

## HOUSE EDUCATION COMMITTEE

January 19, 1983

The meeting was called to order by Chairman Fritz Daily in room 420 of the Capitol Building at 12:40 p.m., with all members present, except Representative Yardley, who was excused.

Chairman Daily opened the meeting to a hearing on House Bill: 99.

### HOUSE BILL 99

REPRESENTATIVE JOE HAMMOND, District 24, Alberton, opened by saying House Bill 99 began as an experimental project by schools running into financial problems. I want to step aside and look at this from a teacher's point of view. Plusses of the program are a longer class period, which has proven to promote a better instructional situation. The code word is time on task. The kids have a more hands on situation in the classroom. A 75 minute class period promotes teacher-student contact, through increased time with the student. This is especially beneficial for lab subjects such as chemistry, biology, vocational education, home economics, and computer science. We have problems with the 52 minute class period. It takes 15 minutes to set up the lab, 15 minutes to break it down, which leaves 22 minutes for actual lab time. Assuming the same time limitations with a 72 minute class period, there are 45 minutes of actual lab time. This allows for time to begin and to complete a topic within one class period. It allows for introduction, discussion, and analysis of a subject to take place within the same day. A problem we have in the classroom is carry over. If the kids are interested in the lesson and the bell rings, you are finished. I stress the quality of time rather than the quantity. In Colorado, 31 schools have tried this program. Of those 31 schools, 21 were surveyed. They all gave positive feedback.

### PROPONENTS

HIDDE VAN DUYM, Executive Secretary, Board of Public Education, rose in support of House Bill 99. He said when this issue was brought to the board, there was a good deal of skepticism. After consideration, we feel this should be an option for the smaller schools. We have drafted a statement of intent to the bill, to better explain the restrictions.

TOM DOOHAN, Superintendent of Schools, Alberton, said I believe strongly as an administrator, that the bottom line is that a school district needs to be as good as it can be. As a practicing administrator in Denver, I was in charge of a huge school. There is no way this program would work in a large school. For the small school, however, it is an idea that's time has come. Mr. Doohan passed out a facts sheet covering the remainder of his testimony. (see exhibit 1)

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 2

SHIELA MILLER, Mineral County, Superior, said as a parent with four children, and having worked several years, I feel this could really work well. I know people are concerned about child care, but it cuts down on the number of times you have to get a babysitter. It opens the door for high school students to do this babysitting in your home. There is more family interaction. Three day weekends give kids more time to study, do research, library work, take care of appointments, have a part-time job, or do volunteer work. I have a Masters Degree in Education, and I know from experience, it is important to have time to finish lab work. In the high school, this takes time. More areas could be covered. Having been a teacher, I know it is easy to get into a rut. If a teacher is faced with the four day week, he would be forced to develop a new approach and a second wind. As a taxpayer and parent, I feel money should be a top consideration. If we can save money, we had better do so. This option is better than consolidation.

DOUG KELLEY, Grace Gospel, Helena, said last year during fourth quarter, we opted to go ahead and start a four-day school week. We had some serious questions about the program. Are our little ones going to be too tired out, could they handle the lengthened day? We were also concerned about achievement and absenteeism. Absenteeism went down and achievement went up. Grade point averages went up. Staff, student, and parent satisfaction has been 100%. Working mothers are able to find older teenagers to come and help them out during the day. Four private schools in the State of Montana are successfully utilizing the four day school week option, and all are highly in favor of it. Fridays can be used for staff preparation and field trips. Student attitudes have gone up. We have 60 students in the school, K through 12, and it has been successful at all levels. We have found it does work, and we would encourage you to make it available for the local school districts. We are interested in public schools, and would like to see this as an option for them also.

ROBERT MALBERG, Principal, Grace Gospel, said I was reluctant to go to the four day week. Much of my support for it has to do with the morale of the kids. They would work hard for those four days. Classes run from 8:00 a.m. until 4:00 p.m. There is less choppiness during the school day and a more stable environment for each subject.

MARK BEAGLER, Grace Gospel, said I was getting bored with the school week. When on the program of the four day week, my grade point went up, and my work was of better quality. I had more time with my family and more time to work.

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 3

CRISSY DEMERS, Grace Gospel, said the four day week has highered my grade average, I have more time with my family, and I like the extra time.

YVETTE WOITH, Grace Gospel, brought her friend Corky with her to explain her views about the four day school week. Yvette is a ventriloquist, and Corky is a dummy. Together they restated the views of the other two students who testified.

ROD SVEE, Office of Public Instruction, said the office is speaking as a proponent to the bill. We have some severe intrepidations on the bill. We do not know what it will do to our bookeeping procedures or incidental scheduling. We feel it must be a very carefully planned program, with very tight control placed upon it in the satelite stages. We also feel that districts must have the support of the local people. With these restrictions in mind, the Office of Public Instruction would support the bill.

BOB LAUMEYER, Superintendent, Boulder Public School, said I honestly didn't believe that anybody would take this idea seriously. During part of the school year, we have students coming to school in the dark and leaving in the dark, but this is a limited amount of time. Let's take a look at the State of Montana, distance becomes very important in regard to locations. Colorado is a small state, but in the State of Montana, distance becomes very important. Considering an 8 to 4 school day, and adding the time spent on a bus, we are now looking at a 7 to 5 school day for half of my students. If you add time for extracurricular activities, this increases to about a 7 to 8 day. Where does the family involvement come in? Teacher salaries account for 80% of the school budget, I don't see where we could save 20% by cutting out one day of school. One year I taught the same class six periods out of a seven period day. There was a very significant difference between the first and the last two periods of the day. Why do we have 180 days? Because of teacher negotiations. How long are we going to have teachers in the state signing contracts for a four day week, before this becomes a negotiable item? Minimums soon become maximums. If you adopt a policy for allowing four school days per week, soon it will be viewed as what most schools will be doing. Talk to elementary teachers, most of them are against this for younger children. Modular scheduling is possible within a five day school week. Mr. Laumeyer distributed copies of letters he had written to the Board of Public Education explaining his views. (see exhibit 2)

REPRESENTATIVE RAY PECK, District 43, Great Falls, said I am a strong traditionalist, and I have a great deal of reluctance to this bill. Permissiveness has its limits. We

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 4

have a responsibility to face the issue. Of primary concern is the retention factor. The longer the number of days the child is absent from instruction, the greater the loss of knowledge. The time on task element was mentioned. Attention span is very short in the lower grades. I would have a serious concern about this extended lab time. Innovations in education have accomplished good things, but how much does this bill improve basic education? Every letter and communication I have had on this bill has been negative. People are resistant to this legislation. In regard to the Hawthorn Effect, when you try something new, people involved become supportive and give supportive answers. In this case, this type of influence is greatly increased. Tardiness is always a problem. Students have a hard enough time getting to school by 8:30.

Rep. Hammond closed by saying modular scheduling is almost impossible in the small rural school because of the limited amount of teachers and staff. I will stress that this is not demanded of any school district, but it should be made available.

Questions from committee. Rep. Eudaily asked if the lunch hour was counted as part of the instructional time during the day. Mr. Doohan answered there are 1,080 hours of instructional time. This proposal would allow for 1,080 hours within 144 days, rather than 180 days. We are not counting the half hour for lunch as instructional time.

Rep. Eudaily then asked Mr. Doohan how the bill should be amended to be sure that the people in the district want to do this, rather than having the board decide it is a great idea. The response was to say that it had to be submitted for a vote of the people to meet this mandate.

Rep. Eudaily then commented if teachers were to be involved with extracurricular activities and field trips on Fridays, they would have to be paid extra for those days.

Rep. Kadas asked Mr. Svee what would be an adequate trial period for this program. The reply was one year is not enough. We could not see any pattern. The Hawthorn Effect is heaviest in the first year. It is usually about four years before any type of data is definitive.

Rep. Kadas asked Mr. Svee if the Office of Public Instruction is satisfied with the Colorado data, and if they would be able to use their numbers. Mr. Svee answered they have worked out a system that we would be able to utilize; their numbers are applicable.

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 5

Chairman Daily closed the hearing on House Bill 99 at 1:20 p.m.

EXECUTIVE SESSION

HOUSE BILL 39

Rep. Hammond moved House Bill 39, DO PASS.

Chairman Daily proposed an amendment to House Bill 39, and stated that we would simply change the Montana Melody from the official state song to the official state ballad. It is an excellent song, and the children went through a great deal of work and effort to come before the legislature to present the bill. The royalties are very important, and I believe that a scholarship fund to further educate the children of Montana is an excellent choice.

Rep. Keenan asked if the intent of the bill is changed if the title is changed from state song to state ballad. Chairman Daily replied we have discussed this with the legislative council and they don't think it would do this.

Rep. Donaldson said I support the amendment. People throughout the state haven't been exposed to the song and this presents a good opportunity to give it this exposure. Perhaps in two years, we can make a decision as to whether the state song should be changed.

Rep. Miller commented if the royalties from this are to go to the author of the melody and he is to designate the way the scholarship is to be distributed for educational purposes, I would like to see this tied down more specifically in writing.

Rep. Sands commented that he did not see anything particularly good about the state song other than tradition.

Rep. Hannah said we have a responsibility to look past emotional impact. I don't think this is a state issue, and I don't see the benefit of adding more statutes to our books.

Rep. Kadas remarked this is a song the kids are interested in, and one they can have a little enthusiasm about. The state song is something that kids can really use.

Chairman Daily moved the amendments DO PASS, the motion passed 11-5.

Chairman Daily moved House Bill 39, DO PASS as amended, the motion passed 10-6.

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 6

HOUSE BILL 105

Rep. Donaldson moved House Bill 105, DO PASS.

Rep. Sands said last year the government appropriated \$139,000. for Adult Basic Education. The total amount appropriated was \$198,000. What is the necessity of increasing from \$198,000. to \$343,000. This is a tremendous increase.

Rep. Donaldson replied the fact that the money is made available doesn't mean that it will be appropriated or spent. It may be utilized in part. It just means the money is made available.

Rep. Sands asked Rep. Donaldson if the money is not spent, would it then be earmarked for Vocational Education. The response was those earmarked money reserves not spent go toward the general fund, the educational trust fund.

Rep. Sands asked if \$139,000. went to Adult Basic Education last year, how much money went to Vocational Education Centers. Rep. Donaldson said over \$15,000,000.

Rep. Hannah said we are talking about dividing money between two programs that are very different in the funding scale. We should try and address the issue with the facts we have at hand.

Rep. Kitselman stated this would provide more efficiency in the operation of the program. During off hours, teachers from the Vo-tech centers are teaching classes at the Adult Learning Centers. They are finding they can actually help students through Adult Basic Education first, and then through the Vo-tech programs. They complement each other quite well.

Rep. Lory said Adult Basic Education has had no idea what their funds are. This is something they could count on and use to make plans.

Rep. Sands asked Rep. Lory if Rep. Winslow had any objection to a 3/4--1/4 split. The reply was all of the time, it has been a 5%--5% split.

Rep. Sands moved a substitute motion to amend the bill to make the split 3/4 to the Vo-tech centers, and 1/4 of the 5% to the Adult Basic Education program.

Rep. EuDaily, in opposition to the amendment, stated we haven't done a very good job of supporting Adult Basic Education in Montana. They aren't a heavy lobby group, and they don't have the forces or funds to come up here and lobby. This is our chance to do something for them.

HOUSE EDUCATION COMMITTEE MINUTES  
January 19, 1983, page 7

Rep. Hannah said it is very difficult to reduce appropriations. It is always easier to increase than to back off.

Rep. Peck said the funding trend for Adult Basic Education has been low. We should think about the needs of this program.

Rep. Sands said there is already education available in the K through 12 grades, and there is a source of funding for Adult Basic Education. If you have a guaranteed income source, you don't have adequate control over funding on the state level.

The motion to make the split 3/4 to 1/4 failed 14-2.

Rep. Lory moved the amendment to House Bill 105, DO PASS, the motion passed unanimously.

Rep. Lory moved House Bill 105, DO PASS as amended, the motion passed unanimously.

HOUSE BILL 93

Rep. Eudaily moved House Bill 93, DO PASS.

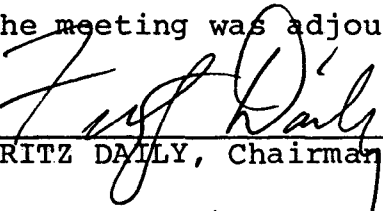
Rep. Peck stated I am in opposition because of the cost factor.

Rep. Donaldson said the cost factor is the maximum. Not every school is going to go with this program. They are still going to need additional funding other than just a teacher's salary, to go with this program. This is a critical problem in small rural schools.

Rep. Donaldson moved to change the effective date of the bill from October, 1983, to July, 1983, the motion to amend passed unanimously.

Rep. Donaldson moved DO PASS as amended, the motion failed, 8-8.

The meeting was adjourned at 2:00.

  
FRITZ DAILY, Chairman

  
Cheryl Fredrickson, secretary

## VISITOR'S REGISTER

HOUSE

Education

COMMITTEE

BILL

#99

DATE

Jan. 19, 83

SPONSOR

Hammond

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Doug Kelley	1330 Le Grande	Grace Gospel	X	
Mark Biehl	1835 Boulder Ave	Grace Gospel	X	
Christy Deller	509 Lewis Ell	Grace Gospel	X	
Lyette Wilson	509 Lewis Ell	Grace Gospel	X	
Robert Malberg	5840 Green Meadow	Grace Gospel	X	
Waldo Van Dyke	822 Madison Avenue	Board of Public Ed	X	
Pat Fairbanks	Helena	Montana Federation of Teachers	X	
W. J. Johnson	Ellington, Mt.	Jt. School Dist #2	X	
Shelia Miller	Superior, Mt	Mineral County	X	
Rod Sree	Helena	OPT	X	
Bob Lawrence	Boulder	Boulder Pub Sch		X
Warren Miller	Idaho	EE		
Jim Mc Nairy	Big Timber	self	X	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

WHEN TESTIFYING, PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.



DATA: ALTERNATIVE CALENDAR (Four day school week)

Exhibit 1

1. 1973 - Cimmaron, N.M. was the originator (energy shortage). Still on it into eleven years! 180 days required with 1080 hours currently; favor no reduction of hours.
2. Colorado; '80-'81 passed enabling legislation. Twelve districts piloted the project.
- \*3. Approx. 8:00 - 4:00 with  $\frac{1}{2}$  hour lunch - 144 days (vary with community needs)
4. '82-'83; 31 Districts with 10,000 kids involved.
5. C.S.U. to evaluate comprehensively was a criteria.  
Hawthorne Effect - improved climate greatly in the pilot schools. On first survey of parents, by C.S.U., 1400 requests were sent out; 757 responded. After one year's experience, 91% favored the 4-day program. Also, 205 teachers were surveyed and 94.7% favored the program. of 1440 students surveyed, 92.2% favored the program.
6. Gasoline consumption by school buses was reduced by 23%. Bus maintenance costs were reduced by 18%. Electrical consumption was reduced by 23%. Heating oil, where used, costs reduced up to 21%. Substitute teachers costs are reduced by 24.5%. Student attendance was "greatly improved", up to 80% improvement.
7. There were some communities, i.e. Yuma, CO with a 50/50 split on input, so they backed out of implementation. Others with 50/50 split went ahead and tried it. After one year, input favoring it went up to from 78 to 95% on the part of parents.
8. Studies must include:
  - a. impact on student achievement,
  - b. transportation and facility utilization,
  - c. cost comparisons,
  - d. student opinion,
  - e. staff opinion, and
  - f. community opinions.

#### STUDENT RESPONSE

Of those surveyed, the range of schools on the program was from 80% favoring the program to 100% favoring the program.

#### WHAT DID STUDENTS DO WITH THE EXTRA DAY OFF?

- 1) 28.1% said they spent much more time with family.
- 2) 19.5% said they spent more time with family.
- 3) 20.8% said they spent some more time with family.

Add these together, you get 68.4% of students spending more time with family.

In some districts surveyed, the church pastors changed the traditional Church Night from Wednesday to the now free Monday Night. Youth attendance at church activities increased 80%, because there was no conflict with school activities.

#### WHAT ELSE HAVE STUDENTS DONE WITH THE NEW-FOUND NON-STRUCTURED TIME?

By actual survey they have:

- 1) worked without pay (volunteer for Community or Family Service) - 49.4%
- 2) "Goofing Around" - 45.6%
- 3) Work for pay - 18.5% of Elementary students and 36.4% of the Secondary students (many with jobs caring for the children of working parents who do not have an older sibling to "sit". With longer four days, work hours and school hours coincide so parents need to provide child care only one day a week all day and not five days a week for short periods.)
- 4) More jobs are available for youth on a week day than on weekends.

#### WHAT ABOUT ACHIEVEMENT?

- 1) Iowa Test of Basic Skills - In 11 of 12 "pilot" districts, grade level equivalencies went up more than usual, or more than one grade level in one year. In one district, achievement went down slightly after one year's experience with the four day week.
- 2) Reading Level (tested on fourth graders) went from grade level of 4.50 to 7.00 in one year. It would have been expected to go no higher than 5.00 in the traditional five day week. (Hanover, CO)

#### ADVANTAGES OF FOUR DAY WEEK

- 1) Reduce energy consumption
- 2) Reduce overall operating costs
- 3) Reduce student absences
- 4) Reduce employee absences
- 5) Opportunity for curriculum flexibility
- 6) Student and teacher attitudes have gone up as much as 100%.

There is a variation possible. A rural district kept five days, all extending by 30 minutes. These extra minutes were "accumulated" to reach 1080 hours and enabled school to start after Labor Day when youngsters were needed at home and to get out a few weeks early in the Spring when needed by family again.

#### DISADVANTAGES AND WEAKNESSES OF FOUR DAY WEEK

- 1) Teaching techniques need to be changed
- 2) Children do get home "later" in winter
- 3) Longer school day for younger students
- 4) Students watched more TV (perhaps educators should look at utilizing TV more to enhance learning)
- 5) Some school district expense may be diverted to the home because students at home may turn up heat and raise the energy bill at home.

We believe in local control in our state. The option of an alternative calendar is local control, to meet local needs.

The original 12 pilot district in CO are now in their third year. NONE have opted to go back to a traditional five day week.

The Four Day Week is situational. I can see no way it could work in large districts. The one large (6000 students) district in Denver, Adams County #14, that was approved to try it has backed off because they planned too much change; five days in Fall, four in Winter, and five in Spring. Families could not handle that much change.

The largest district I know to try it, Granby, CO with 1250 students, is only one-half year into it. That is not enough experience to base data upon.

While the Four Day Week is not the answer for every school, I believe strongly that districts should have the legal option of considering it and be able to try it with a mandate from their community constituents.

I hope I have satisfied you with the reasoning of my intentions. For many small districts, where the school is the center of the community in every respect, social, economic, and political, it is a superior option than forced consolidation or program cutting.

Thank you.

# Boulder Public Schools

Exhibit 2

ROBERT L. LAUMEYER, Superintendent

*Boulder, Montana 59632*

JEFFERSON HIGH SCHOOL  
Ron Fuller, Principal  
Phone 225-3317

BOULDER ELEMENTARY SCHOOL  
Barbara Konesky, Principal  
Phone 225-3316

Clerk of Jefferson High  
Boulder Elementary  
Stella Upman  
225-3740

November 23, 1982

Leo Lane  
Senator Elect  
Three Forks, Montana

Robert Marks  
Representative  
Clancy, Montana

Dear Senator Lane and Representative Marks:

I am sending you a copy of a letter I wrote to the State Board of Education. I believe a proposal for a four day week will be introduced in this legislative session.

My main concern is that it will be sold on the idea it is a break for the taxpayer and that only school boards that want a four day week for their school will have it.

I do not believe this would be the case. As I see it the only group that would benefit are the teachers that teach for the sake of a secure pay check and with out collective bargaining laws how many boards and teacher groups are going to reach an impass on a four or five day week? How many boards will give in to a four day week to avoid a strike? How many teacher groups will strike for a four day week when other schools in their area have a four day week?

Basically I consider the one hundred eighty day school year a guarantee to all the students in the state to have an opportunity to receive a basic education, and I ask you to protect that right.

Sincerely,

Robert L. Laumeyer  
Superintendent

RLL/js  
cc: Ed Argenbright  
Superintendent of Public  
Instruction

# Boulder Public Schools

ROBERT L. LAUMEYER, Superintendent

*Boulder, Montana 59632*

JEFFERSON HIGH SCHOOL  
Ron Fuller, Principal  
Phone 225-3317

BOULDER ELEMENTARY SCHOOL  
Barbara Konesky, Principal  
Phone 225-3316

Clerk of Jefferson High and  
Boulder Elementary School  
Stella Upman  
225-3740

October 13, 1982

To: Members of the State Board of Education  
From: Robert L. Laumeyer, Superintendent  
RE: Four Day School Week

I have been appalled at the newspaper coverage of a possible four day week and the purported savings this would bring the taxpayers.

## Points of Fact:

1. Savings in transportation - fixed costs, insurance and taxes remain the same. Depreciation is a composite of age as well as mileage. Savings estimated at 20% would be more realistic at 10%.

2. Plant cost savings of one days heating, possibly 10% could be saved for the school year, probably less.

In order to not increase transportation costs, first grade students must attend an eight hour day of school. If any consideration of younger children is taken into account you end up increasing your bus miles by first delivering grade students and secondly by delivering high school students.

Presently in our high school district the students who ride our busses, over fifty percent in our case, get on the bus shortly after 7:00 A.M. If they are in girls basketball, boys football or cross country they get home for supper at about 7:00 P.M., this means that they already have a twelve hour day. Can anyone seriously consider making that a fourteen hour day or are we to exclude bus students from these activities. In our case we would be excluding fifty percent of the student body. How about the junior high and high school students that have part-time jobs, paper routes, farm chores and religious groups.

State Board of Education  
October 13, 1982

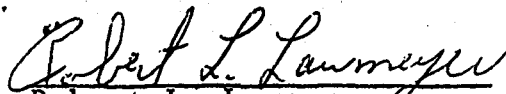
- 2 -

I thought rational people did away with the twelve to fourteen hour day for minors in the late 1900's. I am surprised to find this being reconsidered in 1983.

I would also like to remind anyone talking about great savings in any school budget that the state average is that school budgets are about eighty percent salaries. Unless reductions in salaries are considered, discussions of ten or twenty percent savings are nonsense.

It would be interesting to find out from the highway patrol what the death rate on our highways are for teenagers on three day weekends.

It would also be interesting to talk to the juvenile officers about the amount of legal problems encountered by school age students on these days not attending school versus the legal problems encountered during the school day.

  
Robert L. Laumeyer  
Superintendent

RLL/js

# STANDING COMMITTEE REPORT

1 of 3

January 21,

83

19.....

MR. **SPEAKER**.....

We, your committee on **EDUCATION AND CULTURAL RESOURCES**.....

having had under consideration **HOUSE**..... Bill No. **99**.....

first reading copy ( white )  
color

A BILL FOR AN ACT ENTITLED: "AN ACT TO ALLOW THE BOARD OF  
PUBLIC EDUCATION TO PERMIT SCHOOL DISTRICTS TO CONDUCT  
LESS THAN 180 SCHOOL DAYS OF PUPIL INSTRUCTION IN A SCHOOL  
YEAR IF AN EQUIVALENT IS PROVIDED THROUGH LONGER SCHOOL DAYS;  
AMENDING SECTIONS 20-1-301 AND 20-2-121, MCA."

Respectfully report as follows: That..... **HOUSE**..... Bill No. **99**.....  
be amended as follows:

1. Title.

Following: line 8

Insert: "to provide for approval of equivalent plan by district  
voters;"

2. Page 2, line 2.

Following: "instruction"

Strike: "and"

Insert: ", and complies with the provisions of [section 3]"

3. Page 2, line 3.

Following: "education"

Insert: ", and complies with the provisions of [section 3]"

~~XXXXX~~  
DO PASS

MR. SPEAKER

WE YOUR COMMITTEE ON EDUCATION AND CULTURAL RESOURCES, HAVING HAD UNDER CONSIDERATION HOUSE BILL NO. 99, FIRST READING COPY WRITE, ATTACH THE FOLLOWING STATEMENT OF INTENT:

"STATEMENT OF INTENT  
HOUSE BILL NO. 99"

A statement of intent is required for this bill because it allows the board of public education to grant permission to a school district to conduct a school fiscal year of less than 180 school days by conducting an equivalent number of hours.

The board shall adopt the following approval procedures:

- (a) indication that the first phase of the implementation of the school fiscal year equivalency plan is a pilot phase with approval for a limited number of districts;
- (b) any deadlines for application that may be necessary to designate;
- (c) provisions that school officials hold an election for implementation of the school fiscal year equivalency plan and provide a certificate of election prior to application;
- (d) indication that the plan shall be subject to review by the state superintendent of public instruction;
- (e) indication that the approved plan would be granted for two years and renewable if it is evaluated to be workable and educationally sound by both the school district and the board of public education.



January 21,

83

19.....

4. Page 3.

Following: line 25

Insert: "Section 3. District election for approval of school year equivalent plan. Before a district applies to the board of education for a variance to conduct an equivalent to the required 180 school days of pupil instruction as provided in 20-1-301, the trustees of the district must submit the question of the school year equivalent plan to the electors of the district for approval at a regular or special school election conducted under the election provisions of Title 20."

AND AS AMENDEDDO PASS"STATEMENT OF INTENT ATTACHED"

	Date: No.	HB 99	Date: No.	Date: No.	Date: No.	Date: No.	Date: No.
DONALDSON	P	YES					
EUDAILY	P	NO					
HAMMOND	P	YES					
HANNAH	P	YES					
KADAS	P	YES					
KEENAN	P	YES					
KITSELMAN	P	YES					
LORY	P	YES					
MILLER	P	YES					
NILSON	P	YES					
NISBET	P	YES					
PECK	P	NO					
SANDS	P	YES					
SCHYE	P	YES					
YARDLEY	P	YES					
KENNERLY	P	YES					
DAILY	P	YES					