

MINUTES OF THE MEETING  
EDUCATION AND CULTURAL RESOURCES COMMITTEE  
MONTANA STATE  
HOUSE OF REPRESENTATIVES

March 18, 1985

The meeting of the Education and Cultural Resources Committee was called to order at 4:50 p.m. by Chairman Dan Harrington on March 18, 1985 in Room 312-3 of the State Capitol.

ROLL CALL: All members were present with the exception of Rep. Hannah. Representatives Sands and Harbin arrived later than roll call.

CONSIDERATION OF SENATE BILL 256: Senator Bob Brown from Senate District #2 appeared as principal sponsor of the bill and introduced it to the Committee. He relayed that the bill simplifies the procedure for establishing enrollment in the school districts. It would provide that the enrollment be taken six times per year beginning with October and ending with a final count in March. This would reduce paperwork and be done in time for trustee and levy elections and the legislative session so the information could be known for figuring budgets.

PROPOSERS: Ray Haugen, Superintendent of Evergreen School District #50 in Kalispell spoke in favor of the bill by saying there isn't enough time to explain all that has to be done at present for attendance accounting. He stated that at present a student is dropped from the ANB count for any days absent beyond ten consecutive days. (See Exhibits 1 & 2) He believes few students are absent for more than 10 consecutive days and the incidence does not offset the costs of maintaining the attendance registers in relation to the money the state would save by implementing the bill. He said he has kept the count both ways for several years and the difference is fractional.

Tom Doohan, Superintendent of Schools in Bigfork rose to speak for the bill. He said the ANB calculations would vary only slightly in his district and labor costs of \$6,800 would be saved over the present archaic system. He presented a letter to Chairman Harrington from Wally Vinnedge, County Superintendent of Schools in Flathead County who is in support of the bill. (See Exhibit 3)

Jesse Long, Executive Secretary with the School Administrators of Montana spoke support of the bill. He said special education and Federal programs depend on one or two counts during the year and if that is reasonable for them, then a six count system should work well.

Chip Erdmann, representing the Montana School Board Association, rose in support of S.B. 256 saying it is a more efficient system and would allow the districts and the legislature to know what

EDUCATION AND CULTURAL RESOURCES COMMITTEE

Page 2

March 18, 1985

the ANB will be before the levies and foundation program is set. He did mention concern for the small rural districts if a large family should move in after the March count as the increased ANB may not be reflected, but the benefits overall would outweigh the detriments.

Eric Feaver, President of the Montana Education Association offered support of the bill.

OPPONENTS: Dick Trerise, with the Montana Association of County School Superintendents spoke of the concern for the 150 schools with enrollments of 50 or less which would be significantly impacted should the student population fluctuate and effect the ANB count. He recommended exempting from the bill the third class school districts.

There being no other proponents or opponents, Chairman Harrington called for questions from the Committee.

In response to a question from Rep. Peck, Mr. Haugen clarified that the reporting register would no longer be used and hoped the Office of Public Instruction would come up with a form to be used at the end of each month. Bob Stockton with the O.P.I. said there would be no problem with that. Rep. Williams questioned Bob Stockton regarding the impact to small school districts and Mr. Stockton replied that there is a procedure that can be used to adjust the ANB figure, but it is rather complicated.

Rep. Eudaily initiated discussion regarding the manner in which kindergarten students are counted for ANB purposes under this bill. He pointed out that the bill deletes the effectiveness of the sections (20-9-311 and 20-8-117) dealing with this and the language may need reworking. Rep. Peck agreed that on the bottom of Page 6 of the bill the wording was taken out regarding the .5 kindergarten pupil ANB, and questioned whether the committee should be satisfied with letting the State Superintendent prescribe how that ANB is determined.

Mr. Haugen responded to Rep. Eudaily's question regarding the use of the attendance registers by saying that it is an obsolete concept and he questions the fairness of not counting students for ANB purposes after 10 days. Rep. Eudaily pointed out, however, that if the student were gone on the day the count were being done, he would still be counted. The only way he would not be counted is if he were not enrolled. The count would be based on enrolled students, not attendance.

Senator Brown closed the hearing on Senate Bill 256 by stating that he would have no objections to exempting Class C School

EDUCATION AND CULTURAL RESOURCES COMMITTEE

Page 3

March 18, 1985

Districts from the bill, but the bill is eliminating unnecessary paperwork which also applies to Class C Districts and that fact should be weighed. He also said the problem of figuring kindergarten ANB could be rectified by amendment. The bill is an attempt to allow the teachers and administrators more time to develop curriculum and teach rather than being bogged down in paperwork. He relayed that Rep. Peck had agreed to carry the bill, should it pass, to the floor of the House.

CONSIDERATION OF SENATE BILL 168: Senator Jack Haffey, District #33, appeared as chief sponsor of this bill and opened the hearing by saying that the bill allows for a county not wanting to have a superintendent of schools to contract those services with another county if the office is consolidated with another and that officeholder does not meet the statutory requirements. The practical aspects of the county superintendent tend to be swallowed up at times when there is consolidation as they do only the minimum required for the job along with the other job responsibilities they may have. It erodes the full service that should be coming from a county superintendent. He mentioned that the Montana Association of Counties did not object to the bill.

PROPOSERS: Dick Trerise, representing the Montana County Superintendents Association, said the right to consolidate has been exercised rather frequently but rarely successfully. The reasons for consolidation may be personality conflicts or perceived budget savings, and the effect may not be realized until it is too late. Three county offices currently carry qualifications necessary for the candidates to assume school superintendent's positions. They are the county attorney, county surveyor, and county superintendent. They may meet legal qualifications, but there are other on the job experiences such as school finance, budgeting, school law, and school controversy appeals processes that need to be met. Consolidated officials are not given the time or resources to carry out these duties, thus services such as teacher evaluations, inservices, curriculum updates, and timely or correct budget reports are neglected. There are a couple of counties in the state who are successfully contracting. He referred to a letter from Ed Argenbright, Superintendent of Public Instruction, written on June 14, 1982, which said that the positions would be better served by having a full-time county superintendent performing the duties for another county rather than a staff member hired by an official not familiar with the duties or functions of the office. Mr. Trerise also referenced a letter from Hidde VanDuym, Executive Secretary for the Board of Public Education, indicating support of the bill.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

Page 4

March 18, 1985

Ken Miller from Harlowton and presently fulfilling the duties of County Superintendent of Schools for Wheatland County, spoke before the Committee. He said Wheatland County has a combined office with the treasurer and two years ago the elected official was not qualified, so he is serving in that capacity. He is of the opinion that the counties would be better served with this bill.

Eric Feaver with the Montana Education Association stood in support of the bill.

Bob Stockton with the Office of Superintendent of Public Instruction relayed that the Superintendent does support the bill. He has seen the financial and budgeting reports which are due September 1st and every year they are delinquent up until December 31st from the counties where the offices have been combined. The people are not at fault, they are doing the primary duties first and the school districts are left behind. Missoula County is now contracting with Mineral County to handle these duties and it is working extremely well. Perhaps the legislature should look to the future by having superintendents serve multiple counties, as the cost is getting prohibitive in many smaller counties.

Chip Erdmann, with the Montana School Board Association, spoke support of the bill.

Jesse Long, speaking as Executive Secretary for the School Administrators of Montana, stood in support.

There being no further proponents or opponents, Chairman Harrington called for questions from the Committee.

Richard Trerise answered Rep. Brandewie's question of whether the contracted person would be paid a double salary by saying that there are provisions in local government statutes which allows the person to receive up to 20% additional salary, however it is not addressed in this bill. Bob Stockton asked to address that issue by saying that Mineral County is contracting with Missoula County and the money goes into the general fund without the county superintendent receiving any additional salary. Rep. Sands wondered why it needed to be mandated and Richard Trerise said the observations and evaluations shows the current system is not working.

As Senator Haffey asked to have the hearing closed in his absence, Chairman Harrington did so.

EDUCATION AND CULTURAL RESOURCES COMMITTEE

Page 5

March 18, 1985

EXECUTIVE SESSION:

ACTION ON SENATE BILL 168: Rep. Hammond moved that Senate Bill 168 BE CONCURRED IN. Rep. Harbin seconded the motion and a voice vote showed the motion carried unanimously. Rep. Hammond will carry the bill on the floor of the house.

FURTHER CONSIDERATION OF SENATE BILL 256: Rep. Peck said the bill needs further work in the form of amendments and moved that action on the bill be passed for the day. The motion carried.

FURTHER CONSIDERATION OF SENATE BILL 167: Rep. Mercer reported that Chip Erdmann with the Montana School Board Association is working on some proposed language to amend the bill and asked that action be deferred. The committee agreed to this recommendation.

ACTION ON SENATE BILL 106: Rep. Glaser motioned that the committee reconsider the previous action to table this bill. The motion passed and Rep. Glaser further reported that Reps. Sands and Harbin had written an amendment which describes a domestic corporation and the fact that 95% of the shares of this type of corporation are held by family members. Rep. Harbin explained that a member outside the family, such as an accountant or attorney may also be a stockholder and there are many corporations within the state which would be defined in this manner. Rep. Glaser moved that the following definition be adopted as amendments to Senate Bill 106:

"domestic corporation as defined in 35-1-102  
whose shares are 95% held by related family members  
to the sixth degree of affinity or by marriage to  
the sixth degree of affinity"

(See Standing Committee Report for amendments in detail.) The motion carried unanimously by voice vote.

Rep. Kitselman further moved that Senate Bill 106 AS AMENDED, BE CONCURRED IN and there was a second to this motion by Rep. Mercer. The motion carried unanimously by voice. Rep. Glaser will carry the bill on the floor of the House.

There being no further business, the Committee adjourned at 5:45 p.m.

  
\_\_\_\_\_  
REP. DAN HARRINGTON, Chairman

DAILY ROLL CALL

EDUCATION COMMITTEE

49th LEGISLATIVE SESSION -- 1985

Date March 18,

-----

NAME	PRESENT	ABSENT	EXCUSED
Dan Harrington	✓		
Ralph Eudaily	✓		
Ray Brandewie	✓		
William Glaser	✓		
Joe Hammond	✓		
Thom Hannah		✓	
Raymond Harbin	✓		
Roland Kennerly	✓		
Les Kitselman	✓		
John Mercer	✓		
John Montayne	✓		
Richard Nelson	✓		
Jerry Nisbet	✓		
Ray Peck	✓		
Jack Sands	✓		
Ted Schye	✓		
Fred Thomas	✓		
Mel Williams	✓		

# STANDING COMMITTEE REPORT

MARCH 13 1985

MR. SPEAKER

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration SENATE Bill No. 126

THIRD reading copy (BLUE color)

TO DEFINE PARENT AS SHAREHOLDER IN A FAMILY CORP FOR SCHOOL TUITION PURPOSE

Respectfully report as follows: That SENATE Bill No. 106

Be Amended as Follows:

1. Page 2, lines 8 through 19. "act 1" on  
Following: "of a"  
Strike: remainder of line 8 through line 19  
Insert: "domestic corporation as defined in 35-1-102 whose shares are 95% held by related family members to the sixth degree of affinity or by marriage to the sixth degree of affinity"
2. Page 3, lines 18 through 20. "act 1" on  
Following: "of a"  
Strike: remainder of line 18 through line 20  
Insert: "domestic corporation as defined in 35-1-102 whose shares are 95% held by related family members to the sixth degree of affinity or by marriage to the sixth degree of affinity"

AND, AS AMENDED  
BE CONCURRED IN

STATE PUB. CO.  
Helena, Mont.

RFP. DAY HARRINGTON

Chairman.

COMMITTEE SECRETARY

# STANDING COMMITTEE REPORT

MARCH 19

19 85

MR. SPEAKER

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration SENATE Bill No. 168

THIRD reading copy ( BLUE )  
color

REQUIREMENTS WHEN OFFICE OF CO. SUPT IS CONSOLIDATED WITH ANOTHER  
CO. OFFICE

Respectfully report as follows: That SENATE Bill No. 168

BE CONCURRED IN

DOUPASS



S T A T E M E N T

HEARING - SENATE BILL 256  
February 6, 1985, 1:00 p.m.

Re: CALCULATION OF THE AVERAGE NUMBER BELONGING FOR SCHOOL FUNDING PURPOSES

Under the current law, once a student is enrolled, the average number belonging (ANB) is calculated by adding the days present and the days absent. The formula is just as simple as that, with one exception:

If a student is absent for more than 10 consecutive days, the number of days beyond the 10 days must show that student as being dropped. Therefore, he/she is neither absent nor present for those days.

The vehicle for maintaining attendance for ANB funding purposes is the Teacher's Register which might have come into use somewhere around the turn of the century and whose format has changed little during the intervening years. The Register is a labor intensive document which requires many, many hours of entries annually on the part of teaching and/or clerical personnel. It was designed as an audit trail for funding purposes and at one time when the number of consecutive days of absence before dropping a student was 3 instead of the current 10, it likely served a more useful purpose. It goes without saying that a much greater number of students are apt to be absent for more than 3 consecutive days than for more than 10 consecutive days.

At any rate, maintaining the Register as we are required to do is akin to an exercise in futility. The fact is that few students are ever absent for more than 10 consecutive days and certainly the incidence is not enough to offset the cost of maintaining the Registers in relation to the money the State would save on the ANB under the provisions of the law.

Schools need to take attendance for the purpose of reporting to parents and for the purpose of gaining information for local school districts, but certainly enrollment information should be sufficient for calculating the ANB for funding.

## RATIONALE FOR THE PROPOSED LEGISLATION

- The number of clerical hours dedicated to the current system of attendance accounting and reporting for ANB purposes is collectively costing the local districts, County school offices and the Office of Public Instruction hundreds of thousands of dollars per year. This is a particularly non-productive expenditure of funds since the formula all but guarantees school districts equalization based on enrollment. (I would like to suggest that OPI attempt to generate a report that would determine just how much Foundation Program money has been saved by virtue of dropping students after 10 consecutive days of absence.)
- If we do drop students after 10 consecutive days of absence, are we expected to be able to cut costs to make up for the reduction in State equalization? It must be apparent that the costs continue and the loss of funds from the State must be made up at the local level.
- The Federal government has utilized the two-count system for years as the basis for allocating impact aid, so this is not a new concept.
- The basis for the current Montana Special Education budgets is the census which is submitted to the Office of Public Instruction as of December 1st of each year, therefore, the basic concept is already in use in Montana.
- A two-count system with the initial count on October 1 would coincide with the October 1 report required by OPI wherein the enrollments must be completed and submitted.

- Using March 1 as the second count date would take the guesswork out of fixing the special levies which are very often put to the voters during the trustee elections during the first week in April.
- The two-count system could provide timely information for the legislature which would enable that body to know by the end of the first week in March of each year the ANB that would need to be funded for the ensuing year. Currently, there is a lot of guesswork involved.
- The March 1st date could also move the entire budget approval process up at least a month. It would seem beneficial to the districts that the budgets be finalized and adopted prior to the beginning of the new fiscal year. Under the current laws, school districts are expending monies from yet-to-be approved budgets for nearly the entire month of July.
- The mandatory biennial audits currently include attendance accounting. Auditing the two-count system would not require any additional effort or expense than is currently dedicated to that process.

## DIRECTIONS FOR USING TEACHER'S REGISTER

### TEACHER'S BEGINNING REPORT (Form 23/24C) - Page 3

Complete this report (both sides) at the end of the second week of school, and send it to the County Superintendent, or District Superintendent, in accordance with any directions given by the Superintendent.

### TEACHER'S PERIOD REPORT OF PUPIL ENTRANCE AND ATTENDANCE (Form 23/24A) - Page 5

This form is one of two alternate forms suitable for reporting at the end of each period to the responsible Superintendent. This form, Alternate A, is suggested for period reports made to the County Superintendent. (Alternate B, page 25, is suggested for reports to the District Superintendent.) The teacher should use either Alternate A or Alternate B, as directed by the responsible Superintendent.

The sample, Alternate Form A, on page 5, is to remain in the Register. Copies of this form for report use may be reproduced locally, or obtained from commercial printers.

When used for the first period of a school term, Alternate Form A serves as a supplement to the Teacher's Beginning Report (Part III) in providing a list of new entries (pupil registrations). Since the Teacher's Beginning Report is made two weeks after the first period begins and includes all new entries through that date, the first Period Report (Alternate Form A) should show under **New Entries** only those pupils who entered school after the Teacher's Beginning Report was made.

For all subsequent periods, the Period Report should show under **New Entries** those pupils who entered school after the last Period Report was made.

### PUPIL ENTRANCE RECORD (Form 23/24D) - Page 6

On the day that each pupil first enters this school<sup>a</sup> in this year, record the information as required on this form. The sample entry on page 6 indicates the data required.

Under **Status**, classify each pupil in one of the four categories defined below (E-1, E-2, or T) and enter the Status abbreviation also on the **Pupil Attendance Record** page in the space under the date when the pupil enters this school.<sup>a</sup>

#### Status Abbreviations (standing type of entry)

- E-1 A pupil entering this school<sup>a</sup> for the first time this year who has not previously entered any other school<sup>b</sup> in the United States this year.
- E-2 A pupil entering this school<sup>a</sup> who previously has been entered in another school in another state and who has not been entered previously in a Montana school this year.
- T Pupils entering any classroom of the school district from any other classroom within the State of Montana, including a classroom within this school district, this year.

### PUPIL ATTENDANCE RECORD (Form 23/24E) - Page 8

This form provides for each period, a record of the daily attendance (and absence) of each pupil. The sum of the daily attendances (and absences) during the period provides the totals required for the Teacher's Period Report of Pupil Entrance and Attendance and ultimately for the Annual Report of the Teacher.

At the beginning of the school year, the teacher may date the periods, and draw vertical lines through the blocks below the dates of school holidays and vacations. No attendance marks will be entered on those dates.

The sample entry on page 8 indicates the correct method of completing the blocks. There is one space for each school day. Each space is regarded as being divided by an imaginary line into halves, the upper half representing morning, and the lower half afternoon.

On the date that a pupil enters this school,<sup>a</sup> enter the abbreviation showing his Status (E-1, E-2, or T) in the appropriate half of the space. Thereafter, **uninterrupted attendance** is indicated by leaving **blank** the spaces below the dates attended.

On the date that a pupil is first absent following a day (or half-day) of attendance, enter a mark (a straight line or /) in the appropriate half of the space. For each half-day absence thereafter, through the tenth consecutive full-day's absence, enter a mark (/) in the appropriate half of the space.

When a pupil's absence continues after ten consecutive full days, he is temporarily **dropped**. At the beginning of the **eleventh consecutive day's absence**, enter a D in the appropriate half of the space. For each **consecutive absence** after first being dropped, enter a D.

When a pupil who has been absent **not more than ten consecutive days** returns to school, no mark is entered in the space on the date of his return; the space is left blank just as for any day of uninterrupted attendance.

#### Example of Use of Spaces in Pupil Attendance Record

Present all day

☐

Dropped A.M.

☐

Entered as E-2

☐

Absent A.M.

☐

Returned P.M.

☐

Discharged as Td

☐

Absent all day

☐

Tardy P.M.

☐

Entered as T

☐

Entered as E-1

☐

PLEASE SEE  
PAGE 2 for  
further directions  
pertaining to  
the PUPIL  
ATTENDANCE  
RECORD.

### PUPIL STANDARDIZED TEST AND HEALTH RECORD - Page 7

This form is provided for use in accordance with any instructions the County Superintendent or District Superintendent may give.

### PUPIL GRADE RECORD - Page 20

This form is provided for maintaining a record of pupil grades. Above each group of columns numbered 1 to 4, list a subject to which a grade is given on the report card and/or permanent record. Enter the grade for the subject for the first period in column 1, and repeat each subsequent period in following columns.

### SUMMARY OF TEACHER'S PERIOD REPORTS OF PUPIL ENTRANCE AND ATTENDANCE (Form 23/24F) - Page 24

At the end of each period, after completing the Teacher's Period Report of Pupil Entrance and Attendance (Alternate A or B), enter in the period report, record the period totals on this summary. The Summary remains in the Register and is used to obtain the Annual Report of the Teacher.

A teacher using Alternate B for the Period Report should obtain the data from the Period Report form directly to the Summary.

A teacher using Alternate A for the Period Report should obtain the data from the Pupil Attendance Record for the period to obtain the totals for the period (E-1, E-2, or T) and to obtain the Period Totals (columns (4), (5), (6), (7) and (8)).

### TEACHER'S PERIOD REPORT OF PUPIL ENTRANCE AND ATTENDANCE (Form 23/24B) - Page 25

This form is one of two alternate forms suitable for reporting at the end of each period to the responsible Superintendent. This form, Alternate B, is suggested for period reports made to the District Superintendent. (Alternate A, page 5, is suggested for reports to the County Superintendent.)

The forms on pages 25, 27 and 29 are to be detached from the Register as used. Each form is for one period, numbered in the upper left corner below the perforation.

### ANNUAL REPORT OF TEACHER (Form 23/24G) - Page 31

The teacher must make a report by July 1 to the County Superintendent or District Superintendent. This form complies with the requirements for the teacher's report. Three copies are provided; the Original is to be transmitted to the Superintendent, the Duplicate to the District Clerk, and the Triplicate left in the Register.

The data on the front of the Annual Report is obtained from the Totals on page 24, Summary of Teacher's Period Reports of Pupil Entrance and Attendance. Directions on the form for obtaining the data on the back of the Annual Report.

### TEACHER'S AFFIDAVIT - Inside Back Cover

This statement should be signed by the teacher at the time of completing the Annual Report.

When a pupil who has been absent more than ten consecutive days and who has been temporarily dropped returns to school, enter an R in the appropriate half of the space. For each consecutive attendance after the return, no mark is entered and the space is left blank.

On the day that a pupil is discharged from this school,<sup>a</sup> enter the abbreviation Td in the appropriate half of the space.

When a pupil is in attendance but is tardy, enter a Tr in the appropriate half-space.

At the end of the period, complete the blocks to the right of the daily attendance record, summarizing the attendance and absence data for each pupil. Count half-days, and if the total includes a fraction, enter the exact amount in the appropriate column (for example, show 20½ days present as 20½; do not round off to 21).

**Days Present (Col. 4).** Add the days the pupil was in attendance, including the day he first entered school, any day(s) he first returned after being dropped, and any days tardy. A pupil who attends a part of a morning or a part of an afternoon is counted as present for the half-day attended.

**Days Absent (Col. 5).** Add the days the pupil was absent up to and including the tenth day of any absence period of ten or more consecutive days. Do not count as absent the days a pupil is temporarily dropped when out of school after the tenth consecutive day's absence.

**Days Rejoining (Col. 6).** Add Days Present (Col. 4) and Days Absent (Col. 5).

**Days Dropped (Col. 7).** Add the days the pupil was temporarily dropped after the tenth consecutive day's absence.

**Days Not Enrolled (Col. 8).** Add the days in this period before the pupil entered this school,<sup>a</sup> and/or the days in this period after the pupil has been discharged from this school.<sup>a</sup>

**Times Tardy.** Add the number of times (half-days) the pupil was tardy.

(a) "This school" (for the purpose of this Register) means the one-room school or the classroom for which the teacher keeping this Register is responsible.  
(b) "Other school" (for the purpose of this Register) means any public or non-public school, or any classroom for which the teacher keeping this Register is not responsible.

# RECORDING AND REPORTING PUPIL INSTRUCTION-RELATED DAYS

## I. ESSENTIAL BACKGROUND FOR THE TEACHER

1. The annual school term **must** include **at least 180 days** of actual pupil instruction; these days are called Pupil Instruction Days (P. I. Days). P. I. Days **may** total **more than 180**, at the discretion of the local school board.
2. At the discretion of the local school board, the school term **may** also include additional days which are not used for actual pupil instruction. Such additional days may be of two types:
  - a. Pupil Instruction-Related Day (P. I. R. Days) approved at the local school board's request before the beginning of the school year by the Superintendent of Public Instruction in accordance with State Board of Education policy;
  - b. **Other Days** prescribed by the local school board but **not** approved as P. I. R. Days.
3. The **total school term** thus consists of P. I. Days + P. I. R. Days + Other Days (of which at least 180 must be P. I. Days).
4. Of the total school term, **only** the following may be counted for **Foundation Program purposes**: P. I. Days + P. I. R. Days. / 6
5. The **daily record** of pupil attendance and absence must show not only P. I. Days but also P. I. R. Days and Other Days, to provide a complete record of the total school term. Directions follow for keeping the Teacher's Register in accordance with these requirements.

## B. DIRECTIONS FOR USING THE TEACHER'S REGISTER FOR P. I. R. DAYS AND OTHER DAYS

1. Directions appear on page 1 for keeping the Pupil Attendance Record. Included in these directions are the following examples of use of the spaces on the Pupil Attendance Record pages:

☐

Present all day

☐

Absent all day

☐

Dropped A. M. Dropped all day would be

☐

2. For Pupil Instruction (P. I.) Days, follow the directions which appear on page 1.

3. For Pupil Instruction Related (P. I. R.) Days, mark each pupil **Absent**.

☐

4. For **Other Days** (days which are neither P. I. Days nor P. I. R. Days), mark each pupil

Dropped.

☐

5. On the Pupil Attendance Record page, at the top where dates are entered, write in the notation "P. I. R. Day" or "Other," whichever applies, whenever any day of the school term is **not** used for actual pupil instruction.
6. When totaling the **Days Absent** on the Pupil Attendance Record page, include any absences marked due to P. I. R. Days.
7. When totaling the **Days Dropped** on the Pupil Attendance Record page, include any "dropped" days due to use for "Other" purposes.
8. When making out the **Teacher's Period Report of Pupil Entrance and Attendance**, use the period totals (aggregates) as shown on the Pupil Attendance Record page (where the P. I. R. Days and Other Days were counted as Days Absent and Days Dropped, respectively.) In the column headed "Days in Period," show the **total** of P. I. Days, P. I. R. Days, and Other Days. At the bottom of the Period Report, **write the date(s) and description(s)** of any P. I. R. Day(s) and Other Day(s) in the period.
9. When making out the **Summary of Teacher's Period Reports of Pupil Entrance and Attendance** (page 24), enter the same aggregate figures and days in period as shown on the Teacher's Period Report, (according to the directions in 8, above.) At the bottom of the Summary, **write the date(s) and description(s)** of any P. I. R. Day(s) and Other Day(s) in each period of the year, identifying each as P. I. R. or Other.
10. When making out the **Annual Report of Teacher to District or County Superintendent of Schools**, enter the totals from the Summary of Teacher's Period Reports of Pupil Entrance and Attendance. (The Aggregate Days Absent will then include P. I. R. Days, and the Aggregate Days Dropped will include Other Days.) In the blank headed "Days School was in Session" **enter** the total of all days in the school term, including P. I. Days, P. I. R. Days, and Other Days. In the space below the blocks provided for reporting each month, **write the date(s) and description(s)** of any P. I. R. Day(s) and Other Day(s) in the school term, identifying each as P. I. R. or Other.

## C. USE AND EFFECT OF TEACHER'S RECORD

The attendance record kept by the teacher is the basis for determining the Average Number or Belonging, which is used as the basis for the next year's Foundation Program.

Keeping the record in accordance with these directions will provide the correct data for Average Number Belonging, by insuring the **inclusion** of P. I. R. Days in the Aggregate Days Absent, which are counted for Foundation Program purposes. This will result in the school's receiving the benefit to which it is entitled for P. I. R. Days.

## D. REFERENCES

Sections 75-2203 and 75-3611, Revised Codes of Montana, 1947, as amended; Opinion of the Attorney General dated September 14, 1961; Policy Governing Pupil Instruction-Related Days Approved for Foundation Program Calculation adopted by the State Board of Education, October 9-10, 1961.

## PUPIL ENTRANCE RECORD

[illegible]

FAMILY ATTENDANCE \_\_\_\_\_  
FAMILY ABSENCE \_\_\_\_\_  
FAMILY MEMBERSHIP \_\_\_\_\_

THESE FOOTNOTES ARE FOR  
SHORT PAGES

[illegible]





SUMMARY OF TEACHER'S PERIOD REPORTS OF PUPIL ENTRANCE AND ATTENDANCE

For Year Beginning \_\_\_\_\_, 19\_\_\_\_ Ending \_\_\_\_\_, 19\_\_\_\_

(Complete each period from Teacher's Period Report of Pupil Entrance and Attendance, regardless of whether you use Alternate Form A or Alternate Form B for your period report.)

PERIOD	NEW ENTRIES (Pupil Registrations)									Td	4	5	6	7	8	Days Period
	E			T			TOTALS*				Aggregate Days Present	Aggregate Days Absent	Aggregate Days Belonging	Aggregate Days Dropped	Aggregate Days not Enrolled	
	(1) Boys	(2) Girls	(3) Total	(1) Boys	(2) Girls	(3) Total	(1) Boys	(2) Girls	(3) Total							
1																
2																
3																
4																
5																
6																
Total																

Add all columns (1) for Total Column (1); add all columns (2) for Total Column (2); add Total Columns (1) and (2) for Total Column (3).

EXHIBIT 3  
S.B. 256  
3.18.85

FLATHEAD COUNTY  
SUPERINTENDENT OF SCHOOLS

723 Fifth Avenue East, Room 104 • Kalispell, Montana • (406) 755-5300 Ext 351

March 15, 1985

The Honorable Dan Harrington  
Chairperson  
Education and Cultural Resources Committee  
State Capitol  
Helena, Montana 59620

Dear Mr. Harrington:

RE: S.B. 256

As a county superintendent, I would like to express my interest in Senate Bill #256. I feel this six count system for ANB calculations would be a step forward to help curb excessive expenditures which we are now confronted with in this calculation.

This procedure would also speed up the process in preparing to reach the ANB and Foundation Program amount for budgeting purposes.

I feel strongly that this bill has great possibilities of helping in our budgeting process; hopefully, your committee will feel the same.

Sincerely,

*Wallace D. Vinnedge*

Wallace D. Vinnedge  
Flathead County Superintendent of Schools  
723 Fifth Avenue East - Room 104  
Telephone: (406) 755-5300 - Ext. 351

# VISITOR'S REGISTER

HOUSE EDUCATION COMMITTEE

### Requirements when Office of Co.

BILL S.B. 168 - Superintendent is Consolidated DATE March 18, 1985  
with Another Co. Office

SPONSOR Sen. Jack Haffey

[illegible]

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

WHEN TESTIFYING PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

## VISITOR'S REGISTER

## EDUCATION

COMMITTEE

To Change Method of Calculating

BILL S.B. 256 - ANB For School Funding Purpose DATE March 18, 1985

SPONSOR            Sen. Bob Brown

[illegible]

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

WHEN TESTIFYING PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.