- 4) Montana classifies Guidance Counselors and Nurses in the instruction category. Idaho Classifies these as support services.

Commentary:

This study of 8 similar school districts in Montana and Idaho is an attempt to try to figure out why Montana spends almost 50% more per student than Idaho in public education. Montana and Idaho students are very similar in their environmental situation. Students from both States are above average in their quality. There are no big inner city problems to deal with in both States. Students from both States grade a little higher than average on national tests.

Both states produce similar results in their student outcomes. Why does it cost Idaho almost 50% less than Montana to produce the same result in public student education? In this study, Idaho spends 56% of their total budget on Instruction while Montana spends 48%. Idaho spends 4.5% on support services while Montana spends 10%. Both states spend similar amounts on administration. Montana spends 7% and Idaho spends 7.25%. Other expenditures are fairly equal.

For Montana to spend close to \$2,000 per student more than a similar State like Idaho is very wasteful. Public schools answer to problems in education is basically to give us more money and problems will be solved and results will be better. The answer is not more money, in fact the State of Utah spends less per student than all other states and consistently rates near the top in test scores. Montana could reduce public education spending by 250 to 300 Million dollars per year and have no measurable change in student results(see Idaho). We are leaving 250 to 300 million on the table.

	Montana Cost Per Student	% of Total	Idaho Cost Per Student	% of Total
	-----	-----	-----	-----
Instruction	\$2,557	47.983%	\$2,015	55.755%
Support Services	527	9.889%	160	4.427%
Educational Media	34	0.638%	51	1.411%
General Administr.	81	1.520%	61	1.688%
Business Services	55	1.032%	26	0.719%
School Administrat.	239	4.485%	175	4.842%
Retirement Benefits	423	7.938%	198	5.479%
Operation & Main.	436	8.182%	269	7.443%
Student Transport.	169	3.171%	140	3.874%
Student Activities	176	3.303%	73	2.020%
Food Service	142	2.665%	165	4.566%
Capital Expend.	255	4.785%	146	4.040%
Debt Service	225	4.222%	135	3.735%
Other Expenditures	10	0.188%	0	0.000%
	-----	-----	-----	-----
Total	\$5,329	100.000%	\$3,614	100.000%
	=====	=====	=====	=====

Note:

The amounts for Instruction and Support Services have been adjusted for Guidance Counselor and Health Services Programs expenditures which are classified different in Montana than Idaho. \$2,959,548 was transferred to instruction from support services in the Idaho figures to make a better comparison.

Retirement benefits were not broken down by expenditure category for Montana. Idaho state retirement was paid by the State of Idaho and this amount is added to Idaho expenditures.

MONTANA PUBLIC SCHOOL
(EXPENDITURES 6-30-93)

	HELENA SD #1	Cost/ Student	KALISPELL SD #5	Cost/ Student	MISSOULA SD #1	Cost/ Student	BILLINGS SD #2	Cost/ Student	Total Cost Montana	Cost/ Student
Instruction	\$20,204,819	2,544	11,824,037	2,528	24,114,160	2,578	38,035,682	2,559	94,178,698	\$2,557
Support Services	2,766,460	348	631,380	135	3,626,647	388	12,388,769	833	19,413,256	527
Educational Media	-	0	618,382	132	464,899	50	183,855	12	1,267,136	34
General Administr.	448,829	57	412,020	88	872,215	93	1,252,122	84	2,985,186	81
Business Services	-	0	219,146	47	1,213,668	130	591,106	40	2,023,920	55
School Administrat.	1,959,269	247	1,129,962	242	2,503,441	268	3,229,413	217	8,822,085	239
Retirement Benefits	3,467,882	437	2,066,571	442	2,763,743	295	7,275,766	489	15,573,962	423
Operation & Main.	3,624,148	456	1,863,103	398	4,252,033	455	6,318,280	425	16,057,564	436
Student Transport.	995,318	125	772,395	165	2,141,318	229	2,315,806	156	6,224,837	169
Student Activities	989,518	125	995,057	213	2,019,771	216	2,486,394	167	6,490,740	176
Food Service	977,996	123	576,419	123	1,474,656	158	2,214,841	149	5,243,912	142
Capital Expend.	4,306,677	542	593,609	127	1,879,662	201	2,612,588	176	9,392,536	255
Debt Service	1,140,589	144	1,054,912	226	1,694,776	181	4,388,032	295	8,278,309	225
Other Expenditures	149,105	19	200,346	43	3,118	0	-	0	352,569	10
Total	\$41,030,610	5,166	22,957,339	4,909	49,024,107	5,242	83,292,654	5,604	196,304,710	\$5,329
Total Students	7,942		4,677		9,353		14,864		36,836	
Cost Per Student	\$5,166		4,909		5,242		5,604		5,329	

IDAHO PUBLIC SCHOOL
EXPENDITURES 6-30-93:

	MERIDAN SD 002	Cost/ Student	POCATELLO SD 025	Cost/ Student	CALDWELL SD 132	Cost/ Student	BONNEVILLE SD 093	Cost/ Student	Total Cost Idaho	Cost/ Student
Instruction	\$28,335,447	1,835	26,824,397	2,053	9,326,178	2,086	13,560,110	1,874	78,046,132	\$1,941
Support Services	5,145,909	333	2,754,423	211	861,649	193	632,943	87	9,394,924	234
Educational Media	645,025	42	921,035	71	208,114	47	281,463	39	2,055,637	51
General Administr.	507,462	33	491,359	38	992,801	222	475,043	66	2,466,665	61
Business Services	435,253	28	479,360	37	0	0	137,876	19	1,052,489	26
School Administrat.	2,613,982	169	2,418,181	185	591,492	132	1,427,543	177	7,051,198	175
Retirement Benefits	2,970,982	192	2,741,334	210	904,814	202	1,359,053	12	7,976,183	198
Operation & Main.	2,654,757	172	4,889,411	374	1,231,118	275	2,028,503	280	10,803,789	269
Student Transport.	2,213,733	143	1,630,888	125	786,229	176	990,436	137	5,621,286	140
Student Activities	932,331	60	1,007,349	77	251,238	56	725,366	100	2,916,284	73
Food Service	2,360,047	153	2,518,567	193	695,452	156	1,075,221	149	6,649,287	165
Capital Expend.	4,633,973	300	177,286	14	243,745	55	799,135	110	5,854,139	146
Debt Service	2,991,619	194	406,301	31	356,884	80	1,688,542	233	5,443,346	135
Other Expenditures	-	0		0		0		0	0	0
Total	\$56,440,520	3,655	47,259,891	3,618	16,449,714	3,680	25,181,234	3,480	145,331,359	\$3,614
Total Students	15,443		13,063		4,470		7,235		40,211	
Cost Per Student	\$3,655		3,618		3,680		3,480		3,614	



EXHIBIT 8
DATE 1-27-95
B HB 277

Garfield Elementary
3212 First Ave. South
Billings, MT 59101
Ph. 406-255-3843

January 22, 1995

Representative Joan Hurdle
House District 13
Capitol Building
Helena, MT 59620-0400

Dear Representative Hurdle,

I read with interest and enjoyed discussing with you the draft copy of the bill to "require the trustees of a school district to adopt policies with regard to site-based management for the academic improvement of the individual schools of the district and to establish a local school council for each school of the district; and providing an effective date."

Before I make some comments, I need to again stress that this is a personal reflection on this bill and I am not speaking on behalf of anyone else!

Local school councils CAN and DO work for the enhancement of student performance in academic and behavioral areas. I am in the midst of my fifth year of active and successful experiences with councils made up of staff members (both from the professional and support staffs), parents, community members, and central office personnel. When defined appropriately, they can be a dynamic and effective means of improving schools, effecting successful "change", and enhancing school-community relations.

My reservations, concerns, and questions regarding this bill are as follow:

- Care is needed, if elections for parent members are held, that will insure that individuals or groups with hidden agendas (i.e. members of extreme philosophic viewpoints) cannot "take over" such a council to impose their viewpoints upon the school and its staff and children that would cripple or severely alter the effective practices that exist in the school. This tactic is utilized successfully by extremist groups across America to gain a foothold in the public schools to further their "agendas"
- The parameters of the council's responsibilities needs to be CLEARLY DEFINED. In no way should the council be able to make policy or take over any responsibilities that are clearly those of the elected trustees of the district. An advisory group can be a valuable ally for the school and district.....another policy making group will create divisiveness and cripple efforts for school improvement.

- Focusing only on academic achievement may also be too limiting as successful councils also have facilitated meaningful change in behavioral areas as well.

- Successful councils have also been chaired by other members than the Principal so I do not feel that is needed as a requirement.

- Support staff involvement is also vital for overall improvements in a school. Everyone needs to work together for the common cause. Having a community member who doesn't have to have children enrolled in the school also lends a "bigger picture viewpoint" to the team composition.

- "Renewal of the principal's contract" and delving into other "personnel decisions", other than advising on the level of staffing, have no place in this bill or in the scope of a Council's responsibility.

- Some source of funding/support is mandatory for successful councils to be trained and carry out their responsibilities.

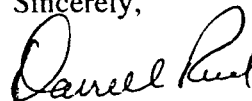
- I was pleased to see that you had removed the word "policies" from the original draft and replaced it with "strategies".

- Evaluative measures other than standardized tests and criterion referenced tests might also be used in measuring improvement effectiveness. The existing language is quite restrictive.

- #4 "d" should not include the word "making". Recommending is a much better word for such an advisory group as this.

I hope that my comments are valued as input and they do not unnecessarily detract from my overall support for your efforts to legislate a Council that can be an effective means of bringing positive change in student and school improvement.

Sincerely,

A handwritten signature in cursive script that reads "Darrell Rud".

Darrell Rud
Principal

EXHIBIT 9
DATE 1-27-95
B HB 277

310 South 35th
Billings, Montana 59101
January 21, 1995

To The Education Committee
Montana House of Representatives
Capitol Station
Helena, Montana 59620

Dear Mr. Chairman and Committee:

At the time this bill is being considered, I will be working at the Garfield Elementary School Library in Billings. I will be redoing the card file (I'm on the letter 'M') and shelving books. The four year old I am taking care of (which is why I am not with you today) will have taken a nap and soon will be playing on the playground outside my window.

Besides volunteering at Garfield two afternoons a week, I am on the School Quality Committee and the P.T.A. My two sons are in the 5th and 6th grades and I do whatever I can to be involved with their classrooms. I am very involved in my children's education.

I am also an active member of the South Park Task Force and the Friends of the Library in Billings. I also served on the Task Force last year for the Billings Parmly Library. I feel like I have made a substantial impact in these groups.

However, as involved as I am, I have no real input into the education of my kids or the kids of the neighborhood. As involved as I am in the neighborhood, I have no input into the future of our school.

If House Bill 277 passes, I would hope that it would address not only my situation but also those parents and community members who feel alienated and intimidated by the school system. To me, it seems like Local School Councils could be a part of this process.

Sincerely yours,

Audrey Ann Wagner

Audrey Ann Wagner

EXHIBIT 10
DATE 1-27-95
B HB 277

Montana State University-Billings
Purchasing Department
1500 North 30th Street
Billings, Montana 59101-0298
Phone: 406-657-2151
FAX: 406-657-2051

TELEFAX MESSAGE

TO:

REP. ELLIS, CHAIR
(Individual/Department)

HOUSE EDUCATION COMMITTEE

CAPITOL BUILDING - HELENA

FAX PHONE:

1-900-225-1600

FROM:

ST. JOHN ROBINSON

908 DELPHINIUM, BLDG. 591-2

FAX PHONE:

406-657-2051

NUMBER OF PAGES TO FOLLOW:

2

DATE:

1/27/95

SPECIAL INSTRUCTIONS:

908 Delphinium Drive
Billings, MT 59102
January 27, 1995

Dear Mr. *Ellis*:

This letter is sent to you and your committee to urge your support of House Bill #277 introduced by Joan Hurdle of Billings.

I believe that the local school councils proposed in this bill would go far to achieving continuity through changes of principals, provide brake or control on the excesses of some principals, allow a meaningful parental role in determining the atmosphere of a child's school and give a greater sense of commitment and responsibility to the neighborhood served by the school.

I am a professor at MSU-Billings (EMC) and presently have children in elementary school and high school. Over the years my wife and I have been active in mentoring programs and vision screening, have served as room parents, done typing and related services and have taken active roles in expanding extra-curricular programs such as Scouts and Spanish language instruction. We have done this at two elementary schools here in Billings. We have, in the course of these experiences, seen some of the best and some of the worst of public school administration in Billings. Based on one very bad experience I believe that Representative Hurdle's bill might have provided a constructive means of mitigating the disaster which befell McKinley Elementary School. Let me briefly recount changes which destroyed a very positive school ambiance and caused us to move our children.

When a new principal was introduced to McKinley there were a series of rapid changes:

- 1) Paddling was introduced and used on a frequent basis;
- 2) the level of violence on the grounds increased; this included both group or gang fist fights and the assault of a young girl on the school bus.
- 3) Halloween celebrations were abruptly cancelled. At first no reason was given; on further inquiry we were told that some families protested these "pagan" practices; even further inquiry revealed that these persons did not exist.
- 4) Where students were often "caught being good" under earlier administrations (and given a reward of a lunch with the principal), the practice was terminated and a sense of "policing" the halls initiated in its place.
- 5) Classrooms were arbitrarily reassigned, occasionally in direct contradiction to the needs of the students.
- 6) Teacher morale dropped.
- 7) Parents were often given disinformation, and information contrary to that agreed on was published to student and parents.

Fortunately for my children we were able to transfer them to another school and were able to move into the new school's area after a year.

You should know that in general I have the highest regard for the majority of teachers in District #2 and generally am pleased with the quality of most principals I've met.

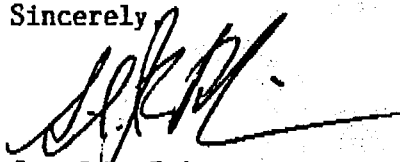
However, I believe that the establishment of local school councils would be a great help. Generally this would be for the reasons stated earlier.

EXHIBIT 10DATE 1-27-95HB 277

Specifically, such councils could strengthen the position of a principal who worked well with his/her constituents. Also, specifically it would insure some constructive means of controlling inept or antisocial behavior on the part of others.

In closing, I would ask that you and your committee seriously consider adopting H.B. 277 as introduced by Joan Hurdle.

Sincerely



St. John Robinson



EXHIBIT 11
DATE 1-27-95
B 1413 277

What is a Site Council and Why Should We Have One?

Site-based management is a way of reorganizing school leadership and management so that those at the school site are given more of the management responsibility. It shifts decision making from the central authority of the district superintendent or school board to the local school's educational staff, parents and interested citizens.

However, the single most important reason to have a site council

is to improve student learning.

There are several ways that the site council can improve student learning.

- The decisions affecting education and educational resources are moved closest to where education takes place. Better decisions are made because the people who will be affected by those decisions will share in making them and will be

accountable for them. Better educational decisions lead to improved student learning.

- Secondly, the best decisions come from group decisions which involve all the stakeholders who are treated equally and have equal influence in the decision making. Group decision making has a broader spectrum of knowledge on which to base its decisions. Group decisions involving different perspectives generally result in better decisions. Better educational decisions lead to improved student learning.

- Every study ever conducted on the relationship between student performance and parent involvement shows that when parents are involved in education, student academic performance improves. Getting parents involved in the educational climate of the

schools in meaningful ways will generally result in improved student learning.

Currently no one is satisfied with student performance. The students are not satisfied with it. The parents are uncomfortable with it. Educators are griping about it. Employers are wailing about it. The education environment can no longer remain the same. It must change.

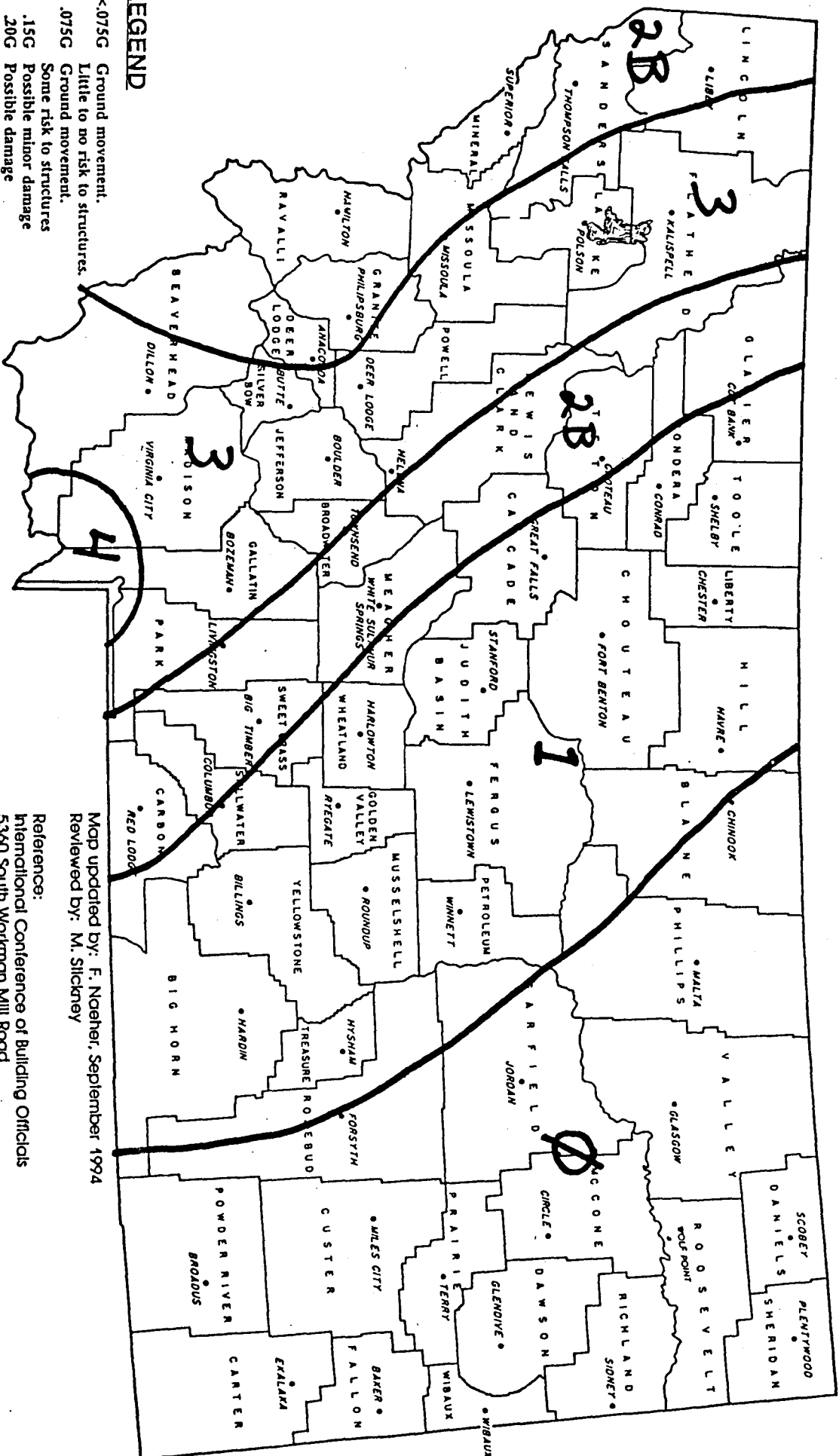
Site councils can reduce this dissatisfaction. They allow the consumers of education to tell the providers what is needed and wanted. Councils provide a method of on-going conversation between the consumers and the providers on how education can be delivered. They can identify how providers and consumers can support one another. Successful councils create a process where

educators, administrators, principals, classified staff, parents, students and

community members can work as a team to enhance student learning.



MONTANA SEISMIC RISK ZONES



LEGEND

- 0 - <.075G Ground movement.
Little to no risk to structures.
- 1 - .075G Ground movement.
Some risk to structures
- A - .15G Possible minor damage
- B - .20G Possible damage
- 3 - .3G Probable major damage
- 4 - .4G Very probable major damage

G - Gravity in Acceleration

Map updated by: F. Noeher, September 1994
Reviewed by: M. Stickney

Reference:
International Conference of Building Officials
5360 South Workman Mill Road
Whittier, California 90604
ISSN 0896-9655 May 1988 Page 178

PLEASE NOTE: Unes are approximate and are intended for quick reference only.

EXHIBIT

DATE

1-27-95

HB 300

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EXHIBIT 13
DATE 1-27-95
B HB 300

STATE OF MONTANA LEGISLATURE

TESTIMONY FOR HB-300

GIVEN BY FRED NAEHER

EARTHQUAKE PROGRAM MANAGER

JANUARY 27, 1995

Chairman and members of the committee:

My name is Fred Naeher, manager for the Montana Earthquake Hazard Reduction Program. This program is a section of the Disaster and Emergency Services Divison, Department of Military Affairs.

As the earthquake program manager, I am very interested in promoting programs that will help make schools safer for students. State law 20-7-1101 already requires eleven counties in the orginal seismic zone 3 to establish and implement an earthquake emergency plan and procedures for earthquake drills. House Bill 300 is an amendment to the law which updates the seismic zones and adds six more counties to seismic zone 3: Flathead, Lake, Lincoln, Missoula, Sanders and Granite.

I have made earthquake education presentations to schools and school superintendents this past 3 months and the response has been very positive. As a result, earthquake preparedness training has been scheduled with the six counties previously cited. All the training, materials and advice are at no cost to the school districts.

This training will give the school districts the tools they need to prepare and exercise an emergency plan, to conduct a hazard hunt in their buildings and to conduct 4 earthquake drills a year. The four mandated earthquake drills can be completed concurrently with fire drills, thus adding approximately 3 more minutes to a regularly scheduled fire drill. This procedure is supported by the State Fire Marshall's Office and the Office of Public Instruction.

Our goal is to provide a positive earthquake education program for communities in high seismic risk zones, so that they will have the self confidence and knowledge to do the right thing during the next earthquake.

This bill will save lives and reduce property damage. I encourage you to please consider passing this bill.

EXHIBIT

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DATE

1-27-95

MONTANA EARTHQUAKE PROGRAM

B

HB 300

The entire state of Montana is at risk from earthquakes. Montana is the fourth most geologically active state behind Alaska, California and Hawaii. The U.S. Geological Survey ranks parts of Montana in the very highest seismic risk category: zone 4.

The following seventeen counties are located in a seismic zone 3 area as established by the International Conference of Building Officials. These counties are considered as greatest risk for damaging earthquake events (see map on back):

Beaverhead
Broadwater
Deer Lodge
Flathead
Gallatin
Jefferson

Lake
Lewis and Clark
Lincoln
Madison
Meagher
Missoula

Park
Powell
Sanders
Silver Bow
Granite

Within the high risk counties, the following types of facilities, among others, would be subject to severe damage:

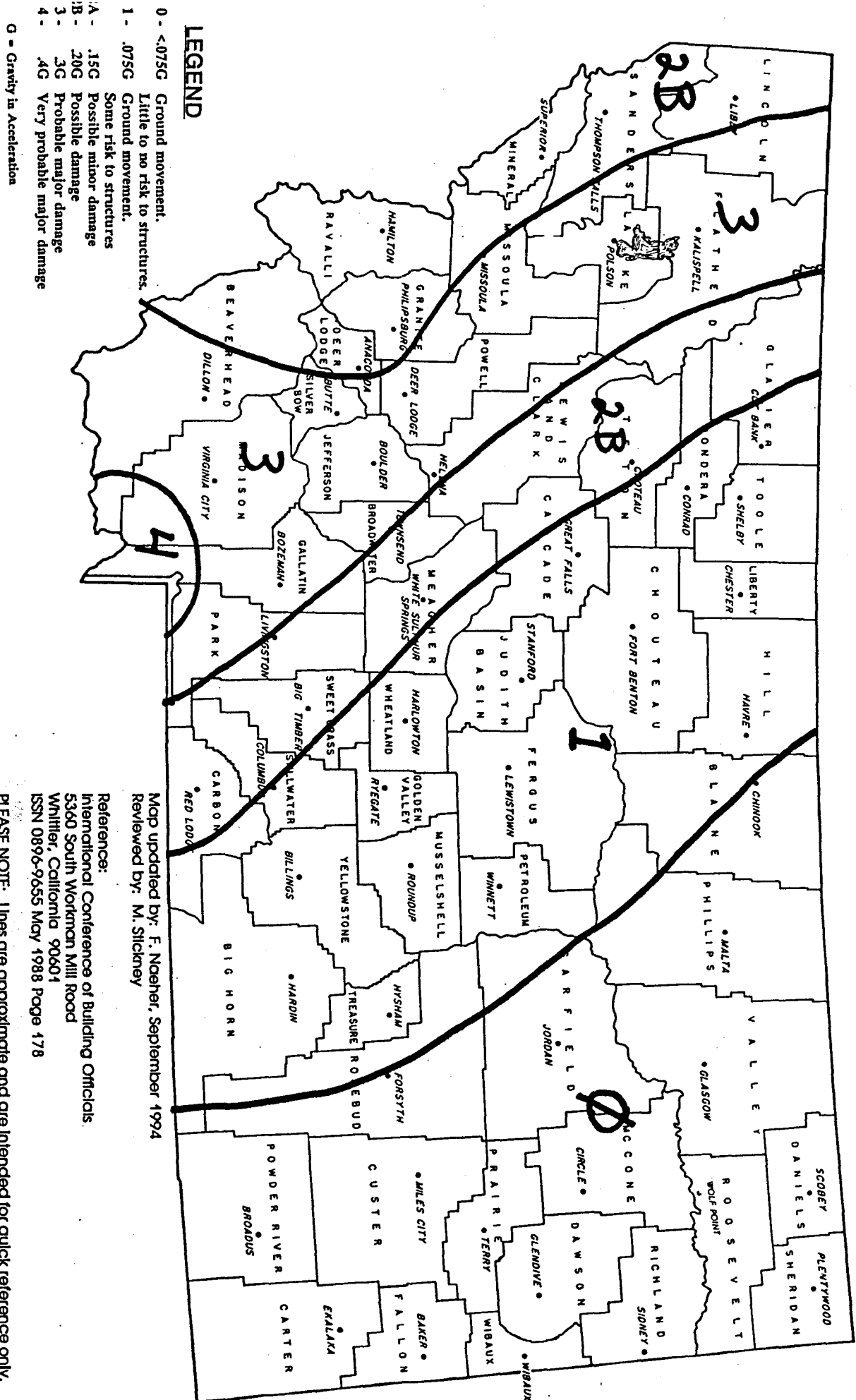
- High hazard dams (e.g. Lima in Beaverhead County, Ruby in Madison County, Middle Creek in Gallatin County to name a few)
- General infrastructure (power, natural gas, communication systems, transportation systems, buildings, sewer systems)
- Health care facilities
- Schools and universities
- State government (Helena is vulnerable to the effects of earthquakes. The assets of state government are crucial to respond to a catastrophic event, so protection of these assets must be addressed.)

Montana experienced 778 earthquakes in 1993, 748 in 1994 and 62 quakes as of January, 1995, according to Mike Stickney, state seismologist of the Earthquake Studies Office, Montana Bureau of Mines, Butte.

Since 1925, there have been nine major (6.0 or greater on the Richter Scale) earthquakes in Montana. Those earthquakes resulted in 32 deaths and damages at over \$53,000,000. Twenty one active faults have been documented in Montana.

For more information on Montana earthquakes, call Mike Stickney at the Earthquake Studies Office, Butte: 406-496-4332 or Fred Naeher at Montana Disaster and Emergency Services, Helena: 406-444-6982.

MONTANA SEISMIC RISK ZONES



EXHIBIT

DATE

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1-27-95

HB 300

SUPPORT FOR HB ~~300~~ 300

Paul Spangler

Schools must be prepared for earthquakes, and recent information shows that six counties have been included in the high risk seismic zone 3 rating. This means that a major, destructive earthquake can occur at any time.

Earthquake drills and plans for schools in these counties with major seismic risk are not only prudent, but necessary. Lewis and Clark County has been included in the first group of counties that were required by law to incorporate these preparedness measures, and the mandate has served us well.

All schools in the county now have plans and drill four times each year to teach students and staff the proper response for an earthquake. One day a major earthquake will strike while school is in session, and that preparedness will save lives.

Please make our schools a safer place in our new high risk counties by passing HB ~~300~~ 300. Thank you.

Paul Spengler, Lewis & Clark County Disaster & Emergency Services Coordinator and Montana Disaster and Emergency Services Association President

EXHIBIT 15
DATE 1-27-95
B 1713257

TESTIMONY IN SUPPORT OF HOUSE BILL 281

House Education and Cultural Resources Committee

01/27/95

Presented by:

ROGER A. HAGAN

Officer and Enlisted Associations of the Montana National Guard

Mr. Chairman, members of the committee, for the record my name is MSGT Roger A. Hagan. I represent the more than 4,000 members of the Officer and Enlisted Associations of the Montana National Guard. It is my pleasure to offer testimony as a proponent of House Bill Number 281, a bill to authorize the Board of Regents to waive 75 percent of tuition charges for members of the Montana National Guard.

I wish to commend Representative Kitzenberg for his support and strong belief in the value of our guard members - their value to both Montana and the United States. His commitment is evidenced by introduction of this legislation. The membership of both the Officer and Enlisted Associations have indicated that education benefits are a priority. In fact we are currently polling the Montana National Guard members to determine if they attend a school in the University System and, if so, what school.

So why is this legislation necessary? You may recall, in years past, advertisements on the radio and television promoting membership in the Montana National Guard as a great way to get a part time income and over \$10,000 in education benefits plus the GI Bill. Those were the days..... Today the only education benefit a guard member receives is the Montgomery GI Bill. A monthly benefit of up to \$190 for a full time student, with a maximum benefit of \$6,840. The Department of Defense has cut recruiting and retention benefits to the point that "maintaining the force strength" has become increasingly difficult.

As I mentioned, the GI Bill benefit is a maximum of \$6,840. My daughter attends Montana State University and she will spend almost that much in one year at Bozeman. Although the \$6,840 benefit is a welcome addition to any students' education bankroll it just doesn't cover the cost of attending an institution of higher learning. This 75% tuition waiver, based on the FY96 tuition estimates, would provide a four year student with a benefit of \$5,080. This may allow the student to focus on academics and not have to hold down a job during the school year. This may make the difference of some students being able to attend school who otherwise wouldn't be able to attend.

Who would be able to take advantage of this benefit?.....The Montana National Guard currently has just over 4,000 members throughout the state of Montana. They belong to 50 separate units and drill in 26 different cities. The citizen soldiers and airmen reside in 226 cities and towns located in every county in Montana. In Yellowstone County the wages of these guard members exceeds \$2.6 million, in Missoula County the wages are in excess of \$2.1 million, in Flathead County the figure is \$1.8 million, Silver Bow County guard income is in excess of \$1.3 million and in Cascade County the National Guard wages exceed \$16.4 million. These are some of our larger population bases for recruiting but as I said earlier, all counties in the state of Montana have residents who belong to the National Guard. Those are the individuals who would be able to take advantage of this benefit.

Cumulatively, they earn over \$59 million in National Guard salaries attributed to weekend drills, annual field training, and full-time employment. Their Montana state income tax contribution from that \$59 million in wages is estimated to be in excess of \$1,968,000. The total state funding of the National Guard is less than half of the estimated state income tax contribution.

Would it increase the number of National Guard members who enrolled in the University System? It is hard to say. Perhaps, it would strengthen our recruiting base. It is possible that students who are already enrolled in school would consider joining the National Guard to qualify for this benefit. We would certainly hope so, because this is one of the primary objectives of providing a benefit such as this.

Another purpose it would serve is to let our members know that the state appreciates their sacrifice and willingness to respond at a moments notice. In the past decade, your National Guard has responded to disasters or emergencies 23 times and expended over 33,000 workdays in support of wildfires, floods, railway accidents and other concerns. Most recently, you will remember the devastating forest fires of 1994, where your citizen soldiers and airmen spent more than 12,000 workdays saving property and protecting lives. The men and women of the Montana Army and Air National Guard were there when you needed them. And, if we can maintain our strength and readiness, with the help of benefits such as this legislation provides, they will be there for you again.

I appreciate the opportunity to provide testimony as a proponent of this bill and remain available for any questions that the committee may have. Thank you.

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education COMMITTEE DATE 1-27-95
BILL NO. 281 SPONSOR(S) Rep Littenberg

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NAME AND ADDRESS	REPRESENTING	Support	Oppose
GARY HINDOEN	MONTANA NATIONAL GUARD ASSOC	X	
ROGER A. HAGAN	MT OFFICER & ENLISTED ASSOC. N.G.	X	
DON WADSWORTH	MREA	X	

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

HR:1993

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HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education COMMITTEE DATE 1-27-95
BILL NO. 277 SPONSOR(S) Rep Joan Hurdle

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PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Loran Truzzi	S Am	X	
Jean CURTISS	MT PTSA/PTA	X	
PATTI CONROY	Self	X	
GINNY CLEVELAND	SELF	X	
Walter Kedy	MSBA		X
Yelena Lee	Self		X
Layne Kautsky	CHRISTIAN COALITION/MT		X
Wayne Buchanan			X
Arlette Kondash	EAGLE Forum		X
DOH WALDRON	MREA		X

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HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education COMMITTEE DATE 1-27-95
BILL NO. 287 300 SPONSOR(S) Rep. Gayther Mosco

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NAME AND ADDRESS	REPRESENTING	Support	Oppose
Craig Brewington	SP#4, Missoula		X
Gary Saant			X
Michael Keady	MSBA		
Jim Greene	MT DES	X	
FRED NAETHER	MT DES	X	
PAUL SPENGLER	MT DES ASSOC	X	
Sharon L Dale	Bonner Dist #14		X
DON WALDRON	MREA Necks Amendments		X

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