

MINUTES

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

COMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **CHAIRMAN ALVIN ELLIS, JR.**, on March 8, 1995,
at 3:30 p.m.

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: SB 232
Executive Action: None

{Tape: 1; Side: A; Approx. Counter: 000; Comments: n/a.}

HEARING ON SB 232Opening Statement by Sponsor:

SEN. DARYL TOEWS, SD 48, Lustre, explained that SB 232 deals with local control and is not designed to bash the Board of Public Education (BPE) or the Office of Public Instruction (OPI). There has been a drift of the control of the local school board and the responsibility of schools needs to be back in the hands of the local school board. It states in the Constitution that the supervision and control of each school district shall be vested in the board of trustees. He walked the committee through the bill and explained the sections. He handed out and explained the set of amendments. **EXHIBIT 1**

{Tape: 1; Side: A; Approx. Counter: 400; Comments: NA.}

Proponents' Testimony:

CHAIRMAN ELLIS mentioned that he has served on local school boards from 1959 until 1987 and local control has been eroded over the years. He quoted Thomas Jefferson as saying, "Men by their constitutions are naturally divided into two parties: those who fear and distrust the people and wish to draw all powers from them into higher classes, and those who identify themselves with the people have confidence in them and cherish and consider them the most honest and safe although not always the most wise depositors of the public trust." The constitution was the first document that said that the power to govern comes from the people. The people can best solve their problems within their district with someone they elect from that community. People in the system now are not encouraged to support that system. SB 232 says that the boards should have the final authority of how to meet certain educational goals. It is their responsibility to do the best job they can for the kids.

{Tape: 1; Side: A; Approx. Counter: 680; Comments: NA.}

REP. DICK SIMPKINS expressed that he was incredulous that there is a full system that fears the people because all it says is that the local boards are going to be trusted and have the authority to straighten out the problems in the schools. Superintendents are making a lot of money and they don't have the authority to run their school system. He resists any attempt to take the special education provisions out because fear is being spread about what would be taken away from them. Parents have never been given the federal law. This bill would say to the communities that they have charge of their children and have more say at the local level. They won't be able to blame the federal and state government for things not being done.

{Tape: 1; Side: A; Approx. Counter: 910; Comments: NA.}

Opponents' Testimony:

Wayne Buchanan, BPE, mentioned that there is very little to argue about what the proponents said. Much of what they said is true. What the bill will not do is attack the standards or cause deterioration in the schools.

{Tape: 1; Side: B; Approx. Counter: 00; Comments: n/a}

He continued to say that no one will get the funding removed because they are not accredited and have not paid attention to history. SB 232 will free the board from having to withhold funds. There needs to be accreditation standards set that every school can comply with. Accreditation is not the only determinant of quality but are only part of the picture. The accreditation standards are the link between the school laws and the local school district. If the connection between funding and accreditation is not allowed then the link is lost between laws and schools and teachers will be hired who are not certified and are in violation of the laws. If SB 232 becomes law then there will be national headlines that will explain what the problems are. Every other state in the union ties accreditation to state funding. It is the only way the state can say that they value the commitment to the young people. He also quoted the constitution that said "the legislature shall provide a basic system of quality elementary and secondary schools."

{Tape: 1; Side: B; Approx. Counter: 345; Comments: NA}

Nancy Staigmiller, Miles City, opposed the bill and submitted written testimony. **EXHIBIT 2**

Jack Copps, deputy superintendent for OPI, opposed the bill and submitted written testimony. **EXHIBIT 3**

Alicia Pichette, Helena, opposed the bill and submitted written testimony. **EXHIBIT 4**

Susan Duffy, Missoula, voiced her concerns and fears as a parent of two children in the school system and opposed the bill.

Tricia Sharp, read testimony on behalf of **Andree Larose, attorney for the Montana Advocacy Program.** **EXHIBIT 5**

Gerry Doiron opposed the bill as a parent with children in the school system and submitted written testimony. **EXHIBIT 6**

{Tape: 2; Side: A; Approx. Counter: 00; Comments: NA.}

Charles Dike represented himself and opposed the bill as a parent of a handicapped child. People in his community are afraid of what will happen if their teachers are not accredited and want them to be held responsible.

Joe Roberts, System's Advocacy Group for the Disabled, supported the amendments but opposed the bill.

Krimhild S. C. Knowles, opposed the bill as a mother of children with disabilities.

Barbara Rose supported the amendment but opposed the bill as a parent of special needs children who feels her rights might be taken away.

Chris Imhoff, Montana League of Women Voters, submitted written testimony. EXHIBIT 7

Larry Fasbender, Great Falls Public Schools, submitted written testimony on behalf of himself and **Larry Williams, superintendent in Great Falls**. EXHIBITS 8 and 9

Eric Feaver, Montana Education Association, Montana Federation of Teachers, opposed the bill and the amendments.

The following testimonies were submitted in opposition to SB 232:

Hope Jones, Glasgow, Montana. EXHIBIT 10

Millie Kindle, Montana. EXHIBIT 11

Frances M. "Tan" Leckie, Glasgow, Montana. EXHIBIT 12

Val Piercy, Missoula, Montana. EXHIBIT 13

Donna M. Smith, Outlook, Montana. EXHIBIT 14

Karen Thomas, Shepherd, Montana. EXHIBIT 15

Teri Tyvand, Anaconda, Montana. EXHIBIT 16

Parent Alert, Montana, submitted petitions with signatures of those opposed to SB 232. EXHIBIT 17

Informational Testimony: None

{Tape: 2; Side: A; Approx. Counter: 125; Comments: NA.}

Questions From Committee Members and Responses:

REP. DAN HARRINGTON asked for a comparison of the minimum federal standard and the current standards. **Robert Runkel, OPI**, said that under federal regulation parents are invited to participate in the development of an individual education plan (IEP) each year. Under Montana regulations the schools are obligated to seek the approval of the parent. The second area of parent involvement is in the evaluation process. Montana asks that parents be involved and contribute in the meetings and decisions of special needs children. Federal regulations call for a multi-

disciplinary team that does not require the parents to be involved. Criteria for special education in Montana is very specific for each disability category.

REP. HARRINGTON asked for a comment from the sponsor in regards to the previous statements and how the amendments would meet the criteria of the people. **SEN. TOEWS** responded that the amendment would revert the bill back to the present state standards.

REP. HARRINGTON asked the sponsor to address the point of school boards asking teachers to go beyond the rules sometimes and shouldn't the rules and standards be enforced. **SEN. TOEWS** replied that the question was if the teachers were still accredited. Maybe they shouldn't be accredited if they are constantly in violation of the regulations.

REP. SAM ROSE mentioned that the sponsor said that the requirements should not be met for the Montana High School Association. **SEN. TOEWS** clarified that what he was trying to say was that part of the requirements dealt with athletics.

REP. ROSE asked if small school districts are there to circumvent patches. **CHAIRMAN ELLIS** replied that he did not think so but that sometimes it happens.

{Tape: 2; Side: A; Approx. Counter: 585; Comments: NA.}

REP. SAM KITZENBERG inquired if questions of quality and equity should arise because of SB 232 and is the legislature being set up for a big expensive lawsuit. **Michael Keedy, Montana School Boards Association (MSBA)**, replied that the MSBA supported SB 232 while it was in the Senate and moved to a position of neutrality now that it is in the House. He said that it is conceivable to expect lawsuits.

REP. KITZENBERG asked if unrestricted lack of accountability was what is meant by local control. **CHAIRMAN ELLIS** asked if they should be accountable to either a higher master in state government or to the people who send their kids to school.

REP. HARRINGTON mentioned that there are standards set by the state and asked if the local boards could make better decisions about the qualifications for graduation. **CHAIRMAN ELLIS** replied that those decisions would be made at the right level by the right educated people.

REP. HARRINGTON clarified that the local school boards know better than all the standard qualifications that have been set across the state so that every student comes out with the same quality education. **CHAIRMAN ELLIS** said that the constitution set a higher standard of control of local schools on the board than any other state institution. He clarified that he did not say the accreditation standards should be changed but the decision of

how the education goals should be achieved should be decided locally.

{Tape: 2; Side: B; Approx. Counter: 00; Comments: NA.}

REP. VICKI COCCHIARELLA stated that if SB 232 passed her daughter would not be accepted in an out-of-state college because of the lower accreditation standards. She asked how a potential lawsuit would be handled because Montana's children would not be allowed to attend those schools. **SEN. TOEWS** replied that if the children took the normal tests that are required then the children should be seriously considered for any college. He added that many private schools are not accredited and many colleges look for diversity and may have something different to offer.

REP. JOAN HURDLE asked why there was a reversal on withholding funds if accreditation standards are not met but in contrast stated that the superintendent should not be able to withhold funds. **SEN. TOEWS** explained that if certain criteria was not met then federal funds for special education would be lost. He added that the problem was that whomever has the money has the control. He said that currently there is a big difference in the accreditation standards around the state.

REP. NORM MILLS asked for a definition of quality education. **Mr. Copps** explained that it was defined by the Supreme Court by the accreditation standards. Quality and accreditation standards are one and the same. The standards do not stand alone and the BPE is working toward a performed-based accreditation model.

REP. BOB KEENAN asked if he was aware of any schools in Montana that are currently under watch status for noncompliance with the enrollment standards. **Mr. Buchanan** replied that there are not any this year and added that there are alternative standards to get around the number of students enrolled in a classroom like having aides or assistants.

REP. HARRINGTON asked the sponsor why an amendment was added for the special education students and not everyone else. **SEN. TOEWS** said that the reason was that the problem is very narrow and the bill may not address it the way it should be.

{Tape: 2; Side: B; Approx. Counter: 435-460; Comments: REP. BILL REHBEIN asked a question that was not picked up on the tape.}

REP. REHBEIN asked if the Board of Education wrote the accreditation standards and would it be fair to say that the legislature made the law and the board broke the rules. He also wondered why the rules were not enforced. **Mr. Buchanan** replied that the board did write the standards and it would be fair to say only in some cases. The standards set the guides and the threat of removing the funds is not relevant.

REP. DEBBIE SHEA asked if there was some research done with the local school boards and how the locals feel. **CHAIRMAN ELLIS** replied that he has strong support in his own district and hasn't gone around the state.

REP. SIMPKINS asked **Mr. Runkel** and he agreed that both the state and federal regulations require parental approval for the initial placement in special education and the difference in the state regulations is that it is required that the said step be performed annually. Every time there is a proposed change in the child's placement in special education the parent must give approval.

REP. SIMPKINS clarified the regulations regarding the education in the least restrictive environment. He asked **Mr. Buchanan** if the Supreme Court ruling predated changing the standards to meet Project Excellence. **Mr. Buchanan** said that the decision at the district court was made before that, but that Project Excellence was in front of the judges when they considered their final decision on the underfunded lawsuit.

{Tape: 3; Side: A; Approx. Counter: 00; Comments: NA.}

REP. SIMPKINS stated that it was a never-ending battle and that basic education should be the accreditation standard. **Mr. Buchanan** said that the school districts and the Board of Education should come together on what constitutes quality education. There have been many attempts to define this and nothing has come up that is acceptable to all parties.

REP. DIANA WYATT clarified that funds have not been withheld from districts as of yet and asked what would be a parent's process against a school board with SB 232. **Mr. Buchanan** mentioned that there would be many repercussions and there is no mechanism now to withhold funds.

REP. KITZENBERG asked if SB 232 was passed would Montana be the only state without an enforceable set of accreditation standards. **Mr. Buchanan** said it would be the only one.

Closing by Sponsor:

CHAIRMAN ELLIS closed for **SEN. TOEWS**. He reiterated that SB 232 does not do away with accreditation standards. It does say that basic funding cannot be withheld. Quality education occurs when there is a teacher, parent and student all trying to get to the same place. Parents respond when there is a need and when they know they can have an impact on what happens.


{Tape: 3; Side: A; Approx. Counter: 435; Comments: The meeting adjourned at 5:45pm.}

ADJOURNMENT

Adjournment: 5:45 p.m.



ALVIN ELLYS, JR., Chairman



for

ANDREA SMALL, Recording Secretary

AE/as

HOUSE OF REPRESENTATIVES

Education

ROLL CALL

DATE 3-8-95

NAME	PRESENT	ABSENT	EXCUSED
Rep. Alvin Ellis, Jr., Chairman	X		
Rep. Peggy Arnott, Vice Chairman, Majority	X		
Rep. Vicki Cocchiarella, Vice Chair, 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		

Amendments to Senate Bill No. 232
Third Reading Copy

Requested by Senator Toews
For the House Committee on Education and Cultural Resources

Prepared by Eddy McClure
March 2, 1995

1. Title, line 11.
Strike: "MINIMUM FEDERAL STANDARDS"
Insert: "STATE POLICIES"
2. Title, line 18.
Following: "20-7-303,"
Strike: "20-7-420, 20-7-422, 20-7-435"
Insert: "20-7-402"
3. Title, line 19.
Strike: "REPEALING SECTION 20-7-402, MCA;"
4. Page 4, line 3.
Strike: "minimum federal standards"
Insert: "state policies pursuant to 20-7-402"
5. Page 6, line 23.
Strike: "MINIMUM FEDERAL STANDARDS"
Insert: "state policies"
6. Page 7, line 7.
Insert: "Section 9. Section 20-7-402, MCA, is amended to read:
"20-7-402. Special education to comply with board policies.
(1) The conduct of special education programs shall for students with disabilities must comply with the policies established by federal department of education and with specific policies recommended by the superintendent of public instruction and adopted by the board of public education. These policies shall assure and include but are not limited to:
(a) placement of children with disabilities in the least restrictive alternative setting;
(b) due process for all children with disabilities, including the appointment of a surrogate parent if necessary;
(c) use of child study teams to identify children with disabilities and use of instructional teams to plan individual education programs;
(d) comprehensive evaluation procedures and criteria for identification for each child with disabilities; and
(e) procedures for seeking parental approval of placement;
(f) clarification and implementation of federal regulations; and
~~(e) other~~ (g) policies needed to assure a free and appropriate public education.
(2) The superintendent of public instruction shall promulgate rules to administer the policies of the board of

public education." "

{ Internal References to 20-7-402:

a20-2-121

ok20-7-420

ok20-7-422

ok20-7-435 }

7. Page 7, line 8 through page 10, line 16.

Strike: sections 9 through 11 in their entirety

Renumber: subsequent sections

8. Page 15, line 24.

Strike: "MINIMUM FEDERAL STANDARDS"

Insert: "state policies"

9. Page 15, line 26.

Strike: section 16 in its entirety

Renumber: subsequent section

March 5, 1995

EXHIBIT 2
DATE 3/8/95
SB 232

Dear Representative Ellis,

With great concern we write this letter regarding SB 232 . We urge you, as a member of the education committee, to oppose or revise this bill because its passage would jeopardize or compromise the education of all children and youth of Montana.

Accreditation standards are set in order to establish consistency regarding the quality of education in all Montana school districts. With such a variety of districts from class AA high schools to the smallest K-12 districts of 75-100 students, these standards provide continuity in education. We understand the mood of this bill which relies on 'placing trust' in each local school board; however, when funds are 'short' or people cry for lower taxes, it is easy to compromise. **Example:** As recently as two years ago a school district in northeastern Montana conducted a self-contained special education class in the bath/shower room. I visited that classroom. Students needed to walk through a bathroom with several toilet stalls visible (although not in use) and enter a small shower room where the class convened daily. Fortunately, Office of Public Instruction held the supervisory power to take corrective action, and this class now benefits from more appropriate accommodations. Accreditation standards say that a district, "...shall provide educational settings which are pleasant and reasonably safe for the conduct of educational activities..." If the standards presently in place are not the ones with which the majority of Montanans are comfortable, then they can be changed; but surely some standards are necessary and need to be enforceable. The above example illustrates that while it may not be intentional, the quality of education would slowly degenerate without enforceable standards. Children, our most valuable resource, would become shortchanged, and so would Montana!

SB 232 would remove the authority of OPI to withhold funds if accreditation standards are not met. Without that authority there is no way to enforce the standards. If there are standards for school effectiveness, someone must be able to enforce them.

The accreditation standards have empowered and assisted local school districts and boards in meeting the unique educational needs of their students. Does anyone know what will happen when graduates of non-accredited schools seek entrance into higher education programs or vie for jobs? If Montanans diminish education standards, we very seriously risk weakening the quality of our future work force and the quality of life of which Montanans are proud.

We urge you to reconsider the full impact of the closing summary statement of SB 232.

Sincerely,

Nancy & Bob Staigmiller

Nancy and Bob Staigmiller
Miles City, Montana

EXHIBIT 3
DATE 3/8/95
SB 232

TESTIMONY
SENATE BILL 232
BY
JACK COPPS, DEPUTY SUPERINTENDENT
OFFICE OF PUBLIC INSTRUCTION

Mr. Chairman, members of the committee, I'm Jack Copps, Deputy Superintendent of the Office of Public Instruction.

I will begin (as I did in Senate Education) by telling you that it is tempting to rise in support of SB232 because it professes popular notions like maximize local control and minimize state intrusion.

It's difficult, near impossible, to counter those notions because government, including the legislature, has intruded where it should not intrude; in fact, at times, creating laws that violate constitutional intent.

Let me give you an example. It appears on page 2, section 3 of this bill. Montana Law (20-1-303) says school (pupil instruction) "shall not be conducted on Saturday except in emergencies." Is that an intrusion beyond what the framers of our 1972 Constitution "intended?" Indeed!! If you agree 20-1-303, MCA, should not be amended as it is in SB232...It should be eliminated. Local districts should make that decision.

A second example appears on page 2, section 2 of this bill. 20-1-302, MCA, dictates to local districts what a school day and school week must be. This statute goes beyond state expectation that schools have at least 180 PI days and orders schools to have 6 hours every day for grades 4-12 and 30 hours every week. Why this intrusion by the state? I don't know and know of no one who does.

The state ought to get out of the business of dictating number of hours in the school day and school week and SB232 does that by telling districts they need to average 6 hour days over the 180 day school year. In this regard, SB232 is a very good bill.

The Constitutional Convention decided that "the supervision and CONTROL of schools in each school district shall be vested in a (local) board of trustees." AND

Further decided that the State (the Board of Public Ed) "shall exercise general supervision (not control) over the public school system."

It is important to note that prior to 1972, the Board of Education had constitutional authority to "control" public schools. That changed.

So what is the role of the State in education matters? I would suggest it is not to tell local school whether or not they can have school on Saturdays. It is not to dictate 6 hour days or 30 hour weeks. Rather, it is the role of the state to defend the Constitution and insure (demand) that the State and every public school (a political subdivision of the state) is in compliance with two constitutional mandates:

- 1) that equality of educational opportunity is guaranteed each student in this state...each student in every public school, and
- 2) that EACH school provide a basic system of free **QUALITY** public elementary and secondary schools.

I would now like to direct your attention to a more important matter...to the heart of SB232.

The language in SB232 which takes away the authority of the Board of Public Education and the Superintendent to withhold money from schools REGARDLESS of their accreditation status...whether they be regularly accredited with commendation or non-accredited. This state spends \$454 million a year on public education. What should this state expect in return? I would suggest that the State of Montana should expect each and every school receiving money to satisfy the expectations of our Constitution; especially a basic system of free quality public elementary and secondary schools. Failure to do that makes a mockery of our Constitution. The State of Montana has a compelling responsibility to insure that public schools in this state honor the intent of the Constitution and this state cannot do that with advisory standards or standards without enforcement. The Supreme Court says "the Montana School Accreditation Standards are minimum standards upon which quality education must be built." In my opinion, that means the state (this legislature included) is obligated to fund, support, protect and enforce those standards.

Source:
Jack Cross
Deputy Sheriff
Office of Public Safety

IN THE SUPREME COURT
OF THE STATE OF MONTANA

1989

The State contends that "[e]quality of education opportunity is guaranteed to each person," is an aspirational goal only. We [Supreme Court] disagree with that contention.

In the first sentence of Art. X, Sec. 1(1), the framers of the Constitution clearly stated the "goal" of the people to establish a system of education which will develop the full educational potential of each person. In the next sentence, the framers did not use the term "goal."

Instead they stated that equality of educational opportunity "is guaranteed" to each person of the state.

As we review our Constitution, we do not find any other instance in which the Constitution "guarantees" a particular right. We conclude that the plain meaning of the second sentence of subsection (1) is that each person is guaranteed equality of educational opportunity. The plain meaning of that sentence is clear and unambiguous.

While this opinion discusses spending disparities so far as pupils are concerned, we [Supreme Court] do not suggest that financial considerations of that type are the sole elements of a quality education or of equal educational opportunity. There are a number of additional factors which are a significant part of the education of each person in Montana, including but not limited to such elements as individual teachers, classroom size, support of the parents of students, and the desire and motivation on the part of the student which moves him or her to seek earnestly after an education. By not discussing these elements, we do not in any way suggest they are irrelevant, for the financing of education is only one aspect of equal educational opportunity.

the District Court's finding No. 270, reads as follows:

270. In sum, the Montana School Accreditation Standards are minimum standards only, and do not provide the basis for defining quality education.

The Supreme Court's amended finding No. 270 reads as follows:

Finding of Fact 270. In sum, the Montana School Accreditation Standards are minimum standards upon which quality education must be built.

Additional
Testimony
Jack Capps
Deputy Supt.
Office of Public Inst.

ADDITIONAL TESTIMONY IN OPPOSITION TO SB 232

It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. Art. X, §1, Mont. Constitution.

Section 14 of SB 232 is a drastic change in Montana law and a serious policy error. Over time, it will erode both the quality and equality of education in Montana. Equality of educational opportunity is a constitutional guarantee that cannot be overcome by statute. Montana currently spends over \$800 million dollars a biennium to satisfy that guarantee. SB 232 will make it \$800 million dollars with no strings attached. SB 232 will also make it difficult for Montana to establish that it provides statewide equality of educational opportunity and leave the State vulnerable to future school equity lawsuits.

Section 14 of SB 232 makes it impossible for Montana to withhold direct state aid or guaranteed tax base aid from a district that fails to meet state accreditation standards. To date Montana has never exercised this power, but Montana's authority to tie its funding to accreditation is its statutory tool to ensure that the State meets its Constitutional duty to its citizens.

Local trustees play the central role in education decision making. An individual is a citizen of the State, however, not of his or her school district, and has a constitutional right to demand that Montana provide equality of educational opportunity. Whether a child is educated in Butte or Busby, Missoula or Malta, he or she is guaranteed that the State will provide an equal educational opportunity. Enforceable accreditation standards are one facet of how Montana makes good on that guarantee.

There are many facets to a Constitutional guarantee of equality of educational opportunity, including per-pupil spending, taxpayer equality, and minimum adequacy standards. Enforceable state accreditation standards are the tool a state uses to ensure each of its citizens has access to a minimally adequate education. SB 232 removes Montana's power to insure minimum adequacy. Montana will still have its constitutional duty to provide equality of educational opportunity, but it will not have the enforcement tool to do so.

EXHIBIT 4
DATE 3/8/95
SB 232

March 7, 1995

Rep. Peggy Arnott - Vice Chairman
Education and Cultural Resources Committee

Dear Rep. Arnott:

RE: SB 232

Sen. Toews' recent amendment canceling the repeal of Section 20-7-402 of MCA, is a good idea, and I'm writing today to say thanks for that amendment.

As the parent of a child with disabilities, I appreciate the chance to fully participate in whatever placement and educational plans are proposed by the Child Study Team as most appropriate for my daughter's educational needs. The process works because I am part of the team.

It isn't an accident that Montana law provides for parent participation in the development of an Individualized Educational Plan -- the law is in place because parents whose kids have disabilities worked very hard to let their members of the Montana Legislature know just how much that participation means to them.

I do have further concerns with SB #232, and hope you will reconsider the section that removes... **THE AUTHORITY OF THE BOARD OF PUBLIC EDUCATION TO ORDER THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO WITHHOLD BASE AID FROM A DISTRICT FOR FAILURE TO COMPLY WITH BOARD RULES OR FAILURE TO MAINTAIN ACCREDITED STATUS...**

Two of my daughters are "A" honor roll students who hope to attend college after graduation from high school. If local school districts have the latitude to "choose" to meet accreditation standards, with no consequence for noncompliance, students across Montana could find themselves unable to meet entrance requirements for colleges and universities outside the state.

Montana enjoys a national reputation for our students' consistently high ACT and SAT scores. I know our schools are doing something right -- if statewide accreditation standards are too low, then we should be talking about raising the standards. It would certainly be a shame to jeopardize our fine reputation because some school districts want to be "independent" of a statewide system of accreditation.

SB #232, has many flaws, made only marginally better by the correcting amendments that have been added since the Senate approved it -- I urge the committee to reject this bill.

Sincerely,



Alicia Pichette

714 6th Ave.

Helena

MONTANA ADVOCACY PROGRAM, Inc.

316 North Park, Room 211
P.O. Box 1680
Helena, Montana 59624

(406)444-3889
1-800-245-4743
(VOICE - TDD)
Fax #: (406)444-0261

March 3, 1995

EXHIBIT 5
DATE 3/8/95
SB 232

Representative Alvin Ellis, Jr.
House Education and Cultural Resources Committee
State Capitol
Helena, Montana 59620

Re: SB 232

Representative Ellis and Members of the Committee:

For the record, my name is Andree Larose and I am a staff attorney for the Montana Advocacy Program. Montana Advocacy Program is a non-profit organization which advocates the rights of individuals with disabilities. We are here to testify in opposition to a portion of SB 232.

As a disability advocacy organization, we are sometimes involved in special education matters.

1. We are extremely concerned that the limitation upon the Office of Public Instruction to promulgate only those special education rules which meet minimum federal standards removes much of Montana's flexibility and ability to personalize the special education laws to meet Montana's unique needs. I would like especially to note that these rules were adopted through a process which involved school administrators and other personnel as well as parents and advocate. There are two primary areas in which Montana has adopted rules to address the concern of Montana schools and parents.

(1) Montana rules involve parents more in the child study team process than the federal standards require. The child study team process is the point at which a child is identified as having a disability or not.

(2) Montana rules require parental consent in circumstances where consent is not required under the federal rules. For example, in Montana a parent must consent to a change in educational placement.

2. Without state rules in these areas, there will be inconsistency between school districts, leading to confusion and delays in serving children.

3. The elimination of parental involvement in these special education matters could increase litigation in the area of special education, and thus increase costs to Montana. Parents will not understand why their rights are being suddenly being eliminated or why they are different from the rights of parents in neighboring school districts.

We urge the committee to adopt an amendment to SB 232 which allows the State of Montana the freedom to promulgate rules which implement special education laws to meet the needs of Montanans. I would be happy to work with the sponsor of the bill and with the committee to draft such an amendment. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read "Andree Larose", written in a cursive style.

Andree Larose
Staff Attorney

EXHIBIT 6
DATE 7/8/95
SB 232

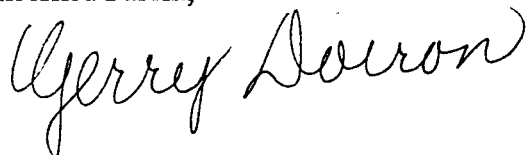
Members of the House of Representatives:

I implore you to vote against the Senate Bill 232 coming before you. Here in Montana our children enjoy a quality education with our local districts being held accountable to Superintendent of Public Schools in the Office of Public Instruction. To forfeit this accountability would endanger the quality of education in Montana.

In January of 1995, the Council for Exceptional Children printed in their newsletter, "Goals 2000 and the education reform movement have pushed state and local school districts to prove that students are meeting superior educational standards." We here in Montana have very little litigation concerning our schools and presently enjoy having our children receive a quality education.

To put control of our children's future in limited accreditation is scary. Our special education process will become overloaded with litigation, like other states, and our budget will be bleak. Please don't allow our children, our future, to fall by the wayside of local boards with the possibility of lower standards and less accountability. Uphold the present standards we now enjoy with continuity in the educational process across the state and accountability of all districts, avoiding any chance of discrimination or loss of appropriate education to all our children in Montana.

Concerned Parent,



Gerry Doiron
2136 Pueblo Dr
Billings, MT
59102-6323

League of Women Voters
of Montana



EXHIBIT 7
DATE 7/8/95
SB. 232

WRITTEN TESTIMONY SUBMITTED BY THE LEAGUE OF WOMEN VOTERS OF MONTANA

House Education and Cultural Resources Committee
3:00 p.m., Wednesday, March 8, 1995
Senate Bill 232 by Toews

The Montana Constitution mandates equal opportunity to develop the full educational potential of each person through a basic system of free public elementary and secondary schools, with the state funding its share of the cost of such a system. Funding per student is one convenient and objective measure for determining equality of opportunity, although equality of funding must be tempered by differences in needs of students in different localities and situations. But funding levels must be combined with state accreditation standards to ensure equal opportunity for basic education for all students. The League of Women Voters firmly believes that state standards for such essentials as staff, equipment, textbooks, and programs share the same critical status in determining equal educational opportunity for Montana students, as does equity of funding.

The League of Women Voters of Montana strongly supports state accreditation standards, as well as the existing structure which ties funding to those standards. The League opposes S.B. 232 and urges a do not pass recommendation on this measure. Thank you.

Chris Imhoff
Legislative Chair LWVMT

Opposition testimony of the Great Falls Public Schools to
SB 232

EXHIBIT 8
DATE 3/8/95
SB 232

I must admit, my first reading of SB 232 didn't really set off alarm bells. After all, from a review of the history of enforcing accreditation standards, the withholding of funds had hardly been used at all as a means of assuring compliance. Most schools complied as a matter of course or sought and were granted the right to use alternative means to meet the standards.

Additionally, schools had always argued for "local control" in determining the educational needs in their communities. Who better than the local school boards could determine what would best meet local educational interests? What business did the state have in dictating what many felt should be a local decision?

Unfortunately, exaggerated rhetoric is too often used in an attempt to rebalance what is perceived to be a situation out of balance. While most everyone agreed that the accreditation standards promulgated under Project Excellence were desirable, there was widespread concern that full implementation was impossible given the funding constraints under which schools were operating. Reaction (or over-reaction, depending on your point of view) by schools to the fear that implementation would be too costly, may have created the wrong impression that educators didn't want the state to set and enforce any standards at all. Parts of SB 232 appear to be the unfortunate product of issues raised in that exchange.

Those portions of the bill that remove the authority to force compliance with state accreditation standards are a leap back in time and are not in the best interests of kids or country. Literacy was not achieved in this or any other country by allowing local or home control to dictate what comprised a good education. High literacy for everyone in a multicultural population can only be achieved by a system of standards that addresses the larger culture that makes up our society. It's instructive to look at Eugen Weber's view of French history where he states "the school system ultimately turned 'peasants into Frenchmen' and it was the school system, not the peasant home, that accomplished this miracle."

Schools have been the decisive factor in achieving mass literacy. They are the chief factor in the making of the modern nation. They helped create the modern nation state, and they alone can perpetuate it and make it thrive. Without the perpetuation of a common culture, the unity and effectiveness of the nation will necessarily decline. Schools give us that shared culture that helps us overcome the ethnic and tribal tendencies that tend to divide us.

To move away from a standardized, quality system of education in Montana will not go unnoticed by those looking to locate here. And while it can be argued that local decisions will be in the best interests of kids and will not result in loss of accreditation, I can see no reason to take such a risk with our future.

If there is a problem with the standards, work to change the standards. But don't throw out the basic component of a system that, flaws and all, is still the model used throughout the world. Accreditation standards should be mandatory and enforceable. Reject those portions of the bill that would eventually throw our whole system into decline.

EXHIBIT 9
DATE 3/8/95
SB 232**OPPOSITION TESTIMONY OF THE GREAT FALLS PUBLIC SCHOOLS TO
SB 232**

Opposition on behalf of the Great Falls Public Schools to SB 232 has been submitted in written form by Larry Fasbender.

I would only add that, from my perspective, a void of standards created by disregarding the basic components of the present system, would most assuredly result in refilling the void at some future time. The current system may have flaws, but new systems would also. It presently makes more sense to work with the system we have than to have no system at all. This would signify a state whose outstanding schools had given way to schools in disarray.

We've had good luck recently with the way in which the alternative standard is being received by the Board of Public Education and the Office of Public Instruction.

Larry D. Williams
Superintendent of Schools

dlg
March 8, 1995

EXHIBIT 10
DATE 3/8/95
SB 232

Senate Bill No. 232, introduced by Toews, Ellis, Kitzenberg, Hertel and Mohl would, among other things, repeal Section 20-7-402 of the Montana Code annotated. This section enables the Office of Public Instruction to recommend policies for local school districts regulating the conduct of special education programs. The current state regulations would be replaced by a requirement that districts meet minimum federal requirements.

On the surface, this appears to be a rather benign move that would turn more control over to local government. However, after examining the bill more closely, I feel that passage of this measure could drastically affect the quality of Special Education services in Montana. At best, the measure reduces the parental rights, at worst it could lead to the demise of free and appropriate public education for handicapped children in Montana. The three main areas affected are outlined below.

1. Parental rights. Current Montana law requires that parents be working members of the teams that determine placement of students receiving Special Ed services. In addition, written parental approval is required whenever a change in placement is made. Under federal law, however, school districts are only required to inform parents of these meetings, not to include them as team members. In addition, parental permission is only required for initial placement.

2. Consistency of evaluation and criteria. State Special Ed standards delineate criteria for qualifying for Special Ed services, as well as listing minimum qualifications of the people who must conduct the evaluations. By following these criteria, a student who qualifies for services in Glasgow would also qualify in Billings, or Terry, or Two Dot. Because federal law does not give detailed guidelines on any of these points, a continuity of services would no longer exist. In addition, students in rural areas could receive lower quality services as districts try to cut corners by having evaluations conducted by unqualified persons. As a parent, I find this idea as objectionable as having my child's health problem diagnosed by a nurse's aide.

3. Consequences for failure to comply with standards. Under current Montana law, school districts that fail to comply with accreditation standards could lose all state and federal funding. Senate Bill 232 amends this to read "withhold state and federal Special Education money for failure to comply with minimum federal standards for Special Education". In other words, school districts could refuse to offer any Special Education services, because all they would lose is funds for a service they would no longer be providing.

I applaud the efforts in the State Legislature to pare back the bureaucracy and return control to local entities. I feel, however, that passage of this measure could undo all the progress made in the last 20 years. Special Education does not effect only the 10% or so of a population that receives services. It

affects all of us by offering long-term cost savings to taxpayers, as students with special needs are prepared to reach their potentials and enter adult society as productive taxpaying members. I urge you to contact your representatives in Helena to let them know that what lies below the surface of Senate Bill 232 is not worth the price our children will pay.

Hope Jones
122 4th Avenue North
Glasgow, MT 59230

Feb 27, 1995

EXHIBIT 11
DATE 3/8/95
SB 232

To the Honorable

I am writing in regards to SB232 and to let you know I am very concerned about this particular bill. I believe that this bill is bad for Montana and its people as taking away power of compliance from office of public instruction will lead to major litigation.

As a parent of a child with a disability, I am aware of school administrators and school boards and how some don't feel child with disabilities belong in their schools. I believe that O.P.I. uses the power of withholding funds to lead schools into voluntary compliance and that is in the best financial interest of students. I also don't feel there are enough savings to warrant the potential law suits that will rise from passage of this bill SB232.

Mills Kundle

EXHIBIT 12 P.04
DATE 3/8/95
SB 232

I am writing to urge you to vote against Senate Bill 232. I understand that this measure would return control to local districts, but feel that passage would have a drastic, negative impact on Special Education Services in Montana by: 1) reducing parental rights, 2) removing criteria for eligibility and evaluation standards, and 3) minimizing the consequences for non-compliance. Please do not allow the recent reduction in government movement to negate the progress made in the last 20 years.

Frances M. "Tan" Leckie
P. O. Box 1133
Glasgow, MT 59230

EXHIBIT 14
DATE 3/8/95
SB 232

February 26, 1995

To our 1995 House and Senate Members
of the Fifty-Fourth
Legislative Assembly

Dear Representatives —

During your hectic agendas you must please take a few precious moments to hear a voice among many who share the same concern.

I am my son's Mother...

There are others that carry this same badge — they are the parents of many sons and daughters who have special needs.

We have a Bond that not only connects us as a whole but reaches into our souls to a place called our children's lives.

You can not possibly understand the serious impact that "SB 232" will have on my family, or the others, unless you know what it's like to face an educational system that even now will dispute to see to the needs,

So-o-o many of you just have no
idea what problems we face.
Go back to your home towns...
Before March 8th, 1995
and talk to parents who have
kids in Spec. Ed. Then decide.

But remember, your decision
will be for life.

Thank you for your time
in reading my letter.

To our children then...

Sincerely,
Donna M. Smith
Box 225

Outlook, MN 59252
406-895-2447

Outlook School
Dist. # 29.

EXHIBIT 13 P.02
DATE 3/8/95
SB 232

Val Piercy
6655 Linda Vista Blvd.
Missoula, MT 59803
(406) 251-6463

Montana Representative:

I urge you to vote *NO* on Senate Bill 232!

I am writing to express grave concern for Senate Bill 232. As a citizen of Montana I believe that the education of our children is vital to the future of our state and passage of this Bill would place the future of our children at risk.

In my view, Senate Bill 232 does several things that jeopardize Montana and it's people. First, it eliminates the critical 'checks and balances' that OPI has effectively managed by shifting the monitoring and adherence to accreditation standards from a central level to the local school district level. What will likely drive class sizes and teacher credentials will be local district budgets, hidden agendas of board members and potentially poor business and management expertise of local officials. Further, without OPI monitoring, school districts throughout our state may no longer have continuity of education and families and educational professionals will be forced to 'shop around' for the best school or best job depending on what's offered by each district.

OPI has never withheld funds to a school district. They have, however, reminded districts at times that funds may be withheld if local non-compliance to accreditation standards were not corrected. In every case, the local district has responded. Who would do that with the passage of 232? Self-auditing does not work!

Another significant and potentially costly element of this Bill that give me cause for concern is the change in the Special Education area. Without parent 'sign-off' on Individualized Education Programs for our children with special needs the role of raising a child with developmental, physical, or emotional disabilities become ten-fold more difficult, if not impossible. Parents of these children have played an active role in working with schools to ensure the most appropriate education and opportunities are afforded their children. They have worked tirelessly to do whatever they could to help their child(ren) become effective and contributing members of their community, rather than institutionalization, costing the states hundreds of thousands of dollars. Some 90% of Montana parents participate in the IEP process and all are committed to the growth & development of their child. Senate Bill 232 flies in the face of parent's efforts in ensuring their children receive a free and appropriate public education. School districts that prefer not to provide services to children with disabilities, for whatever reason, simply

need only make that decision in the IEP process without parent involvement. I guarantee we will see significant litigation as a result of this action. Parents will not stand still and see their child forced out of the district or the state, without an aggressive response. Local school districts will incur the cost to defend their actions, costing communities and voters thousands of dollars. As a parent of a child with disabilities, I will not stand still and let others make lifelong decisions on my child's behalf.

Because many citizens feel passionately about this issue, hundreds of families in my area of Montana have been alerted to this Bill. They have been encouraged to contact you to voice their position.

I urge you to vote *NO* on Senate Bill 232!

With Regards,


Val Piercy

EXHIBIT 15
DATE 3/8/95
SB 232

I am writing this letter to you as a very concerned parent. We have a 4 year girl with cerebral palsy. She is currently enrolled in Spec. Ed. pre-school in Shepherd. My concern with Senate bill 232 is that if you take away state control over the school curriculum and turn it over to the school board, Spec. Ed. will suffer. Handicapped children of all ages deserve an education in all school districts - not just those that think they can afford it. We cannot afford to not educate all children so that they might become an asset to our communities. All children regardless of race, gender, or handicap deserve an education. Please protect our children's rights and vote NO to Senate bill 232. Thank-you for taking the time to read this letter. Please remember all our children on March 8.

Thank-you
Karen Thomas

EXHIBIT 16
DATE 2/8/95
SB 232

Montana Senate
Capitol Station
Helena, Mt. 59601

2/27/95

Dear Senator:

I am writing to express my opposition to SB 232. I am a parent of two children - the oldest is a '94 graduate of Anaconda High School and the youngest is currently in the eighth grade at Fred Moodry Middle School in Anaconda. The oldest, Ruschelle, is afflicted with Down's Syndrome. Currently she is working in our community, being a productive and contributing member of society. How did she do so well? By receiving an education that was mandated by the State of Montana. Please don't deny that opportunity to other less fortunate citizens of this state!

By moving to TOTAL local control the State of Montana appears that it wants to get out of the business of educating the next generation. Instead of striving for excellence SB 232 rewards mediocrity. How absurd!

Sincerely,



Teri Tyvand
501 American Gulch
Anaconda, Mt. 59711

EXHIBIT 17
DATE 3/8/95
SB 232

March 6, 1995

The House Education Committee
Capitol Station
Helena, MT 59620

Dear Committee Members,

Many people appreciate the proposed amendments to Senate Bill No. 232. We did, however, want you to have these letters to show you how many people are interested in this issue.

Thank you for your attention.

Parent Alert!!

The Senate Education Committee in the Montana Legislature has passed SB 232 which would take away the power that the *Office of Public Instruction* has had to make administrative rules governing special education in Montana. SB 232 says that Montana may only develop rules to meet the minimum federal requirements for special education. If this legislation passes the legislature, some of the most important protections that parents have in the special education process in Montana will be eliminated. Montana's current rules allow parents to participate in CST meetings and require parent signatures before an IEP can be implemented. Both of these measures exceed the federal requirements and would be eliminated as parent rights if the SB 232 passes.

If SB 232 passes, it is likely that Montana would see much more special education litigation. During the twenty year history of mandated special education in Montana, we have had very little litigation precisely because parents have been included in every step of the process and have been treated truly as equals.

It is vital that you contact your legislators and express your strong opposition to SB 232. The legislators need to hear from you, your family members, friends, neighbors, ministers, community leaders--anyone who will support your rights as a parent of a child in special education. This is an important time for everyone to act.

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>
Michael S. Pickett	40 30 th St. West Billings	656-9125
Beverley Hardy	1803 Hardin Rd #26 Bldg. MT.	256-1958
Urry, David	2136 Pueblo Dr Bldg MT	656-3232
Wanda G. Watson	620 Enfield, Rt 10, Bldg MT	259-6024
Hope R. Hunter	1020 Kireo Circle Bldg. MT	256-6342
Betty Kukowski	911 Lynwood, Bldg. MT	652-3456
Shaunna Wyman	1808 Pinyon Dr, Laurel, MT	628-8551
Demille Swan - Baker	410 15 th St. W. #6 Bldg MT	259-6906
Gerry Stahl	289 Pompey Rd. So. Pompey Hill, MT	875-2127
Judane, Jean	701 Ave. E. Billings, MT 59101	---
Robert Floye	228 Ave E	---
Juan Allard	19 Prairie View Bldg MT	400 656 0437
Jodi K. Gardner	4058 Providence Street/NE	323 5416
Jane E. Perroy	1301 Industrial Ave #84 Billings	256-8972
Craigie Blatth	1736 Old Samel Dr. Bldg 59105	259-6080
Cynthia Updumal	Star Rt. Box 2010 Garden Hill,	665-2677
Robert	21 King of this Billings MT	256-6307
Sharon	427 11 th St. Bldg MT	245-717
Haile Cooper	410 S. 30 th St. Billings MT 59101	256-8285
Connie Kourty	2224 W. 10 th St E #99 Billings	248-6847
Jean M. Flores	2726 4 th Ave S	248-6573
Jacky Davis	135 Broadwater Ave # 3	256-0272
Jennifer C. Jolga	1320 Claim Jumper	252-6534
Karen, Miller	21 Prairie View Dr.	656-7717
KAREY Ketchum	537 Terry Bldg 59101	(UM) 248-3934
Ladul Miller	28 Prairie View Drive	656-7717
Ueki Ellsworth	2310 Avenue C, Apt. 5 Bldg	656-0401
Susan Coleman	716 So. 32nd Street, Bldg, MT 59101	245-4299
Brenda Cuvast	2910 S. 51 ST WEST	656-2159
Carolynn McCoy	2325 So. 44 th St W.	652-4352
Gary Wyatta	412 3 rd St W.	656-0017
Pat Rosmann	3378 Barclay Circle	652-6750
High School	316 11 th St W	248-1716
Jeff	933 AVE B	---

Parent Alert!!

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<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>
Donnie Twilling	2226 Patricia Ln. Billings, MT 59102	656-8255
new Kaminsky	4208 Laredo Pl. Billings, MT 59102	652-3064
Deborah I. Hand	620 N 32nd St. Billings, MT 59102	245-1648
Edward M. Lear	525 BURLINGTON BLVD BILLINGS	248-5380 Billings
Thomas D. Hinshaw	4507 Bowman Dr. Billings Mt.	(406) 252-8384
Terrence Stine	710 2ND ST WEST Bllgs, MT	
Pat Connolly	608 W. 30th St	245-7679
Art Kautz	103 AVE B, Bllgs, MT	248-8790
Jan Stueck	946 YALPE AVE BllGS, MT	
Christina Soule	104 Locust Bllgs 59101	245 8610
Mau B. Deen	525 Burlington Ave Bllgs 59101	248-5380
Roger Hill	Box 222 Huntley MT 59037	348-2425
Kathy Coleman	3866 Tanager Ln. Billings MT	656-4702
Margaret Shinsky	P.O. Box 203 Red Lodge MT	(406) 446-3127
Janale M. Pastor	706 Nottingham CR #18 Bllgs	245-6061
Tracey Miller	127 W. H 3 59101	
Richard Fisher	2200 ST. JOHN G 33 59102	259-0934
Andae Reber	929 Barbara Dr. 59101	259-4866
Wanda Debra	929 Barbara Dr. 59101	259-4866
James L. Barbell	632 Ave B	245-4612
Bob Medley	3348 DRURY LN, Bllg. MT. 59105	373-5618
Wynne Peterson	2742 Phyllis Cr. W	655 0075
John H. Stumpling	1603 Virginia Ln #10 Bllgs MT	259-0934
Bob Swale	255 SPHINX	295-6144
Bucky Lane	2040 Burnside #11 Bloom 5910	248-5785
Don Maynard	481 Tabriz Dr. Billings	259 6102
Melanie Eldridge	634 PARK LANE Billings	252-4047

Billings
MT
59101

Name

Address

Jodi Barker.
Hawthorn

408 Cherry, Ansonia, CT

MSU-13 Rimrock Hall 426A Billings, MT

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education

COMMITTEE

DATE 3-8-95

BILL NO. SB 732

SPONSOR(S) Sen. Toews

PLEASE PRINT

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NAME AND ADDRESS	REPRESENTING	Support	Oppose
Nancy Staigmiller	-		✓
Melanie Eldridge			✓
Gerry Down			✓
Krimhild S. C. Knowles			✓
Joseph Feldman			✓
Jude Oberst			✓
DIANA TAVAKY			✓
JACK COPPE	OPI		✓
Bill Robbins			✓
Dugan Dikes			✓
Sylvia Lanthorn			✓
Zara Frank			✓
Rick Thompson			✓

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

HR:1993

wp:visbcom.man

CS-14

Peggy Moses Bodmer, CDC

Theresa M. Lanthorn, parent
Lynn Sisson

Jim [Signature]
Doreen M. Hales

✓
✓
✓

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education COMMITTEE DATE 3-8-95
BILL NO. SB232 SPONSOR(S) Sen. Toews

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
WAYNE BUCHANAN	BPE		X
CHRIS ImHOFF	LEAGUE OF WOMEN VOTERS OF MT		X
Larry Jasbende	GFPS		X
Eric [Signature]	MEA		X
Terry Munow	MFT		X
Alicia Pichette	self		X
John [Signature]	MFT		X
Robert Runkel	OPR		X

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

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