

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
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ROLL NUMBER

DESCRIPTION

1344

2001 HOUSE EDUCATION
HB 1344

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1344

House Education Committee

☐ Conference Committee

Hearing Date 01/24/01

Tape Number	Side A	Side B	Meter #
#2		X	354 to 3102
#3	X		1 to 3113
#3		X	1 to 2477
Committee Clerk Signature <i>Lisa Gilbert</i>			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsakor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Vice Chairman Brusegaard: The house has before it HB1344.

Rep. R. Kelsch: (District 34) HB1344 is a bill that is brought before you that is an idea that was talked a lot about during the recent gubernatorial races and was talked about by both sides of the aisle. It's an issue that has surface time and time again, however, it has gotten to the point where we as the state says that something needs to be done to compensate our teachers. We have been told that over the next ten years, we're looking at 3400 teachers retiring. We are hearing cases of young teachers of coming out and working and getting into the education field and finding that they just can't afford and continue to work in the education field. This bill is to try to help with teacher compensation and to try to give school districts the opportunity to increase teacher

compensation. What this bill does, in Section 1, the bill sets up the per pupil payments, and they would be \$2,240 the first year of the biennium and \$2250 the second year of the biennium.

Section 2 lays out the definitions for compensation, and the definition for teacher. Section 3 lays out the claims for reimbursement. On or before Oct. 1 of each year, the school districts must notify the Superintendent of Public Instruction to let him know how many full time teachers FTEs he has in his school district and what the increase in teacher compensation would be at that time. The claim must include those that received the increase in compensation. Section 4 lays out the amount of the reimbursement. The first year of the biennium, that reimbursement would be \$2000, the second year of the biennium it would be an increase of \$1500. If I was a teacher making \$25000 a year, the first year of the biennium I could potentially \$2700, the second year of the biennium I need to sustain that \$2700, and then receive a \$1500 increase on top of that.

Section 4, subsections 1 and 2, reading it and having other individuals read it as well, that was how the thought process went, however, we're not convinced that it read that way, so I have amendments. Section 5 lays out the payments. School districts would receive six payments. The first five would more than likely be equal payments, the six payment is delayed a little, it goes into June instead of having it in April. The reason for this delay, in October when the superintendents have to notify DPI as to how many full time FTEs they have, if, for example, a teacher would only teach one or two months and leave the school system, the school district would not receive those moneys. It allows flexibility for the school board. We are not mandating a compensation increase, what we are doing is we are taking dollars and giving them to the school district to use for compensation increases, and as you read the definition of compensation, they can use those in the negotiation process, and they can use them as they see

fit. One of the things that all of you know is that the fact that approximately 70% of a school districts budget is salaries, so what this does is that takes some of that relief off of that local school districts. I heard from all across the state that this is a good thing, and I truly believe that it is a good thing. I think it's time. If we don't have quality teachers, who's going to suffer? You need to think about what is best for our kids?

Rep. Hanson: On your definition of teacher on the second page, you have a teacher means any individual who is employed by the school district and is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board. The term does not include individuals employed as substitute teachers. You might have a secretary that's licensed to be a teacher. They probably shouldn't qualify for this.

Rep. R. Kelsch: That is something that has come up, but it's extremely difficult to exclude and a lot easier to include. We have tried to wrestle with this and if this committee decides that that's what they want to do, is to try to figure out the verbiage. Maybe the Lt. Governor will address it better. Truthfully, the numbers that we have come up with is approximately 9,092, and at this point, it's a lot harder to do the exclusion than it is to do the inclusion.

Rep. Mueller: In regard to that issue, does the FTE not somewhat take care of that issue?

Rep. R. Kelsch: The jury is out on that, because technically when you look on line 15, it says, 'the claim must include the number of full time equivalent teachers', however, if you go back up to the definition of teacher, that's where we get into some trouble, so we may need to look at the verbiage a little more closely.

Rep. Solberg: A verification relating to the funds that are earmarked for teacher salary increases, so if when they receive these funds, they are strictly earmarked for teacher salary increases, they can't be used for anything else, right?

Rep. R. Kelsch: They are earmarked for teacher compensation. The school district could use those funds as they saw fit during the negotiation process, and if you look under the definition of compensation, those are the items it could be used for. For example, the school district, when they do the reporting, they would have to say that, 'for teacher 1, we gave \$1800, so they would not have the \$200 to play with.

Rep. Monson: I'm in support of HB1344. I have to applaud the governor's office and all of the people who put this bill together. The ten dollars per year increase in foundation aid really does tie the school's hands, especially in the smaller district, those with declining enrollment, there's going to be a decrease in general fund dollars if all we have is ten dollars per pupil going out in foundation aid, because most districts are seeing their tax evaluations going up, their mill deducts will go up, and if you have fewer students, you will have smaller foundation aid payments coming out, and what are we going to run our school on, so there are some problems with this bill, but the total amount of money is great, the intent of the bill is great. One other little problem is that we're going to end up with declining enrollment and going to have to cut some teachers and most of the districts, I think, that have policy in place that says, those that were last hired will be the first non-renewed, and so on, so if we are unable, through extra foundation aid payments, to make some of the other needs around our school, we're probably going to have to make some cuts.

Rep. Mueller: As I look at the bill, I don't see where there's any, we're talking \$3500, that doesn't really say that a teacher may receive it, does it? The scenario that I'm looking at is a teacher may get \$2500 and another teacher may get \$1500 on the first year of this process. Is that a correct assessment?

Rep. Monson: If I'm understanding you correctly, it is subject to negotiations, and it's in compensation, so they may not end up with that amount of money in their pocket, and they may end up not getting the full amount if the board negotiated different wages or different places that they put it in that salary schedule. That will be local control. I do have doubts as to whether any school would not try to spend it, because as I see it, it's kind of a use it or lose it.

Rep. Mueller: That whole package that the school district may be eligible to receive, but it may not be evenly distributed between the staff. Am I reading that correctly?

Rep. Monson: As I understand it, there would be no more available than \$2000, so if someone... I'm not sure how that's going to work.

Chairman Kelsch: They can receive no more than \$2000, so you could not say, I'll give this teacher \$1000 and this teacher \$3000.

Jack Dalrymple: (Lt. Governor) First of all, we are concerned in the Governor's office, in the quality of education that we are putting for in the state of ND, and that is an overused term. "Quality" is thrown around quite a bit, and everybody has their own definition, but I think, if you think about what really needs to happen in a school, the essence of that is what the instructor is before the students. That is where the real education is taking place. It's not about the buildings, it's not about services, it's about an instructor standing in front of the students. We think that if you're going to improve the quality of education in ND that you have to be placing emphasis,

ultimately, on the instructor. We have tried in this bill to create a very strong incentive to make a greater investment in the instructor. We think that is what's needed to give some direction to our schools. Let them know, where we want them to go. It is the most important investment, I believe, that we make in state government. The other practical problem is what happens if we don't do a good job in compensation for instructors and then we're going to begin to have a recruitment problem. I think we're already beginning to see it in ND. It is there, we have a retention problem, we have people who are eager to retire. We're competing with all of the other jobs in our sector, and that's something we're going to have to face up to. The one thing that we absolutely cannot have in ND is a situation where our new instructors are the people who could not get any other job. It is in many ways a historical amount, it is the largest amount we have ever seen in a budget. It also represents a new method of distribution that we have never done before. The affect is only going to be felt if people pull together and agree on how to proceed in funding k-12. If we have legislators that have different ideas than this one, we're going to get into the usual pattern of chasing our tail, and I think we wind up with less direction or maybe no direction in solving the problem. The public has accepted the fact that we need to accept this. A couple of things that HB1344 will not do. In some ways, maybe the expectations of this bill have grown over the last couple of months, it does not solve the problem of declining enrollment, it works in the right direction. It is not the answer to the equity question. It also does not address the missing piece in improving the quality of instruction in our school: dealing with substandard performance by individual employees. We have a system does not work well in that regard, but as we move to higher pay for higher instructors, we have a right to higher expectations. *Please refer to handout* The technical side of the bill has to be very clear, it is

\$3500 available per FTE in here too, as I understand it, there is a way of reading the bill that would make it look like that wasn't the case. They file a claim with DPI, DPI confirms that they have that number of FTEs, they confirm that the increases are there, and they sent money out. Our final count as 9,090 teachers and administrators with certificates. That includes such things as counselors, teacher's aids, special ed teachers and directors, voc. ed. teachers and directors, tutors, tutors in training, many different employment classifications that are included at DPI. What is not included is other service staff, and I think that the definition that's in the bill could possibly be improved by targeting it toward the people who are in the positions that require a teaching license. The other part of this bill is understanding the bill picture. What has been discussed very little, is that we have a little unusual situation this year in the amount of money that will be pulling out of the tuition apportionment program. Normally, schools would expect, biennium to biennium approximately \$3 million over the prior biennium. This year, that increase will be approximately \$13 million. The reason for that, there has been a change in the way distributions are made. It was discovered through an audit that some funds were being withheld that should not have been, and we also know that there has been a large inflow of tobacco settlement dollars. We've also proposed an additional \$10 in regular per student payments each year, and that taken with the increase of the tuition apportionment, the total is \$100 per pupil. Some have asked, 'are we breaking the budget in order to do this?' We believe that we are not, they are general fund dollars, they are not targeted from any particular area, and we do intend to continue to propose the same amount of money, plus an increase in the coming biennium. If we did not feel that we could sustain this, we would have obviously not proposed it. We should not

allow this challenge to turn into a crisis. We've got to provide money now to prevent the crisis from coming.

Rep. Bellew: In this paper that you gave us, it says that there will be an \$80 per pupil increase, is that per year, or is that for the biennium?

Dalrymple: For the biennium.

Larry Klundt: (Executive Director of ND Council of Educational Leaders) *please refer to written testimony*

Rep. Nelson: Have you thought of taking administrators out of the compensation increase? How much would that be?

Klundt: Yes, as a matter of fact, in fact I considered asking my board to recommend that we'd do that, it would probably be a couple million of dollars.

John Finstead: My wife, Laurie is a fifth grade teacher, and one of the greatest pleasures I have in life is that I have students that come up to me and say, 'I'm so happy that I have Mrs. Finstead as a teacher'. I want a teacher who will engage children. My wife has taught for 17 years, she makes \$25,000 a year, she will always teach, but if you wanted it for a primary income, it wouldn't work. One discussion I had with a school board member I said, 'You know, teachers should have the ability to strike, and they could take and negotiate everything else and it would be all open and on the table', and the school board member said, 'No, if that was the case, the children would be hurt', and I said, 'No, the children wouldn't be hurt. It's the parents that don't have the fortitude to take and say, 'Teachers are important in our community', they're the people who don't want to pay the taxes or whatever it takes to increase salaries. To a county commissioner in Lisbon, I said, 'You know, it's too bad that the county can't do more to raise

teacher's salary', and the commissioner said in a flippant manner, 'If they don't like it, they can go someplace else', and I said, 'Your children are grown up and gone, you mean to tell me that you want someone educating your children in most cases, spending more time with your children than you, as parents did, you want that to be the only job that they can get? I think not'.

Erik Henrikson: (Fargo teacher) *Please refer to written testimony*

Rep. Nottestad: (District 43) *Reading testimony submitted by Dr. Mark Sanford, Superintendent of Grand Forks Public Schools*

Jennifer Montgomery: (Bismarek High School teacher) Teaching is a fantastic job and incredibly rewarding, but it was very important for me to be here today. You've heard many times that it's incredibly difficult to recruit teachers because of the pay, and it's getting more and more difficult to retain teachers because of the pay, and with our rank as 50th in teacher salary, we are far lower paid than many other states, even states with similar demographics. The vast majority of teachers also work seven days a week and evenings too, and we work summers too, not just as summer school teachers and house painters, but as professionals preparing for the coming year, by reading about our field, by thinking and talking about our curriculum, by developing instructional materials, by taking courses at universities in order that we may be the best possible teachers to young people in ND. Even with the evidence of the enormous time commitment freely given by most teachers and the consistent, convincing success of students in North Dakota schools, and we still languish as 50th in teacher salary earning just living wage in the big districts and earning next to nothing in many of the small. I want to see ND thrive, and I know that money is tight, but it's also frustrating to me, because the only way it seems to get this on the table is because of the coming crises. The idealist in me wishes that simple fairness is a

determining factor when talking about this. I love the school where I teach, and I know there are more important things than money, but I also know that I've earned two bachelors degrees, I've earned a masters degree, and I've obtained national board certification, which is the absolute highest certification a teacher in the US can get, yet I live frugally, and I pretty much live pay check to pay check. Now, I can embrace living frugally, but it gets very stressful and very demoralizing to live pay check to pay check. The prospect of remaining in ND gets grimmer and grimmer each year. In fact, at Bismarck High, our science and technology and math teachers get all kinds of recruitment letters from MN and other states, and that will continue. Governor Hoeven's plan is about recruitment and retention, but it's also about fairness, and it's about protecting the future of ND both in the form of present and future students and in the form of its citizen teachers.

Missy Devillers: (SNDEA, future teachers) *Reading testimony submitt4d by Mike Thomas*

Max Laird: (NDEA) *Please refer to written testimony*

Howard Snortland: (AARP) As grandparents, we are concerned of the state of education in ND. I received a good education, my children got a good education, but we're concerned now about what's going to happen to our grandchildren's education. The legislative committee of AARP met in December, and a resolution was passed that says that we support Governor Hoeven's campaign clause about teacher's salaries, with the understanding that this new money will not come from any existing program or dedicated funds. When I worked for DPI in 1948, we had a teacher unit payment, it appears to me that we're going back to the teacher unit payment to supplement the foundation program. I'm hoping that you do everything you can to retain these good teachers so that our grandchildren can have the education we had.

Jon Martinson: (Executive Director of the ND School Board's Association) *Please refer to written testimony*

Rep. Nelson: How many school districts this last year built in ending fund balances?

Martinson: I'm not sure the number, but I'm sure that some of them did hold some money over. I'd be happy to supply that to the committee.

Rep. Hanson: Under compensation, the \$3500 is supposed to go to teachers in salary or benefits. Do you see any school boards putting that on your health insurance, as you already have?

Martinson: That is one of those issues that school boards are able to negotiate with. As you know, it's total compensation, it deals with salaries, health issues, retirement, etc.

Dan Huffman: (Asst. Superintendent for the Fargo School District) *Please refer to written testimony*

Dean Bard: (NDSOS) *Please refer to #4 of his pamphlet.

Vice Chairman Brusegaard: We will close the hearing on HB1344.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1344 A

House Education Committee

☐ Conference Committee

Hearing Date 01/24/01

Tape Number	Side A	Side B	Meter #
#4		X	600 to 2275
Committee Clerk Signature <i>Lisa E. Martin</i>			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsakor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: I'm going to pass out Jeri Coleman's runnings of what the foundation aid's payments are, and also the dollar amounts the school districts would get based on current FTE's amount.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1344 *B*

House Education Committee

☐ Conference Committee

Hearing Date 02/12/01

Tape Number	Side A	Side B	Meter #
#2		X	1 to 3782
Committee Clerk Signature <i>Rita Gilbert</i>			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsakor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now take up HB1344.

Rep. Brusegaard: I move the amendments.

Rep. Hawken: Second.

Chairman Kelsch: We'll take a roll call vote on the amendments.

The amendments passed with a vote of 11 YAY 4 NAY 0 ABSENT

Rep. Mueller: I move my amendment.

Rep. Grumbo: Second.

Chairman Kelsch: We'll take a roll call vote on the amendment.

The amendment failed with a vote of 5 YAY 10 NAY 0 ABSENT

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House Education Committee

Bill/Resolution Number HB1344 B

Hearing Date 02/12/01

Chairman Kelsch: What are the wishes of the committee?

Rep. Mueller: I move a DO PASS AS AMENDED.

Rep. Grumbo: Second.

Chairman Kelsch: Committee Discussion.

The motion of DO PASS AS AMENDED with 15 YAY 0 NAY 0 ABSENT

Floor Assignment: Chairman Kelsch

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344-(C)

House Education Committee

☐ Conference Committee

Hearing Date 04-27-01

Tape Number	Side A	Side B	Meter #
TAPE I	x		01 to 3118
Committee Clerk Signature <i>Joan Dues</i>			

Minutes: Chr R Kelsch, V. Chr Brusegaard, Rep Bellew, Rep Haas, Rep Hawken, Rep Meier, Rep J Nelson, Rep Nottestad, Rep L Thoreson, Rep Grumbo, Rep Hanson, Rep Hunskor, Rep Mueller, Rep Solberg.

Chairman Kelsch called the committee to order on HB 1344, the clerk will call the roll, all present with one absent. The chairman will note that a quorum is present. Committee members what I want to explain to you first is the procedural motion as it happened on the floor. A procedural motion, because what you have in front of you, is HB 1344 engrossed with the Senate amendments. We have to do that in order for us to hog house the bill and send it back over to the Senate. Otherwise we would have sat out there with Senate amendments, we'd have put our House version on there on the Senate amendments, the conference report would have still been hanging out there. We are going to walk through the amendments. We can vote amendment by amendment. The chairman proceeded to go through the amendments (10245.0801 - see attached)

Rep Hawken: I just want to clarify one point, the compensation payment would go through the mil deduct, that would be the same language that is in current law.

Chairman Kelsch: what it would say, turn to page 2 subsection 3, in the engrossment it is on page 3 subsection 3, that is where you talk about the monies. It goes in there.

Rep Hawken: It is not separate, it is part of the whole program.

Chairman Kelsch: Right, it says you use teacher compensation payments, which is what we are calling them.

Rep Solberg: To clarify, are we going by the third engrossment.

Chairman Kelsch: You have to go by all three, because the third engrossment, we just have to do that to, so that we can hog house the bill and put the amendments on. There are some elements of this bill that we can use.

Rep Solberg: But not all of them, so my question regarding section three on pages five and six on the signing bonuses.

Chairman Kelsch: That is not in our amendment.

Rep Mueller: We are looking at significant different things regarding 1344 when it came out of our committee some while back. I have two questions, the hold harmless could you explain that in more detail.

Chairman Kelsch: What a hold harmless does is going back and looking at the proposal that was laid out during our conference committee. When the Senate was looking at it, whether or not they would go strictly with foundation aid vs the House plan. The runs were printed out and there were some pretty big losers. What has been done in the past, we have put some stop gap measurers into legislation to insure that you don't lose any more than you would have gotten. So

what the difference is here, the reason that it is at 750,000 dollars, the differences between what we have proposed now in foundation aid the last proposal that was on the table, it is a lot smaller. That is all that is needed to make it whole.

Rep Mueller: Basically that has to do with the FTE calculations, the other concern that I have is the minimum based salary. I think we have to move in that direction. It may upset smaller schools, but it had to happen. We haven't had a chance to look very closely at how this would effect smaller schools across the state. I have to support the amendments, but I do have concerns.

Rep Hanson: I had copies of the beginning salaries of all the school districts in the state (see handout) On the first page is all one room rural schools, they are going to be shut down. Then in the second year when it goes to 20,000 ,it will effect a lot more schools unless they come up with more local money.

Chairman Kelsch: We have approximately 8 districts above 22,000. We have 62 school districts that were at a base higher than 20,000. The majority are well below.

Rep Hanson: The first year of the biennium it will not make a lot of difference, but the second year that is going to make the difference.

Rep Nelson: Would you go through the breakdown of the FTE payments.

Chairman Kelsch: These are approximate numbers - the FTE payments would be 35536, the foundation aid payment would be 18464. For a total of 54 million dollars That does not include the tuition apportionment that we are seeing an increase of 14 million dollars.

Rep Nelson: One substitutive differences difference between this and the bill that we passed, is that we are moving the foundation payments at a higher level. That is good, it is important that we pay our teachers an adequate salary and continue to work towards that. We can't do that

without hurting the operating budget of our local school districts. This proposal does make a lot of sense, it is responsible from a financial aspect for operating school districts. It prioritizes spending for school districts for teachers and it doesn't limit the school district from going into the foundation payment and negotiating that into salary as well. From that stand point, to get this thing moving and get it over to the Senate, hopefully they will look at this from the same stand point as well.

Rep Hunsakor: I just want to share my thoughts. Our governor campaigned and promised the 3500 dollars. I think that the teachers and citizens across North Dakota thought that would be a reality. I believe that they thought that it would be the legislature's job to fulfill that promise. I strongly believe that we will be losing some teachers, who are going to lose trust in our process. I strongly believe that you can have all the tools in the classroom, you can have technology, you can have new books, if you don't have a quality teacher, the learning process will be minimized. On the other hand, you may have a minimum amount of tools, but if you have a quality teacher, there will be learning going on. My concern is with the one thousand, two thousand, I want to see the quality teachers stay in North Dakota so we can have maximum education for our kids.

Rep Brusegaard: We tried for 3500 increase, it was apparent that it was not going to happen. Legislation sometimes is the art of compromise. We are providing a 3,000 dollar salary increase, we did that so that we could free up foundation aid money, all the money is going to schools. I think that this is a bill that has a chance of passing both chambers. I want to thank the chairman and all the members of the committee for allowing this process to move forward. I know that we could have sat around the table for another two weeks and I don't think we would have seen any amendments that would have satisfied House members for the conference committee. I

understand your concern, we had running for governor that made promises but they did not have the power to fulfill.

Rep Hawken: One other thing, being able to put more money into foundation aid and having local control. This should help the school boards to negotiating with their teachers and they can do this and help us.

Rep Thoreson: All those things are true, I think that good legislation brings out the need for good compromise, I think the committee has studied this and worked hard at it. We are compromising with ourselves, because we have not gotten a whole lot from the Senate as far as compromise. This is a necessary thing to do and it will get us where we want to be. It is a start in a new direction.

Rep Hanson: Is there any part of this amendment that the Senate will resist.

Chairman Kelsch: I can't say, could be all of it. As I look at this, the House has said 3500 and the Senate said no. Went on to explain the differences. You told us to dig in our heels and fight for the 3500. We did. It is time to go home. In order to do that we needed to compromise, we have to give. It is a compromise that I think that each and every one of us can go home and be proud of. The reason I say that is because there are three priorities, in this piece of legislation. The first one is, we have said, teachers you are important to us. Did we get the 3500, we didn't promise 3500, but I did make a promise when I was running that teacher compensation was important to me and teachers were important, this is good, this is 3000 dollars, it is 4000 sustainable, but this is as good a deal. We are putting more money into foundation aid, it doesn't stop the teachers from going in and negotiating for 3500. It was hard for me to sit there today and think I was a loser, I let you down, but I didn't. We are putting more in for teachers, more in for schools and the

ultimate winners in this are the kids of North Dakota and a quality education, we have to move forward. Can I guarantee that this will pass in the Senate. NO. But we have come down here and compromised our position and we have made a move and now the ball is in their court. We moved and if there is any further delays it is not me or Lyle or Tom that is putting it on there. It is not the House.

Rep Hunskor: I am going to back up on my remarks, to be sure that you understand and Rep Brusegaard and Hanson understand that they were intended for the whole process. You three people have gone the extra mile and maybe two and the kids of North Dakota and the teachers and people of North Dakota are thankful you three represented us.

Chairman Kelsch: I read the e-mail messages, these were from Mandan teachers and they say thanks for everything this is a move forward.

Rep Haas: I too feel that this is a step forward in the way we look at education in North Dakota. It is the beginning of the type of change that we are going to have to have in the future if we are going to be able to sustain viable school districts and curriculum for kids in the long term. I believe that one of the most important amendments that was put on this bill besides the money is the study that we will be doing in order to take up a broad comprehensive look at how we deliver that program. That is going to be the basis for how we look at the long term future of elementary and secondary education in the state of North Dakota. We have talked about this long and hard all session about this bill. The discussions were on going and I think that we have come up with the best possible solution for the next two years for funding elementary and secondary education.

COMMITTEE ACTION

Page 7

House Education Committee

Bill/Resolution Number HB 1344

Hearing Date 04-27-01

Rep Brusegaard: I move the amendments

Rep Hanson: Second.

Chairman Kelsch: Any further discussion, the clerk will call the roll on the motion on the amendment on reengrossed HB 1344. The motion passes by a vote of 14 YES 0 No and 1 Absent. I will entertain a motion.

Rep Brusegaard: I move a DO PASS AS AMENDED.

Rep Hanson: Second.

Chairman Kelsch: Any discussion, hearing none, the clerk will call the roll on a DO PASS as amended on HB 1344. The motion passes with a vote of 14 YES, 0 NO and 1 ABSENT.

Chairman Kelsch will be the carrier. I want to comment the other two members of the conference committee, Rep Brusegaard and Rep Hanson and a thank you to the committee to allowing this bill to come back down here.

Rep Mueller: we want to commend the chairman of the conference committee.

Chairman Kelsch: We will adjourn the House Education Committee.

FISCAL NOTE

Requested by Legislative Council

04/30/2001

Bill/Resolution No.:

Amendment to: Reengrossed
HB 1344

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$509,049,148	\$0	\$509,049,148	\$0
Appropriations	\$0	\$0	\$23,506,305	\$0	\$509,049,148	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$509,049,148	\$0	\$0	\$509,049,148

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

2. This bill sets the per student payment amount for foundation aid at \$2,287 the first year and \$2,347 the second year of the 2001-2003 biennium and adds new sections to chapter 15.1-27 relating to the reimbursement of school districts for increases in teacher compensation and requires a school district employee compensation report. The bill also provides for an appropriation of \$41,500 for grants for assisting teachers obtain national teacher certification.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

3. B Expenditures under this bill are projected at \$509,049,148, \$473,771,648 for foundation aid, \$35,036,000 for teacher salary reimbursement, \$200,000 for a teacher compensation report and \$41,500 for grants to assist teachers obtain national teacher certification.

Foundation aid projections:	2000-01	2001-02	2002-03
1. Per student payments	\$2,230	\$2,287	\$2,347
2. Taxable valuation increase			3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor percent of five year average	75%	75%	75%
5. Percentage of appropriation paid each year		50.00%	50.00%
6. Foundation aid funding required =	\$473,771,648		

Teacher compenstaion projection:

1. There were 8,884 FTE meeting the definition of "teacher" at January 15, 2001.

2001-02 8,884 x \$1,000 = \$ 8,884,000

2002-03 8,884 x \$3,000 = 26,652,000

Adjust for first year teachers (500,000)

Total \$35,036,000

	Foundation aid	FTE	Other	Total
Schafer Executive Budget	485,542,843	0	0	485,542,843
HB1344	473,771,648	35,036,000	241,500	509,049,148

NOTE: HB 1013 added \$200,000 to foundation aid for Limited English Proficient students that is not reflected here.

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

3. C This results in a total increase to the Schafer executive budget of \$23,506,305 (decrease foundation aid \$11,771,195, create a new line item for teacher salary reimbursement of \$35,036,000, and add \$241,500 for the compensation report and teacher certification grants).

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	05/07/2001

FISCAL NOTE
Requested by Legislative Council
04/20/2001

Bill/Resolution No.:

Amendment to: Reengrossed
HB 1344

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$509,049,148	\$0	\$509,049,148	\$0
Appropriations	\$0	\$0	\$23,508,305	\$0	\$23,508,305	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$509,049,148	\$0	\$0	\$509,049,148

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

2. This bill sets the per student payment amount for foundation aid at \$2,349 the first year and \$2,411 the second year of the 2001-2003 biennium. The bill provides an appropriation for teacher bonuses, grants for national teacher certification and developing and implementing a teacher compensation report.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

3. B Expenditures under this bill are projected at \$509,049,148, \$487,966,148 for foundation aid and transportation, \$20,800,000 for teacher bonuses, \$83,000 for grants to assist teachers in obtaining national certification, \$200,000 for developing and implementing a school

district employee compensation report.

Section 8 defines a teacher as an individual who:

1. Is licensed to teach or approved to teach by the education standards and practices board;
2. Is employed by a school district, special education unit or area vocational and technology center as a class 70 teacher, according to classifications of the superintendent of public instruction; and
3. Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.

Teacher bonus projection:

1. There approximately 8,000 FTE that fall under the definition of Teacher in Section 8 of the bill (MIS system as of January 15, 2001).

2001-02	$8,000 \times \$1,300 = \$10,400,000$
2002-03	$8,000 \times \$1,300 = 10,400,000$
Total	$8,000 \times \$2,600 = 20,800,000$

Foundation aid projections:	2000-01	2001-02	2002-03
1. Per student payments	\$2,230	\$2,349	\$2,411
2. Taxable valuation increase			3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor percent of five year average	75%	75%	75%
5. Percentage of appropriation paid each year		50.0%	50.0%
6. Foundation aid funding required	$= \$461,035,668$		

Reconciliation:	Foundation aid	Teachers	Other	Total
Schafer Executive Budget	485,542,843	0		485,542,843
House Version	461,035,668	46,640,055		507,675,723
Senate Version	487,966,148	20,800,000	283,000	509,049,148

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

3. C This results in a total increase to the Schafer executive budget of \$23,506,305 (increase foundation aid \$2,423,305, add \$20,800,000 for teacher bonuses, add \$200,000 to develop and implement a teacher compensation report, and add \$83,000 for grants to assist teachers to achieve national teacher certification).

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	04/20/2001

FISCAL NOTE
Requested by Legislative Council
02/21/2001

Bill/Resolution No.:

Amendment to: Engrossed
 HB 1344

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$507,675,723		\$507,675,723	
Appropriations			\$22,132,880		\$22,132,880	

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
					\$507,675,723			\$507,675,723
					3			3

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

2. This bill sets the per student payment amount for foundation aid at \$2,255 the first year and \$2,278 the second year of the 2001-2003 biennium and adds new sections to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Expenditures under this bill are projected at \$507,675,723, \$461,035,668 for foundation aid and \$46,640,055 for teacher salary reimbursement.

NOTE: Section 3 of the bill limits the reimbursement provided to an amount arrived at by multiplying the number of full time equivalent teachers (FTE) times \$1,750 the first year and \$3,500 the second year. Section 2 defines a teacher as an individual who:

1. Is licensed to teach or approved to teach by the education standards

and practices board; but

2. Excludes administrators, assistant or associate administrators, principals, assistant or associate principals, special education directors, vocational education directors, directors of multi-district special education units, vocational and technology centers, and athletic or activity directors.

FTE projection:

1. There were 8,883.82 FTE that fall under the definition of "Teacher" in Section 2 of the bill (MIS system as of January 15, 2001).

2001-02	8,883.82 x	\$1,750	= \$15,546,685
2002-03	8,883.82 x	\$3,500	= 31,093,370
Total	8,883.82 x	\$5,250	= 46,640,055

Foundation aid projections:	2000-01	2001-02	2002-03
1. Per student payments	\$2,230	\$2,255	\$2,278
2. Taxable valuation increase			3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor adj percentage	75%	85%	100%
5. Percentage of approp. paid each year		50.50%	49.50%
6. Foundation aid funding required =	\$461,035,668		

Reconciliation:	Foundation aid	FTE	Total
Schafer Executive Budget	485,542,843	0	485,542,843
Hoeven Executive Budget	457,666,148	50,009,575	507,675,723
Projection HB1344	461,035,668	46,640,055	507,675,723

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

This results in a total increase to the Schafer executive budget of \$22,132,880 (decrease foundation aid \$24,507,175 and create a new line item for teacher salary reimbursement of \$46,640,055).

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	02/21/2001

FISCAL NOTE
Requested by Legislative Council
02/14/2001

Bill/Resolution No.:

Amendment to: HB 1344

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$487,912,142	\$0	\$487,912,142	\$0
Appropriations	\$0	\$0	\$28,298,970	\$0	\$28,298,970	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$487,912,142	\$0	\$0	\$0

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

This bill sets the per student payment amount for foundation aid at \$2,249 the first year and \$2,272 the second year of the 2001-2003 biennium and adds new sections to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Expenditures under this bill are projected at \$487,912,142, \$459,613,172 for foundation aid and \$28,298,970 for teacher salary reimbursement.

NOTE: Section 3 of the bill limits the reimbursement provided to an amount arrived at by multiplying the number of full time equivalent teachers (FTE) times \$1,750 the first year and \$3,500 the second year. Section 2 defines a teacher as an individual who:

1. Is licensed to teach or approved to teach by the education standards and practices board;

2. Is employed by a school district on a full-time basis; and
3. Spends more than fifty percent of the individual's time providing classroom instruction.

FTE projection:

1. FTE's used in this note are based on the strict definition of classroom instruction. Teachers fall into a number of exclusive categories including: classroom, bilingual, music, physical education, art, special education, vocational education, and others. There were 5,390.28 licensed FTE spending more than fifty percent of their time in a classroom setting (MIS system as of January 15, 2001).

2001-02	5,390.28 x \$1,750 =	\$ 9,432,990
2002-03	5,390.28 x \$3,500 =	18,865,980
Total	5,390.28 x \$5,250 =	28,298,970

Foundation aid projections:

	2000-01	2001-02	2002-03
1. Per student payments	\$2,230	\$2,249	\$2,272
2. Taxable valuation increase			3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor percent of five year average	75%	85%	100%
5. Percentage of appropriation paid each year		50.50%	49.50%
6. Foundation aid funding required =	\$459,613,172		

Reconciliation:

	Foundation aid	FTE	Total
Schafer Executive Budget	485,542,843	0	485,542,843
Hoeven Executive Budget	457,666,148	50,009,575	507,675,723
Projection HB1344	459,613,172	28,298,970	487,912,142

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

This results in a total increase to the Schafer executive budget of \$2,369,299 (decrease foundation aid \$25,929,671 and create a new line item for teacher salary reimbursement of \$28,298,970).

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	02/15/2001

FISCAL NOTE

Requested by Legislative Council

01/18/2001

Bill/Resolution No.: HB 1344

Amendment to:

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$508,499,866	\$0	\$508,499,866	\$0
Appropriations	\$0	\$0	\$22,957,023	\$0	\$508,499,866	\$0

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$508,499,866	\$0	\$0	\$0

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

This bill sets the per student payment amount for foundation aid at \$2,240 the first year and \$2,250 the second year of the 2001-2003 biennium and adds new sections to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Expenditures under this bill are projected at \$508,499,866, \$456,166,156 for foundation aid and \$52,333,710 for teacher salary reimbursement.

Note: The language in the bill is worded such that the increase in teacher compensation is limited to an amount arrived at multiplying FTE times \$2,000 first year and \$1,500 the second year. Using current FTE's of 9,515.22 a reimbursement at \$2,000 first year and \$1,500 the second year totals \$33.3 million.

If the intent is to spend the amount funded in the Hoeven budget, the payment amount needs to be changed to \$3,500 in the second year (\$19 million the first year, \$19 million increased base plus \$14.3 million second year). This note was prepared assuming the intent was to fund at the level recommended in the Hoeven budget.

Foundation aid projections: 2002-03	2000-01	2001-02
1. Per student payments \$2,250	\$2,230	\$2,240
2. Taxable valuation increase 3.6%		
3. Mill deduct 0.032	0.032	0.032
4. Weighting factor percent of five year average 100%	75%	85%
5. Percentage of appropriation paid each year 49.34%		50.66%
6. Foundation aid funding required = \$456,166,156		

FTE projection:

Uses the definition of teacher licensed or approved to teach by the Education Standards and Practices Board contained in the bill, 9,515.22 FTE at January 15, 2001.

2001-02	$9,515.22 \times \$2,000 = \$19,030,440$
2002-03	$9,515.22 \times \$3,500 = 33,303,270$
Total	$9,515.22 \times \$5,500 = 52,333,710$

	Foundation aid	FTE	Total
Schafer Executive Budget	485,542,843	0	485,542,843
Hoeven Executive Budget	457,666,148	50,009,575	507,675,723
Projection HB1344	456,166,156	52,333,710	508,499,866

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

This results in a total increase to the Schafer executive budget of \$22,957,023 (decrease foundation aid \$29,376,687 and create a new line item for teacher salary reimbursement of \$52,333,710).

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	01/23/2001

Date: 2/12/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1344

House House Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Move the Amendments

Motion Made By Rep. Brusegaard Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson		✓
Rep. Larry Bellew	✓		Rep. Bob Hunsakor		✓
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken		✓	Rep. Dorvan Solberg		✓
Rep. Dennis E. Johnson	✓				
Rep. Lisa Meler	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 11 No 4

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date:
Roll Call Vote #:

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

House House Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Mueller's amendment

Motion Made By Rep. Mueller Seconded By Rep. Grumbo

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch		✓	Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard		✓	Rep. Lyle Hanson	✓	
Rep. Larry Bellew		✓	Rep. Bob Hunsakor	✓	
Rep. C.B. Haas		✓	Rep. Phillip Mueller	✓	
Rep. Kathy Hawken		✓	Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson		✓			
Rep. Lisa Meler		✓			
Rep. Jon O. Nelson		✓			
Rep. Darrell D. Nottestad		✓			
Rep. Laurel Thoreson		✓			

Total (Yes) 5 No 10

Absent 1

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 12/12/01
Roll Call Vote #:

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1344

House House Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number 10245 0405

Action Taken Do PASS As AMENDED

Motion Made By Rep. Brusegaard Seconded By Rep. Bellew

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson	✓				
Rep. Lisa Meler	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 15 No 0

Absent 0

Floor Assignment ~~Rep. Kelsch~~ Chairman Kelsch

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1344: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (15 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HB 1344 was placed on the Sixth order on the calendar.

Page 1, line 1, replace "four" with "three"

Page 1, line 2, replace "four" with "three"

Page 1, line 13, replace "forty" with "forty-nine"

Page 1, line 16, replace "fifty" with "seventy-two"

Page 2, line 3, after the underscored period insert "a." and replace "is employed by the school district and is" with ";

(1) is"

Page 2, line 5, replace the underscored period with ";

(2) is employed by a school district on a full-time basis; and

(3) Spends more than fifty percent of the individual's time providing classroom instruction.

b. The term does not include administrators, assistant or associate administrators, principals, assistant or associate principals, special education directors, vocational education directors, directors of multidistrict special education units, directors of area vocational and technology centers, and athletic or activity directors, unless such individuals meet the requirements of subdivision a.

c."

Page 2, line 6, after "teachers" insert "or individuals employed in positions for which licensure by the education standards and practices board or approval by the education standards and practices board is not required"

Page 2, line 15, replace "the number of full-time equivalent teachers who received" with ";

a. The number of full-time equivalent teachers employed by the district as of September fifteenth;

b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and

c. The total amount of the increase in compensation."

Page 2, remove lines 16 through 18

Page 2, line 19, after the underscored period insert "For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand seven hundred fifty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand five hundred

dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

4."

Page 2, remove lines 23 through 31

Page 3, remove lines 1 through 7

Page 3, line 13, replace "June" with "May" and remove "Prior to distributing the final payment in June, the"

Page 3, remove lines 14 through 16

Page 4, line 3, after the underscored period insert "a." and replace "is employed by the school district and is" with ":

(1) is"

Page 4, line 5, replace the underscored period with ":

(2) is employed by a school district on a full-time basis; and

(3) Spends more than fifty percent of the individual's time providing classroom instruction.

b. The term does not include administrators, assistant or associate administrators, principals, assistant or associate principals, special education directors, vocational education directors, directors of multi-district special education units, directors of area vocational and technology centers, and athletic or activity directors, unless such individuals meet the requirements of subdivision a.

c."

Page 4, line 6, after "teachers" insert "or individuals employed in positions for which licensure by the education standards and practices board or approval by the education standards and practices board is not required"

Page 4, line 15, replace "the number of full-time equivalent teachers who received" with ":

a. The number of full-time equivalent teachers employed by the district as of September fifteenth;

b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and

c. The total amount of the increase in compensation."

Page 4, remove lines 16 through 18

Page 4, line 19, after the underscored period insert "For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand seven hundred fifty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand five hundred

dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

4."

Page 4, remove lines 23 through 31

Page 5, remove lines 1 through 7

Page 5, line 13, replace "June" with "May" and remove "Prior to distributing the final payment in June, the"

Page 5, remove lines 14 through 16

Renumber accordingly

2001 HOUSE APPROPRIATIONS

HB 1344

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1344

House Appropriations Committee

☐ Conference Committee

Hearing Date **February 19, 2001**

Tape Number	Side A	Side B	Meter #
I	x		0 - 4685
Committee Clerk Signature <i>LZ Danhe</i>			

Minutes:

HOUSE APPROPRIATIONS ACTION ON HB1344 (Hearing)

Committee was called to order by Chairman Timm. Clerk called the roll.

Rep. Timm: For members of the audience, for your information we are going to hear HB1344 first, this bill has had a hearing in the Education Committee so basically this is kind of an information type meeting for the appropriations committee members, because we're dealing basically with the money, so if there is testimony, it will be limited because we have a limited amount of time. So we will open the hearing on HB1344.

Rep. Kelsch: HB1344 is the funding mechanism for the foundation aid formula as well as the full time equivalent to teachers' payment, and I will walk you through the bill as it is amended. Basically, in section 1 what we have done is change the per pupil payment from \$2240 the first year of the biennium, to \$2249 the second year of the biennium, excuse me, the second year of the biennium we have changed from \$2250 to \$2272. On page 2 we amended the bill to not

include administrators and the sheet that I handed out to you will reflect how many administrators we thought we were taking out by the amendment, however, as the Chairman of the appropriations committee realizes, and if any of you have taken a look at your fiscal notes this morning, the amendment that we thought we had put in there to take out the administrators, actually took out a lot more than the administrators, and while I could stand before you and tell you that I balanced the budget for you, is not a good thing. So we need to further amend the bill and on your amendments what needs to come out is subsection two where it says, "Is employed by a school district on a full time basis" we need to remove on a full time basis, and remove number 3. Our intention in the House Education Committee was to remove the administrators which was 631 positions, and not to remove 4000 positions. On page 2, line 19, what that amendment does is it changes, as the bill was originally drafted, it changes per teacher payment from \$2000 the first year of the biennium to \$1750 the first year of the biennium, and \$1750 the second year of the biennium, for a total of \$3500. Now the way the bill is laid out, the compensation as you may or may not remember, includes all salaries, benefits, commissions, memberships, GFFR, the provision of vehicles, any other payments that are used as salaries and any other payments or services that are reportable as gross income under the internal revenue code. The distributions are made in 6 equal payments to the school districts, the school districts must report how many (FTE's) Full Time Equivalent teacher's that they have at the beginning of the school year, and some of the superintendents were concerned because they felt as though if they had to RIF some teachers, that they would lose money the second year of the biennium, so in order to address that, we put an amendment in that they would still receive those same money's the second year of the biennium. I hate to call it a hold harmless clause, but that's pretty much on essence what it is, so the school district wouldn't be penalized if they had to RIF

some teachers, and we know that this is probably going to be happening as we see more and more declining enrollments, especially in some of the rural school districts, and so that provision was also added into the bill. On page 3 under the compensation of teachers and the distribution of the reimbursements, at one time we the bill so that it the 6 equal payments with the sixth payment being in June, and the superintendents were concerned about that and felt as though the sixth payment should come while they were still in school and so we amended that so that they would get their sixth payment in May, so that they could actually balance their budgets and be moving forward the first of July.

Rep. Kempenich: How would they be held harmless, how would they get the same amount of money the second year if they didn't have the employees there?

Rep. Kelsch: This is a concern that the superintendents had because they said, we know that we may have to get rid of some teachers and we might lose some teachers in the second year of the biennium, and what there concern was that if they had used some of those money's, this bill while it says that you can pay \$3500 per teacher, its \$3500 per FTE, so in other words if you have given one teacher \$4000 if it was a teacher that you really needed to retain, maybe a high school math teacher, science teacher, or maybe another teacher higher in their pay scale and you gave them \$1000, It would be that sort of a situation. So the school districts weren't actually losing money by paying out the salaries and then losing a teacher, because that in essence what would happen. I don't know if you have had any other bills that have been dealing with chapter 15, the first half of the bill is if the title 15 rewrite does not pass, the second half of the bill is if the title 15 rewrite does pass, in other words it needs to coincide with either the code as it stands right now or the code as it will be passed with the title 15 rewrite.

Rep. Timm: Rep. Kelsch, do you have a copy of those amendments that you are proposing to the bill?

Rep. Kelsch: We were hoping that we had them, I called up to Legislative Council and they should be coming down with them.

Rep. Skarphol: In your amendment you talked about page 2 lines 6 and 7, you remove on a full time basis, and subsection 3 and I would assume your amendment would do the same thing on page 4, is that correct? Answer was yes.

Rep. Wald: By striking lines 2 and 3 and lines 6 and 7, which we referred to earlier, if you had a teacher that didn't meet that, would that be a prorated amount? So if a teacher taught 3 hours a day they would still be entitled to there prorated share?

Rep. Kelsch: The reason that we couldn't have the full time basis, and it does not include a substitute teacher, I would not be the pro-rata, they would still be able to receive that full amount. If the school district chose to do that.

Rep. Timm: Any other questions?

Lt. Governor, Dalrymple: Its a pleasure to be back in this hallowed room where all of the great decisions of government are made. I have just a couple of short comments, and I can tell by looking at you that you are in business like mood this morning, so I will get right to the point. Just to get the figures straight here, the original Hoven budget was based on an FTE count of 9,092.65 FTE's, Multiplied times \$5500 equals \$50, 009,575 million. The \$5500 of course, is the cost of providing \$2000 the first year and \$3500 the second year, you have to add them together. The House Education Committee eliminated or removed 631.4 administrators, but there was also an add back of 407.12 FTE teachers or licensed to teach individuals that were originally overlooked by DPI, so the net number that you wind up with is 8, 883.82 and that needs to be

multiplied times \$5250 for a cost of \$46, 640,055, the \$5250 is the cost of providing \$1750 the first year and \$3500 the second year, and that of course does still provide over a two year period \$3500 increase in compensation for every teacher in North Dakota. The savings as I'm sure you know from the \$50 million down to \$46.640 million has been rolled into the per pupil payment, so the total cost in the bill is still exactly the same. Mr. Chairman, I would just like to say for the record that, although the governor's office would have preferred that the bill remain in the form as it was introduced and the front loading in the first year was the right way to go, we feel that on balance the House Education amendments are very much in the spirit of the original intent of the legislation, it does provide \$3500 by the second year and that of course is the main thing. Just a couple of comments, and I'm going to refrain from all the philosophy, I'd love to speak to you about teacher compensation for 20 minutes but I won't do that, but I do want to make one point. There has been some misunderstandings about the way this bill works, and one of the main misunderstandings is that the \$3500 refers to an individual increase in compensation for each and every individual in a a school, right up to the librarian, that's not the way this bill works, what this is, is a scheme for the distribution for funds, just as the per pupil payment is a scheme for the distribution of funds, and just as we do not evaluate the pupil's that create that eligibility for funding whether their large or small, smart or dumb we don't look at the pupil, so to in this scheme we don't look at the FTE teacher and say that they are the right kind of teacher or the wrong kind of teacher. It is strictly a measure of the size of your school, just as the per pupil payment is. Those dollars will flow to the school unrestricted, they will have to go through the negotiation process and in the end, individual employee's can get different amounts. We would say that it is not appropriate to even discuss who would get exactly how much, or whether they do or do not belong, or are deserving to be in the category, it is strictly a scheme to distribute

funds to the schools. I think the other thing that I wanted to confirm is that, in agreeing with Rep. Kelsch that the bill needs some amendments and in there effort to produce a tight definition on employment, I think they inadvertently included far to many exclusions than was intended by the committee, and I believe the amendment as laid out by Rep. Kelsch is correct, and would put the bill back to a \$50 million dollar bill which is the intent. Mr. Chairman, I would certainly encourage the committee to act favorably on this bill when it gets amended, and I would be happy to take any questions.

Rep. Gulleson: What is your plans for the future sustain ability of these increases?

Lt. Governor, Dalrymple: I think that its really implied any time that you increase base funding for k-12 education, that you are making a commitment to sustain that level of funding in the future, and the Hoeven administration definitely would take the attitude that the new current level of funding, which is something like \$510 million dollars would become the starting point for the 2003 - 2005 biennium. Now it is always possible, for school funding to be reduced in theory the per pupil payment could be lowered right now below its current level, but I think that legislators would do most anything that they could to avoid that and the per FTE distribution is going to have exactly the same status, people will want to maintain that level of funding going forward.

Rep. Martinson: Interesting your term scheme to distribute money back to the school districts, if the whole intent here of campaign promises was to give teacher's a raise, which I do support and I think most of us do, there are really not guarantees, that this is merely a way to distribute money back to the school districts and I think that most teachers believe that if this passes they will get substantial increase in salary, but the way I read this, and after listening to you, that is not necessarily so, is that correct?

Lt. Governor, Dalrymple: Its pretty difficult to speculate what ever school district will do with these funds, but it certainly our hope that if \$3500 by the second year of the biennium is being provided in state funds to a school for each and every teacher or teacher equivalent, and if that school district would make every effort to provide those dollars to a teacher in whatever form they want it, whether that be salary or a combination of salary and benefits, and the teacher will be involved in that process or will have an opportunity to negotiate for whatever it is that they want, and I think we have provided the tools, we have provided the dollars, and we would certainly hope that school districts would follow through.

Rep. Timm: Any other questions?

Mr. Max Laird, President of the North Dakota Education Association.

I rise to speak in favor of this legislation and In addition I would like to rise to speak in favor of the technical amendments as proposed by the Education Committee, they do in fact address the issue, I believe clearly that was intended in the amendments made in the Education Committee to adjust for the 600 administrators and then the add in as described by Lt. Governor, Dalrymple. In addition, I do believe that the reflection of the addition to the foundation aid payment is an intent on the part of the Education Committee to reflect the needs of school districts in the field in terms of their ability to continue to operate, as Lt. Governor Dalrymple and others have eluded to this legislation is boldly going where we have never been before and so from our perspective it is not perfect, but it is a good place to be at this point in our conversation, we would encourage that the committee look favorably upon the technical amendments, and as the Lt. Governor indicated earlier, it would have been our preference to have the bill come through this house of the legislature in tact again as he indicated, but the amendments reflect the needs of the state and the

conversations that have been held to date, and I would simply encourage the you to address the amendments and give this legislation a clear and a Do Pass legislation.

Rep. Aarsvold: The \$46.6 million that's proposed in this legislation, what % increase does that have on teachers salaries cumulatively across the state?

Mr. Laird: Our average wage statewide runs at about \$29,000, so if you add \$3500 to that and do the math were going to looking at 10%

Rep. Aarsvold: That's over the biennium of course, so we are looking at 5% annually, would that be true?

Mr. Laird: That is correct, now, having said that I do need to say to you as well that the average wage for teachers in North Dakota is not reflective of districts, its reflective of an average, when you have a state like ours with 200 class B or smaller districts and 16 class A districts, your going to have some skewing of those averages, but in reality that's the answer to your question.

Rep. Kempenich: I have one question that's been kind of gnawing at me since we have been looking at a lot of these budgets, it has been the operations of most schools systems pertaining to their energy costs, most of those that I have talked to have seen their costs double over the last year or year and ½, how would you propose that the school districts handle this as they come into something like this, because if there is a fund that's dedicated to in one area, how do you propose that districts handle something like that?

Mr. Laird: There are two issues that you are addressing, one is operations and the other is the way that funds are distributed from state level. It is true that operations costs have gone up, now were are seeing some fluctuations in these costs right now, so were not sure whether this issue is going to settle itself out, but having said that, let me say in addition that superintendents are I believe, that taking some of the pressure off of some of the compensation issues, by virtue of this

proposal will in fact allow them to better manage some of the operational costs of the district and we have not heard from the field that these numbers are out of line in terms of what they prospect as needs for operational costs. The other issue, and the fear that many districts are addressing along with your question, is the simple fact that, as we raise foundation aid to a higher level, as the students populations decline, you lose more dollars per pupil, so the goal of the state and its our belief that we should continue to converse about this in the next two or three weeks. How do we best guarantee that a district is going to be sustained for the next biennium, is funded in a way that we don't leave money on the table at the end of the biennium, that takes away from those operating costs, which your just addressing, by virtue of declining enrollment and losing that \$2249. Those are concerns that we need to continue to have conversations about.

Rep. Skarphol: There seems to be consensus in regard to the amendments, and I would move the amendments .0406.

Rep. Glassheim: As you understand it, normal increases of 1, 2, 3, 4 % negotiated in each district are included in here, that is each district can choose whether to use this \$3500 to increase salaries over last year, but essentially have there own moneys flat.

Mr. Baird: I would like to ask Lt. Governor, Dalrymple to answer that question in addition, but it is my belief based on the governors proposal and our conversations with Rep. Dalrymple and his testimony that in fact realize that this is a methodology whereby the money is distributed to the school district, it is placed on the bargaining table and the entire budget of the school district now becomes in discussion. But this pot, this silo, is held accountable to compensation, that does not take away from the possibility of the district offering opportunity for a given group of teachers to deal with issues of health insurance, additional compensation, we can't do that, the law is as we have it today, allows all of those through the collective bargaining process. All of

those discussions to be held. What this bill intends to do, is to dedicate a certain amount of funds for compensation that does exclude the possibility of discussion around the other issues.

Re. Glassheim: If I'm the teacher and I'm making \$30,000 this year, I might just make more depending on those local negotiations and how it is distributed, but on average I might make \$31,750.

Mr. Baird: That is in fact true, its all going to be dependent on the local school districts, based on circumstances, tax base, funding level, property tax level and I think that's part of what is built into this legislation, is the intent that we will still be able to reflect on some issues of local control while at the same time, to some extent try to secure the possibly that were raising compensation up by \$3500, it may go higher than that, our hope that it would not go lower than that.

Rep. Timm: Any other questions?

Rep. Byerly: I guess I have a question for Rep. Kelsch. With the amendment, or I should say without the amendment, basically it limits it to classroom teachers?

Rep. Kelsch: Actually it limited it to less than that.

Rep. Byerly: It had to be a full time teacher that taught in a classroom.

Rep. Kelsch: Correct, it would include full time teachers classroom teachers only.

Rep. Skarphol: With the engrossed bill as is, which of these two categories would be included or not included? The amendment that you are proposing, would it not put the top group back into the paid, only the bottom part of this would. (Referring to a handout sheet)

Rep. Kelsch: What the intention was to take out the 631 administrators, so the bottom half is what we intended to take out. In actuality what we took out was everybody on that sheet, except for the top line.

Rep. Wald: Did you misspeak when you said full time teachers only? I don't think that's what the amendments say, it would be full time teachers or those who are not full time, but I think you said earlier they would get their pro rata share, so if a teacher is not considered a full time teacher what ever that definition is in the local school district, and they taught four hours a day, they would be entitled to their pro rata share.

Rep. Kelsch: That's correct, I misunderstood your question.

Rep. Timm: Any other testimony to report?

Rep. Martinson: Just trying to read this quickly, you talk about the amendment on section 1, section 2, section 4, section 5, says that if HB1045 does not become law then we make these changes, but then on another page it says we amend HB1045, so I'm just a little confused that in one case you say if it doesn't pass, this becomes effective in another section, you say were going to amend that.

Rep. Kelsch: When we do a rewrite of a total chapter, what we have to do is, address the bill that's before the Education Committee, or the bill that addresses the rewrite. HB1045 is the rewrite of title 15, now in title 15 we have done is a lot of revisions in there, nothing substantive but what we have done is upgrade language, deleted language that is no longer applicable to common practices, and so each one of our education bills has basically had to address chapter 15 as it is currently written, and say that if HB1045 does not pass that it needs to be amended as the first part of the bill says. If title 15 does pass, then it needs to be amended according to HB1045 which is the rewrite of title 15.

Rep. Delzer: Your proposed amendments done on page 3 line 23 and 24, and maybe you mentioned it and I missed it, but the increase in the per pupil payments, did you just figure them wrong when you did them.

Rep. Kelsch: All along I have said that there should have been a difference in the savings that we had made, and I know that by our calculations we have said that we have got with removing the 631 administrators that it was approximately \$2.7 million dollars, and then by switching the way we were making the payments by going \$1750 the first year and \$1750 the second year, that it was approximately \$250 dollar per FTE savings, and in essence we should be having approximately a \$5 million dollar savings that could go into the foundation aid payments, what happened was due to the calculations that was made up at DPI and the removal of all the additional people, there was a \$20 million dollar savings that was reflected on the fiscal note but they only put in \$3.4 million into the foundation aid, and that was not the correct way we had told them to do it.

Rep. Koppleman: Would you address the issue that the Mr. Laird commented on previously regarding the flexibility or lack there of with local superintendents, when and if this becomes law, how would you envision it working in the local school district level in terms of the negotiation process.

Rep. Kelsch: As I see it, each one of the school districts has to report how many FTE's that they have, and how much there giving to those teachers, and so if for an example, if you have 100 teachers in your school district and you have \$3500 per teacher, or \$1750 the first year, and that would be their pool of money that they would have to work with, and it would be my thought that the school districts would have the flexibility to say, this money goes to this teacher and this money goes to that teacher, or however they distribute it, because as I said compensation does not necessarily mean salary, it can be in their health care benefits, it can be TFFR, or any of those things that currently that teachers are getting as compensation.

Rep. Monson: Would this pool of money that comes to the teachers or the school, also possibly cover what it is already negotiated, lets say that in the schools negotiated plan, every teacher is getting a \$400 increment, now that would be a raise from there present salary this year, they would have \$400 in their increment built in, this \$1750 could be or would be considered in covering that \$400 increment that's already in there, plus any new raises to the base, is that how you would perceive this?

Rep. Kelsch: I would sure hope not, because it would seem to me that those school districts already are budgeting ahead to have those increments put in for there teachers, however, I'm not part of the negotiation process.

Rep. Martinson: I'm still a little bit confused, its tough for me to think and listen to your answer at the same time, again on these sections it says that if HB1045 does not become effective, so the way I would read this then is that if HB1045 does become effective these sections will not become law.

Rep. Kelsch: We just rewrote sections that were out of order, they didn't make any sense at all when they were put into chapter 15, so we had to take them and move them all around, so the numbers may not match up.

Rep. Guleson: I think this reflects the money part, Its really a follow up to Rep. Monson's concerns that this compensation may be used in place of what the districts may be doing in negotiation, would you be comfortable with language in this bill that in essence directed the school board to use this in addition to the negotiated contract.

Rep. Kelsch: It was discussed in the House Education Committee which I feel technically does set the policy and we felt that it was not a bad idea, we felt that it was a precedent that we did not want to set and maybe was overstepping the bounds of local control.

Rep. Skarphol: If you are going to put those kind of restrictions on here with language to that effective, would you not also have to put language in here that the school boards had the option of removing which ever teachers were there in order to finance there facility?

Rep. Kelsch: Perhaps.

Ms. Debbie Nellson, School Boards Association:

We are in here in support of HB1344 as the Education Committee amended it, I just wanted to make a couple of points and I will be very brief. Just for clarification purposes, at one point it made it sound like this money would come to the districts unrestricted and that isn't exactly true, the money will only come to districts as a reimbursement for increased compensation for FTE's, so it can't be spent for anything else, it will only come after the negotiated agreement is signed and that has been recorded to DPI and then the amount up to \$1750 would be reimbursed if that much was utilized. In response to the questions about all compensations being included in this \$3500 and whether that's really fair or not, our position on that is if it is the intention that it all go purely for salary then we need about twice as much foundation aid so that we can pay for indexed schedules that we have to come with next year.

Rep. Koppleman: You commented on the fact that the state has traditionally being paying about half both in terms of fixed costs and also compensation. Do you see this then as a shift in that process. Do you see the local school district looking at its bottom line after negotiations once this is in place, and saying now the state is paying %60 of the compensation area, but %40 of the other costs?

Ms. Nellson: I think that includes all compensation that when all is said and done, because local property taxes can't go up much higher, that if the state money is utilized for more of the

compensation than the local money is utilized for more of the operation and other salaries, but yes it could indicate that the state is picking up the greater share.

Mr. Richard Otten: I represent the 631 people who have been amended out of this, we however do favor this bill with the amendments proposed by Rep. Kelsch, and the reason is that is primarily a bill that is intended to increase the compensation for teachers, it needs to be moved on and our being amended out of it has no significant bearing on us and we feel it should move as it has been amended.

Rep. Timm: Any other testimony? Hearing on HB1344 was closed. Rep. Skarphol!

Rep. Skarphol: I have reviewed the amendments and I would move the amendments 0406. Seconded by Rep. Koppleman that we adopt the amendments by Rep. Kelsch (.0406 dated February 19, 2001 to the engrossed bill.

Rep. Timm: Any discussion? All those in favor of adopting the amendments say AYE. Voice vote. Amendment are adopted. Rep. Wald moves a DO PASS as amended. Seconded by Rep. Skarphol. Any discussion? Call the roll. (18) Yes (3) No Motion passes. Rep. Timm will carry the bill to the floor.

End of action by the committee on HB1344.

AMENDMENT #

10245-0406

Date: 2/19/01
Roll Call Vote #: 12001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1344

House APPROPRIATIONS

Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken DO PASS AS AMENDEDMotion Made By WALD Seconded By SKARPHOL

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman	✓				
Wald - Vice Chairman	✓				
Rep - Aarsvold	✓		Rep - Koppelman	✓	
Rep - Boehm	✓		Rep - Martinson	✓	
Rep - Byerly		✓	Rep - Monson	✓	
Rep - Carlisle	✓		Rep - Skarphol	✓	
Rep - Delzer		✓	Rep - Svedjan	✓	
Rep - Glassheim		✓	Rep - Thoreson	✓	
Rep - Gulleason	✓		Rep - Warner	✓	
Rep - Huether	✓		Rep - Wentz	✓	
Rep - Kempenich	✓				
Rep - Kerzman	✓				
Rep - Kliniske	✓				

Total (Yes) 18 No 3Absent 0Floor Assignment Timm

If the vote is on an amendment, briefly indicate intent:

2001 SENATE EDUCATION

HB 1344

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344

Senate Education Committee

☐ Conference Committee

Hearing Date 03-06-01

Tape Number	Side A	Side B	Meter #
1	x		32.9 - end
1		x	0 - end
2	x		0 - 7.4
1 (03-20-01)	x		8.5 - 15.5
1(03-26-01)	x		19.5 - end
1 (03-26-01)		x	0 - .7
1 (03-27-01)	x		0 - 51.3
1 (03-28-01)	x		47.7 - end
1 (03-28-01)		x	0 - 12.5
1 (04-02-01)	x		0 - end
1 (04-02-01)		x	0 - 34.0
2 (04-02-01)	x		8.5 - 23.9
1 (04-03-01)	X		11.5 - 33.9
1 (04-04-01)	x		0 - 35.7
1 (04-19-01)	x		0 - 47.8
Committee Clerk Signature <i>Donna Johnson</i>			

Minutes: CHAIRMAN FREBORG called the hearing on Reengrossed HB 1344 which relates to the reimbursement of school districts for increases in teacher compensation; and which relates to per student payments.

Testimony in support of HB 1344:

REPRESENTATIVE RAE ANN KELSCH, District 34, stated that HB 1344 has changed since its initial introduction. Section 1 lays out the per pupil payments. The per pupil payments in 2001 - 2003 go from the current payment of \$2230 per student to \$2255 in the first year of the

biennium and \$2278 the second year. The dollar amount that is put into foundation aid is approximately \$23 million, which is an increase over the current biennium. Section 2 lays out the definitions. It defines "compensation" and "teacher". This bill takes the savings of removing the administrators etc. from the bill and puts monies back into the foundation aid formula. This might answer some of the concerns of the rural school districts regarding operating costs. Section 3 lays out the claim for reimbursement and how those compensations would go to the school districts on or before October 1st or 30 days after the conclusion of the negotiation process. Each one of the school districts must make a claim to the Supt. Of Public Instruction for the reimbursement of the monies to be expended by the district during the school year to increase the compensation of teachers employed by the district. Number 3 would lay out the payment which would be \$1750 multiplied times the number of Full Time Equivalent Teachers (FTET's). Payment would be made to the school districts and the full time teachers would have to be employed as of September 16th of the first year of the biennium. The second payment would be made the second year of the biennium. The payments would be in six payments. The compensation of individuals included in this bill is approximately 8800 people for a total of \$36.6 million. With the savings made by implementing this bill the amount of foundation aid available would be increased from the \$19 million the governor requested to \$23 million. The current formula for foundation aid has not addressed equity. Putting more money into foundation aid has not helped raise teacher's salaries in most districts. This legislation still allows for local control. The local school district can or cannot accept these monies and distribute them in salaries or compensation as they see fit. SENATOR FREBORG asked about the \$23 million in foundation aid. REP. KELSCH stated that Governor Schafer's plan put \$19 million into the foundation aid formula and with the savings of approximately \$4.5 million by

reversing the payment. How you come up with those dollar amounts is you take \$2000 the first year, put \$2000 back in the second year, then put \$1500 on top of that. What you have is \$5500 that needs to go in the second year of the biennium. By either reversing those payments or taking half the payments the first year and half the payments the second year, instead of \$5500 to bring the salaries up to the \$3500 the second year, you would only need \$5250. That savings of \$250 times the 8800 full time FTE's equates out to approximately a savings of \$3 million. The savings from taking the 631 administrators out of this, is approximately \$2.7 million.

SENATOR FREBORG asked how many new dollars will go to the foundation program beyond the \$46 million for teachers? He thought she said there would be an increase of \$23 million to foundation aid. She stated that over the biennium, it would be an increase by the dollar amounts put in there, which is \$23 million increase from the numbers she was given by DPL. He stated he thought there was \$7 million new money in foundation aid and approximately \$46 million would be used. SENATOR FREBORG asked if the money going to the teachers, does that have to be paid out on an equal basis - \$1750 to each teacher? She said it would be at the discretion of the local board and it does not have to be equal amounts. She feels that by putting a separate line item for teacher compensation tells the school districts this is important to ND and needs to be done. There is still an option for the local district to either accept or not accept the dollars.

SENATOR FLAKOLL asked about teachers who share duties as an administrator. She stated this would be based on the amount of time spent in the classroom. SENATOR KELSH asked if any of the tuition apportionment money is in this bill, or would that be a separate payment to school districts. She replied that it is a separate payment and will go up about \$80 which would make it about \$300 for the blennium. This is not included in the dollar amount of the bill.

REPRESENTATIVE KELSCH did research on districts with large ending fund balances as

related to their teacher salaries. Some who have large balances do pay their teachers well.

Some who have large balances are not paying their teachers very well. Should the legislature restrict ending fund balances, maybe have the balance be a % of the total budget that is carried over. SENATOR KELSH asked if these funds have to be spent on teacher compensation. Also, can they thwart the negotiating process already in place by using this money on unequal distributions to teachers. She answered this has to go through the negotiation process, but a board could give one teacher one amount and another teacher a different amount if that was the result of the negotiation process. This money has to go toward teacher compensation.

SENATOR O'CONNELL wondered if this could affect the base salary by avoiding the base and using the money as a bonus. REPRESENTATIVE KELSCH stated it could if that was worked out during the negotiation process.

REPRESENTATIVE MONSON, District 10, spoke in support of the bill. He is a superintendent from a small school district, Edinburg, ND. He stated we have excellent teachers in ND and they are underpaid and under compensated. We need to attract good teachers to our state now and later. He feels this legislation makes available a pool of money that can be used through the negotiating process at the local schools. SENATOR CHRISTENSON asked if this would be seen by teachers as a small increment in their salary/compensation. He said it would need to be explained on the local level as the district goes through the negotiating process.

LT. GOVERNOR DALRYMPLE, spoke in support of the bill. The Governor feels this bill is important for the state. Our future economy will be based on intellectual capital and knowledge capital. We need to understand the importance of education. We need to place a high value on teachers in K - 12. North Dakota is on the verge of a serious problem with teacher retention and recruitment. He asked who will be the new teachers in ND in the next 10 years. HB 13444 is

the first major change in funding education. It looks at FTE teachers in schools as a method for distribution of funds. He feels this legislation is justified. It is a good anecdote for declining enrollment in ND. Sustaining this program is the intent of the administration. This does not diminish other funding sources. The total funding picture does include an increase of \$13 million through tuition apportionment which is normally increased by \$3 million. Some dollars that were held back in the past should have been distributed and there were. He distributed a handout (see attached) that shows where the \$50 million expense comes from. It is the intent of the current administration to maintain at least this level of funding in the future.

MAX LAIRD, NDEA, presented graphs and other documents. (see attached) He stated we need both retention and recruitment. This bill is the best thing ND has today. He believes the concept of the bill is sustainable, although he does have a concern over the base pay in ND, but this bill does not address that.

LARRY KLUNDT, ND Council of Educational Leaders, testified in support of the bill. (see attached testimony). He stated the administrators are not well paid as the public is led to believe. The administrators in ND receive about 50% of the national average whereas others employed in the education industry receive about 70% of the national average in salaries.

BEV NIELSON, ND School Board Assn., presented testimony. (see attached) She stated there is a need to have everything listed in "compensation". Her testimony includes an amendments that she would like the committee to consider.

Testimony in opposition to HB 1344:

MARK LEMER, Business Manager, West Fargo Public School District, presented testimony. (see attached).

ARDEN HANER, Max public School District, asked the committee to consider if more money in teacher's salaries guarantees a better education for our students. He stated not necessarily. He also has a concern if the state is going to continue to fund this plan. His suggestion is to put more dollars in foundation aid.

DEAN BARD, ND Small Organized Schools, feels this will benefit small schools more than large schools. He has a fear of maintaining the funds for this program. He feels the local board and the local district will use the money for salaries.

ERIC HENDRICKSON, West Fargo teacher, spoke as a teacher and supports the bill. He does understand this is a negotiated issue.

JENNIFER MONTGOMERY, Bismarck High School teacher, would ask the legislature to support the governor's proposal for the education budget. She feels the teachers need more compensation for their jobs. She stated the future is fairly dim, as far as salary, if a teacher stays in ND.

DAN HUFFMAN, Asst. Superintendent Fargo School Dist., presented testimony. (see attached). He feels we need to be able to compete with the neighboring states. He further stated that 10% of his staff is ready to retire today and in 10 years it will be 30%.

CHAIRMAN FREBORG closed the hearing on HB 1344.

03-20-01, Tape 1, Side A, 8.5 - 15.5

SENATOR KELSH stated that if HB 1344 passes as is, there is no guarantee that the money would be spent on teachers. They would have to request it and it would be based on FTE's and there is no guarantee that it would be spent on a salary package for teachers. His amendments would encourage the school districts to use the money for salaries or else the district would receive less in foundation aid, calculated as the percent not used for teacher compensation times

two. SENATOR WANZEK wondered how this could be monitored. SENATOR KELSII doesn't really know, but he feels there needs to be strong encouragement to pay the teacher with the money requested for teacher salaries. SENATOR FREBORGI asked if the language on page 2, lines 15-16, doesn't require the payment to the teachers. SENATOR KELSII stated the language is there, but there is no penalty if the money isn't used as intended. SENATOR COOK stated he understands there will be no money to a district if it is not used for the salary package. He does not have the same concern as Senator Kelsh. He feels the language is strong enough. SENATOR FREBORGI stated the Legislature has never dictated to the local districts how to spend the money they receive.

Committee Adjourned.

03-26-01, Tape 1, Side A, 19.5 - end, Side B, 0 - 0.7

SENATOR FLAKOLL presented an amendment (10245.0606). He explained the amendment to the committee. This amendment deals with local district's ending fund balances. This changes the unobligated general fund balance in each district from 75% of its actual expenditures to 65%.

Teacher compensation payments are also added into the equalization factor. This only affects school districts, not park districts etc. The changes within this amendment take effect July 2, 2003. This may encourage the local districts to use some of the dollars for construction or other means, such as teacher compensation. SENATOR FLAKOLL also asked the committee to review a chart which shows schools who have 60% - 74% ending fund balances this past year and further explained the chart. Some schools spend only 16% of their budget for teacher compensation. Since the last biennium, the carry-over dollars in the school districts has increased \$12 million. There are \$149 million in ending fund balances right now. SENATOR

KELSH stated the amendment does have some variations from current law. He asked about the 32 mill deduct. Is it taking on the teacher compensation. SENATOR FREBORG stated it looks like it is. SENATOR FLAKOLL said the teacher compensation will be subject to the same criteria as the per pupil payment, tuition apportionment payment, special ed aid, and transportation aid, not the FTE payment. SENATOR KELSH stated the intent of HB 1344 is to increase teacher salary. His worry is that the small schools are still getting less money than large ones. SENATOR FLAKOLL feels schools with a large ending fund balance don't need more money. Those large balances should be used to pay their teachers. More discussion on 32 mill deduct and teacher compensation. SENATOR FREBORG explained that as he understands this, this is on paper. You deduct the value of 32 mills in the district and that's the money they get. There is another district over here that gets more money under the deduct. One is a poor district and one is a rich district. So in the end, you have used all the money but you just distributed that money differently because of the 32 mill deduct. You don't take the money away from a district and put it in a fund over there. It's all done on paper. The same thing would happen with the teachers. They would get a disproportionate share of \$1750. SENATOR KELSH asked if there could be an amendment that does not use the 32 mill deduct in the formula.

Committee Adjourned.

03-27-01, Tape 1, Side A, 0 - 51.3

CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (7) members present.

SENATOR FLAKOLL presented a revised amendment (10245.0607) with another chart (updated). This changes the ending fund balance to 60% of actual expenditures plus \$20,000 and the chart reflects this. This amendment also removed teacher compensation from the

parameter. It also changes the effective date to 2004 thus allowing 3 years to implement. The mill deduct is unchanged as to current law. It does not apply to FTE's.

SENATOR FLAKOLL moved to adopt the amendment. Seconded by **SENATOR COOK**. **SENATOR FREBORG** stated this amendment only applies to ending fund balances. **SENATOR FLAKOLL** stated there is no expansion of categories either. **SENATOR COOK** asked if this amendment restricts schools with a 75% of actual expenditures plus \$20,000 ending fund balance. **SENATOR FREBORG** stated he believes they would lose all foundation aid. After reading the amendment, he stated the district only loses the amount over the 60% plus \$20,000. That amount is subtracted from the total amount due the school. **ANITA THOMAS**, Legislative Council, answered questions on tuition apportionment. She stated tuition apportionment is paid out on the census for the district. She further stated the 32 mill deduct does not apply to tuition apportionment. **SENATOR WANZEK** explained saying if the 32 mills is greater than the foundation aid, special ed, transportation aid, etc., then it affects the census. Otherwise, all those apportionments are lumped together and the 32 mills is subtracted from it.

Roll Call Vote: 5 YES. 2 NO. 0 Absent. Amendment (10245.0607) adopted.

More discussion on teacher pay and if HB 1344 passes. **SENATOR KELSEY** stated that if HB 1344 passes in present form, the schools will be able to take their FTE's x \$1750 and collect that much money. What the amendments do is require the local districts to have their ending fund balance down to 60% of their budget. **SENATOR FREBORG** stated the teacher pay in HB 1344 has nothing to do with ending fund balances. This amendment only deals with ending fund balances. **SENATOR COOK** still has reservations with schools who have large ending fund balances and will still receive money for increased teacher pay. He thought the amendment would do more than it does. The \$46 million is not going to be subject to any restrictions but

will go to all the schools. SENATOR FREBORG agrees in theory with SENATOR COOK but does not want to penalize teachers for their school having a large ending fund balance.

SENATOR COOK presented an amendment (10245.0604) dealing with signing bonuses. He moved to adopt the amendment (10245.0604). **Seconded by SENATOR FLAKOLL.**

The basis of the amendment is to allow the current district of employment of a teacher to match a bonus offer made to that teacher from another school. SENATOR CHRISTENSON stated her opinion on both House and Senate bonus bills. She does not feel a business model can be used in education. She feels a concept of unity is necessary in the education field. She would like to keep a "level playing field" in the teaching profession. She feels this amendment would be a breakdown in the teaching field.

Roll Call Vote: 4 YES, 3 NO, 0 Absent. Amendment ((10245.0604) adopted.

03-28--01, Tape 1, Side A, 47.7 - end, Side B, 0 - 12.5

SENATOR FLAKOLL presented an amendment (10245.0610) for the committee to review. This amendment deals with K - 12 teachers obtaining national certification. The fiscal impact of \$83,000 is based on 20 people obtaining the certification. The state will provide funds to help teachers wanting to obtain this. Initially, the individual would have to pay an application fee of \$2300. This amendment would help offset some of the costs. There is Federal money available that would match one-half of the application fee. The state would match the other one-half of the fee for the first 10 applicants and provide a similar amount to others up to a maximum of twenty people. After receiving the certification and upon entering into a contract with a school, the individual would be paid \$1500 at the end of the school year for up to four years, as long as the individual meets the criteria.

**SENATOR FALKOLL moved to adopt the amendment (10245.0610) Seconded by
SENATOR WANZEK.**

SENATOR FREBORG stated this money would be appropriated from the \$52 million for education. SENATOR CHRISTENSON stated this is a very demanding program and the state has about 15 individuals in the state who have this. SENATOR COOK stated the benefit would be that those undertaking this would stay in the state and continue to teach.

Roll Call Vote: 7 YES. 0 NO. 0 Absent. Amendment (10245.0610) adopted.

SENATOR WANZEK presented an amendment (10245.0608) for discussion. There is a wide difference in districts addressing teacher pay and compensation. He would like information available on salaries and benefits for FTE's and part-time teachers. This amendment would require the school districts to report to DPI on these different categories listed in the amendment.

**SENATOR WANZEK moved to adopt the amendment (10245.0608). Seconded by
SENATOR FLAKOLL.**

SENATOR O'CONNELL asked if this information isn't available now from the districts. He doesn't like the part where DPI can withhold funds until the information is received.

SENATOR KELSEY stated he feels the information is available. SENATOR WANZEK would like an official document from DPI showing the different categories listed in the amendment.

SENATOR CHRISTENSON asked what kind of time frame would be required to gather and input the data requested. More discussion on what information is now available and where.

Roll Call Vote: 4 YES. 3 NO. 0 Absent. Amendment (10245.0608) Adopted.

Committee stood at recess.

4-2-01, Tape 1, Side A, 0 - end, Side B, 0 - 34.0; Tape 2, Side A, 8.5 - 23.9

CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (7) members present.

SENATOR FREBORG presented an amendment (10245.0617) for the committee to review.

This will give more money for one more day of school per year (it extends the calendar to 181 days) and it will pay teachers proportionately. This money comes from existing money.

SENATOR FLAKOLL moved to adopt the amendment. Seconded by SENATOR COOK.

In discussion, SENATOR FREBORG stated that \$2 million is the cost of one day of school approximately. SENATOR KELSEY feels the teachers would like new money to fund this instead of tapping into existing funds. SENATOR KELSEY feels there is about \$46 million for FTE's and about \$7 million in foundation aid. SENATOR FREBORG explained that there is enough money right now for the teachers to each receive the \$1750. The problem he sees is the sustainability of this cost. He sees a large increase in property taxes within the next two years in order for this to continue. The Governor's budget has \$52 million for education.

Roll Call Vote: 5 YES. 2 No. 0 Absent. Amendment (10245.0617) adopted.

SENATOR WANZEK moved to reconsider an amendment (10245.0608). Seconded by

SENATOR FLAKOLL. Roll Call Vote to reconsider: 7 YES. 0 NO. 0 Absent.

SENATOR WANZEK stated his intent was to report current data, not estimates. He was informed by DPI there would be quite a cost to undertake this type of reporting. **Therefore he is proposing this amendment (10245.0616).** This would require reporting by DPI and demands accountability from the local districts. This would start with the 2001 - 2003 biennium. This should be changed as it gives little time to the districts for the coming year. The report would

show where the money goes once it reaches the district. SENATOR COOK stated this puts the information into public record. This would be a one-time appropriation from this committee. If there is a cost connected, it would be in the budget for DPI in the next biennium. SENATOR KELSH feels the information is already available and we really don't need to spend the extra \$200,000. TOM DECKER, DPI, answered questions. This would give the information on teacher compensation per district. It won't give information on ancillary staff or extra curricular activities. He feels this reporting would be manageable. The payroll data information is not available now through DPI. This would add new fields to their data base for reporting and would have to be updated to the local districts too. Some additional fields could be added to this without too much additional cost. Mr. Decker stated that the NDEA report and the reports DPI have do have some differences. **SENATOR WANZEK moved to adopt the amendment (10245.0616). Seconded by SENATOR COOK.** Further discussion on the data that is available and what the legislators feel is important data. **Roll Call Vote: 4 YES. 3 NO. 0 Absent. Amendment Adopted.**

SENATOR COOK presented an amendment (10245.0613) for discussion. This amendment is for a 2-year pilot project, using two selected schools, which is designed to enhance student achievement and teacher quality. It changes the way compensation is paid to teachers. This will replace the single pay schedule that is used in most of the public schools in ND. SENATOR COOK explained the amendment as a visionary vehicle to education in the future for ND. The fiscal note for this would be \$500,000 with \$40,000 used now to develop the program. He would like to see one pilot school from the eastern part of the state and the other from the western part of the state. SENATOR FREBORG would like to see eligible schools have the same

requirements as for other legislation for schools, 75% of expenditures plus \$20,000 in their ending fund balance. SENATOR KELSH thinks this should be an interim study. He is not convinced that the \$500,000 should come from the education funds. SENATOR COOK feels a study is okay, actually two studies, and he feels this is a study directed at the local decision-making level, which is going to take some money. It is important that teachers, school administrators and people making decisions at the local level understand the concept this is based on. He is open to making some changes, but feels a school has to have substantial size for the study to be successful. More discussion on size and amount of ending fund balance within the selected schools. The schools that have implemented this have two pay scales, one is the existing scale and the other is this new scale. The challenge is to move teachers from one scale to the other and that tends to take some dollars. Hence, the fiscal impact which is about \$65 per student in the study schools. He feels we in ND need to start addressing this if we are to have the ability to recruit and retain the best teachers. He feels ND won't be competitive in salaries with neighboring states and this will hamper the recruiting of teachers.

SENATOR FREBORG presented an amendment (10245.0615) for the committee's consideration. This amendment designates \$2.4 million for declining enrollment in schools. It is \$150 per student per year for \$300 over two years. It is based on the school district's proportionate share of the total statewide decline during the four-year period 97/98 - 01/02. SENATOR KELSH would like more information on where the declining enrollment is. SENATOR FREBORG stated it is spread across a wide variety of schools. Very few schools have gained students over these years (97/98 - 01/02). TOM DECKER, DPI, spoke to the committee and stated the steepest declines have been in the last two years. SENATOR

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Senate Education Committee
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FREBORG stated this amendment simply addresses declining enrollment and would definitely help all schools, especially smaller schools who have declining enrollment.

SENATOR WANZEK moved to adopt the amendment (10245.0615). Seconded by SENATOR FLAKOLL. Roll Call Vote: 7 YES. 0 NO. 0 Absent. Amendment Adopted.
There was discussion on which schools would receive dollars.

SENATOR COOK moved to reconsider action on amendment 10245.0615. Seconded by SENATOR WANZEK. Roll Call Vote: 6 YES. 1 NO. 0 Absent. Motion Carried.
Committee Recessed.

SENATOR KELSH moved to reconsider the actions by which the committee adopted the amendment on declining enrollment (10245.0615). SENATOR KELSH feels that after the Governor's position paper came out at noon, he feels some members may vote differently on this amendment. SENATOR KELSH withdrew his motion and will visit with the Lt. Governor.

SENATOR COOK presented an amendment (10245.0619) for discussion. This is a revision of amendment 10245.0613. He still questions putting boundary restrictions so that one school would be in the east and one in the west. He will look for options on this. SENATOR KELSH feels the committee has already spent enough money. SENATOR COOK feels this project would need front end money of \$40,000. SENATOR WANZEK presented for review amendment 10245.0618. This is the proper form with revisions for 10245.0616 which was adopted 4-3-0. He did change the date to start reporting to September 10, 2002 which will be

better for school districts. The appropriation was put at the end of the amendment also. Those are the two changes.

Committee Adjourned.

04-03-01, Tape 1, Side A, 11.5 - 33.9

SENATOR COOK presented an amendment (10245.0622) (This amendment is another amended version of 10245.0613).. He explained the changes in this amendment from the previous one. It changes the appropriation to \$340,000 (\$20,000 for each school that could apply for the grant to develop the program and \$150,000 for each school to implement it). Took out language identifying an east and west school and took out language identifying a 90 mile separation and stated the districts must be in different parts of the state. Designates a committee appointed by the legislative council to approve the applicant. This will bring more than one person to the table with expertise and involvement in this.

SENATOR COOK moved to adopt the amendment. Seconded by **SENATOR FLAKOLL**.

SENATOR CHRISTENSON feels the concept of the amendment is good. However, the structure of this is so tight and compressed that it will create more problems than it will help. **SENATOR KELSH** has concerns that this project wasn't put in a bill form and presented for a hearing. **SENATOR FREBORG** feels most studies don't seem to produce any results that are significant especially those from the education finance interim committee. **SENATOR KELSH** stated that Legislative Council says that 60% of the bills that come out of the interim are passed. They may be changed some, but they are passed by the legislature. Furthermore, it has been stated by the chairman that any monies put into any of these bills will come out of foundation aid. If this money was "new" or "extra" money, he would be supportive of it. **SENATOR**

COOK stated HB 1344 was introduced to direct money to teachers. That is what \$300,000 of this does and \$40,000 will help the districts. This is something any school district in ND can do right now. SENATOR COOK feels the amendment is germane to the bill and we need to study this issue.

Roll Call Vote: 4 YES. 3 NO. 0 Absent. Amendment (10245.0622) Adopted.

SENATOR COOK moved to reconsider the action on the amendment for declining enrollment 10245.0615. Seconded by **SENATOR WANZEK**. If passed, this motion will take this amendment off the bill.

Roll Call Vote: 6 YES. 1 NO. 0 Absent. Motion Carried.

04-04-01, Tape 1, Side A, 0 - 35.7

SENATOR FREBORG called the committee to order. Roll Call was taken with all (7) members present.

SENATOR FREBORG presented an amendment 10245.0623. This amendment replaces the bill with one addition that was adopted in the committee. The addition that was inadvertently left out of this is the one that requires a school district to have an ending fund balance of 60% plus \$20,000 of expenses. **SENATOR FREBORG** explained the amendment.

Section I gives an educational support per student payment of \$2427 the first year and \$2490 the second year. This is the basis for calculating grants-in-aid on a per student basis.

Section II deals with the employee compensation report to DPI

Section III deals with signing and retention bonuses

Section IV deals with per student payment as in Section I

Section V deals with reporting to the legislative council on the teacher mentoring and evaluation programs.

Section VI deals with declining enrollment payment.

Section VII is the grants for National Teacher certification

Section VIII is the pilot project for student achievement and teacher quality

Section IX is the school district compensation report appropriation

Section X is the professional development appropriation

SENATOR FLAKOLL moved to adopt the amendment 10245.0623. Seconded by

SENATOR COOK. Roll Call Vote: 4 YES. 3 NO. 0 Absent.

SENATOR FREBORG explained the declining enrollment section. There will have to be a determination made at the end of the first year of the biennium to see if they (DPI) can pay the \$150 per student. This amount will come out of the surplus. If it cannot be paid because there is no surplus, then they will have to pay \$250 at the end of the second year of the biennium. If they pay the first year, then the payment the second year would be \$100. SENATOR KELSH stated he feels teachers are not getting what some of them feel they were promised. SENATOR FREBORG asked how successful the state of ND has been in paying their teachers more over the past 30 - 40 years. This is a little change from what has been done in the past. SENATOR WANZEK clarified the amendment stating that \$83,000 will go to national certification. \$340,000 for pilot project, \$200,000 for the reporting requirements, and \$2 million for declining enrollment. That's how we get the \$2,623,000. SENATOR O'CONNELL would have liked something to go directly to the teachers. SENATOR WANZEK feels this bill, with the amendment to report to DPI, will perhaps give the legislature more insight as to teacher salaries. This is an increase of \$52 million for the education budget. He feels the dollars will go to the

teachers. SENATOR COOK stated he campaigned on more dollars for education and more local control over those dollars. He hopes the end result is a substantial increase in pay locally.

SENATOR KELSH still feels the teachers won't get the dollars that are appropriated for them.

SENATOR FREBORG stated this is two times as much money going to schools as the previous biennium. He believes the employer (school board) should pay the employees (teachers). He

believes in local control. SENATOR O'CONNELL feels the reporting section may not be

needed now. SENATOR FREBORG feels we need accountability and DPI need to have the

information available for the legislature to look at. SENATOR O'CONNELL stated it is hard to

be fair to all involved. SENATOR CHRISTENSON would have liked something in the

legislation directing the local boards to put the money into salary increases. She feels the local

boards won't increase the salaries without a directive. She further feels the teachers won't

understand what was done and will still feel they aren't getting any increase again. Further

discussion.

SENATOR COOK moved a DO PASS As Amended. Seconded by SENATOR FLAKOLL.

Roll Call Vote: 4 YES, 3 NO, 0 Absent. Motion Carried.

Carrier: SENATOR FLAKOLL

04-19-01, Tape 1, Side A, 0 - 47.8

SENATOR FREBORG called the committee to order. Roll Call was taken with 6 members present and one member absent (O'Connell).

SENATOR FLAKOLL moved to reconsider HB 1344. Seconded by **SENATOR COOK** . Roll

Call Vote: 6 YES, 0 NO, 1 Absent. Motion Carried.

SENATOR COOK moved to reconsider the committee's action on HB 1344 and remove any and all amendments (10245.0625) from it. Seconded by SENATOR KELSH. Roll Call Vote: 6 YES, 0 NO, 1 Absent. Motion Carried.

SENATOR FREBORG presented an amendment (10245.0632) for the committee's consideration. He explained the amendment to the committee.

1. There is \$20.8 million in bonus money which amounts to \$1300 each year for every Class 70 teacher. A Class 70 teacher is a "classroom teacher". This also will include the special education teachers and the vocational education teachers. The total cost of the bonuses is \$20.8 million. If there is any money left from this, it goes to the top in foundation aid.
2. There is over \$53 million appropriated in this bill. There needed to be enough money in foundation aid so that 70% of those dollars would provide another \$2650 for each teacher, so the \$5250 goal could be reached as the governor has proposed. Total compensation, including the 70% and the bonuses would be \$5250 for the biennium.
3. The per pupil payments will be \$2349 the first year and \$2411 the second year. The mill deduct does apply as does the whole formula.
4. The reporting requirement is in the bill with a small change. If a school does not expend 70% of the moneys received as per student payments, the district shall provide a detailed explanation the superintendent shall forward copies of the report to the governor and the chairman of the legislative council. There is no penalty if a school does not comply.
5. The signing and retention bonuses has no new language.
6. The teacher mentoring and evaluation program is to be developed by ESPB by July 1, 2002.
7. The declining enrollment figure is \$250 per student, \$150 at the end of the first year and \$100 at the end of the second year. If the money is not available at the end of the first year and it is

the second year, they department can pay all or any part of the \$250, however far the money will go. There is a cap on this of 400 students.

8. There is \$83,000 for grants for national teacher certification.

9. There is a legislative study on the teacher compensation package.

10. There is \$200,000 appropriated for one FTE and to render assistance in compiling the school district compensation report for the biennium from July 1, 2001 to June 30, 2003.

11. The ending fund balance for schools is reduced to 50% of actual expenditures plus \$20,000.

The districts have until 2004 to comply. This was done so as not to penalize the districts that are now in compliance. This will affect 16 districts that were not previously affected.

SENATOR FLAKOLL moved the adoption of the amendment (10245.0632). Seconded by SENATOR WANZEK.

The Committee was recessed to read over the amendment and come back to discuss the bill and pass it out.

SENATOR KELSH has some questions on some parts of the amendment. SENATOR FREBORG stated there is \$1.3 million more in this bill than the figure we had been using. It took that much more money so that 70% would amount to \$2650 per Class 70 teacher of which there are 7994.5. JERRY COLEMAN explained what a Class 70 teacher is. He stated it leaves out supervisory staff, principals, coordinators, guidance counselors, special programmers, library specialists and the like. He said it is a "classroom teacher" and is for public school personnel only.

SENATOR KELSH does not quite know where the \$53 million is in the bill. SENATOR FREBORG stated this includes about a \$14 million increase in tuition apportionment. He stated you need to apply the increased dollars to where we are today. The level it would take to fund

our present system is what we should compare to. We are, in this bill, \$53 million above the level it would take to fund education today if we count the \$14 million tuition apportionment. SENATOR KELSH stated he felt the purpose of education was to add to the base salary of teachers and he does not see this as doing that.

More discussion.

SENATOR WANZEK feels this is the best effort in addressing all the needs concerned. There is \$2500 guaranteed to a Class 70 teacher for the biennium. SENATOR COOK stated that looking at the big picture, it is the largest increase for education ever. SENATOR FREBORG stated we would have needed at least \$70 million to sustain the original House bill.

Roll Call Vote: 4 YES, 3 NO, 0 Absent. Motion Carried.

SENATOR COOK moved a DO PASS As Amended. Seconded by SENATOR FLAKOLL.

Roll Call Vote: 4 YES, 3 NO, 0 Absent. Motion Carried.

Carrier: SENATOR FLAKOLL

March 26, 2001

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and" and remove "subdivision a of" .

Page 1, line 5, remove "subsection 2 of"

Page 1, line 6, replace "section" with "sections" and after "15.1-27-04" insert ", 15.1-27-05, and 57-15-27"

Page 1, line 7, after "payments" insert "and ending fund balances; and to provide an effective date"

Page 1, line 10, remove "subdivision a of subsection 2 of"

Page 1, replace lines 12 through 18 with:

"15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ fifty-five dollars ~~and~~. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium the educational support per student must be is two thousand two hundred ~~thirty~~ seventy-eight dollars ~~and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.
 - c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent

of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.

- d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.

- 3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, teacher compensation payments, special education aid, and transportation aid for which a school district is eligible ~~must be added together~~, and from that total, subtract the following amounts ~~must be subtracted~~:

- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
- b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ sixty-five percent of the ~~its~~ actual expenditures, plus an additional twenty thousand dollars.

- 4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:

- a. Annual average daily membership report.
- b. Annual school district financial report.
- c. The September tenth fall enrollment report.
- d. The personnel report forms for certified and noncertified employees.

5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth."

Page 3, after line 17, insert:

"SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, teacher compensation payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ sixty-five percent of its actual expenditures, plus twenty thousand dollars."

Page 4, after line 30, insert:

"SECTION 10. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or other municipality authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may such interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. Such interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 11. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 6 and 10 of this Act become effective on July 2, 2003."

Renumber accordingly

5-2-0
adopted

March 27, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and" and remove "subdivision a of"

Page 1, line 5, remove "subsection 2 of"

Page 1, line 6, replace "section" with "sections" and after "15.1-27-04" insert ", 15.1-27-05, and 57-15-27"

Page 1, line 7, after "payments" insert "and ending fund balances; and to provide an effective date"

Page 1, line 10, remove "subdivision a of subsection 2 of"

Page 1, replace lines 12 through 18 with:

"15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ fifty-five dollars ~~and~~. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred ~~thirty~~ seventy-eight dollars ~~and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.
 - c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent

of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.

- d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.

- 3. In determining the amount of payments due a school district ~~for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of~~ district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:

- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
- b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ *sixty* ~~sixty-five percent~~ of the ~~its~~ actual expenditures, plus an additional twenty thousand dollars.

- 4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
 - a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.

5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth."

Page 3, after line 17, insert:

"SECTION 6. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ ~~sixty-five~~ *sixty* percent of its actual expenditures, plus twenty thousand dollars."

Page 4, after line 30, insert:

"SECTION 10. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, ~~other than a school district, which is~~ authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 11. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 6 and 10 of this Act become effective on July 2, ~~2003.~~

Renumber accordingly

2004

Roll Call Vote #: /

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken adopt amendment 10345-0607

Motion Made By 1 71 111 Seconded 1 11 1

Seconded

By

[illegible]

Total (Yes) 5 No 2

Absent

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "15-40.1" Insert "and a new section to chapter 15.1-09"

Page 1, line 4, after "compensation" Insert "and bonus payments"

Page 3, after line 8, Insert:

"SECTION 5. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district."

Renumber accordingly

Date: 3/

Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken adopt amendment 10245.01.04

Motion Made By Sen. Cook Seconded By Sen. Hakoll

[illegible]

Total (Yes) 4 No 3

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

March 28, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; to provide for teacher mentoring and evaluation programs; and to provide an appropriation"

Page 4, after line 30, insert:

"SECTION 9. APPROPRIATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, provided:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

**SECTION 10. TEACHER MENTORING AND EVALUATION PROGRAMS -
APPROVAL - REPORT TO LEGISLATIVE COUNCIL.**

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.

2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002."

Renumber accordingly

Roll Call Vote #: /

BILL/RESOLUTION NO. 1344

Senate Education

☐ Subcommittee on

or

☐ Conference Committee**Legislative Council Amendment Number**

Action Taken

Motion Made By

Seconded

By

[illegible]**Total (Yes)**

No

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

10245.0608
Title.

3/28/01 4-3-0

*moved to reconsider 4/2/01
amend. removed*

Prepared by the Legislative Council staff for
Senator Wanzek

March 27, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "15-40.1" Insert "and a new section to chapter 15.1-07"

Page 1, line 4, after "compensation" insert "and the reporting of compensation information"

Page 4, after line 30, Insert:

"SECTION 9. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

School district reporting - Requirement.

1. Each school district shall annually provide, in the manner directed by the superintendent of public instruction, the following information:
 - a. The amount of compensation paid by the school district for services performed during a school year and reportable as gross income under the Internal Revenue Code to each individual full-time teacher, the total amount paid to full-time teachers, and the dollar and percentage change in the compensation from the preceding school year;
 - b. The amount of compensation paid by the school district for services performed during a school year and reportable as gross income under the Internal Revenue Code to each individual part-time teacher, the total amount paid to part-time teachers, and the dollar and percentage change in the compensation from the preceding school year;
 - c. The amount of compensation paid by the school district for services performed during a school calendar and reportable as gross income under the Internal Revenue Code to each individual full-time teacher, the total amount paid to full-time teachers, and the dollar and percentage change in the compensation from the preceding year;
 - d. The amount of compensation paid by the school district for services performed during a school calendar and reportable as gross income under the Internal Revenue Code to each individual part-time teacher, the total amount paid to part-time teachers, and the dollar and percentage change in the compensation from the preceding school calendar;
 - e. The base salary of each individual full-time teacher, the total amount paid as base salary to full-time teachers, and the dollar and percentage change in the base salary from the preceding year;
 - f. The base salary of each individual part-time teacher, the total amount paid as base salary to part-time teachers, and the dollar and percentage change in the compensation from the preceding year;
 - g. The health insurance benefits paid by the school district to each individual teacher, the total amount paid in health insurance benefits

to teachers, and the dollar and percentage change in the amount paid from the preceding year;

- h. The school district contribution to a teacher's retirement plan and the teacher's contribution to a retirement plan if paid by the school district, the total amount contributed to teacher retirement plans by the district, and the dollar and percentage change in the amount paid from the preceding year; and
 - i. If the school district is exempt from contributions generally required for the employer's share of Federal Insurance Contributions Act taxes or for employer contributions under the Social Security Act, the amount per individual teacher that the district did not spend as a result of the exemption, the total amount that the district did not spend as a result of the exemption, and the dollar and percentage change in the amount not spent from the preceding year.
- 2. The superintendent of public instruction shall publish the information required by this section no later than December first following the conclusion of the school year to which the information is applicable.
 - 3. If any district fails without good cause to provide the information to the superintendent of public instruction, at the time and in the manner required by the superintendent, the superintendent shall withhold all state aid payments until the information is received."

Renumber accordingly

10
=

Roll Call Vote #: 2

BILL/RESOLUTION NO. *1344*

Senate Education

☐ Subcommittee on

or

☐ Conference Committee**Legislative Council Amendment Number**

Action Taken

Motion Made By

Sec onded

By

[illegible]**Total**

(Yes)

No

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

proposed

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

**"SECTION 9. APPROPRIATION - PILOT PROJECT - STUDENT
ACHIEVEMENT AND TEACHER QUALITY.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section.
3. In order to be eligible to participate in the pilot project as provided in this section, a school district must:
 - a. Have over three thousand five hundred students in average daily membership;
 - (*2500 - would three other schools*)
(?) b. Have a total general fund mill levy in excess of two hundred mills;
 - (*75% of cost to apply*)
c. Have an interim fund balance on June 30, 2001, that is less than ten percent of the district's expenditures for the school year concluding on June 30, 2001;
 - d. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;
 - (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and

*make lower
number*

*(75% of cost
to apply)*

*one east school
one west school*

- (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities; and
 - e. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section and who is approved by the superintendent of public instruction.
- 4. The superintendent of public instruction shall forward to each school district selected to participate in the pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision e of subsection 3.
 - 5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$230,000 to the district for use in funding the teacher compensation package."

Renumber accordingly

10245.0617
Title.

5-2-0
adopted

4/2/01
Prepared by the Legislative Council staff for
Senator Freborg
March 30, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

"SECTION 9. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding an extension to the school calendar for professional development activities, for the biennium beginning July 1, 2001, and ending June 30, 2003. Each school district shall extend its 2001-02 school calendar and its 2002-03 school calendar by one day beyond that of the district's 2000-01 school calendar. Each school district shall use the additional day as a single block of time or incrementally for professional development activities. As a result of the school calendar extension required by this section, each school district shall ensure that the annual salary payable to each district teacher reflects a proportionate increase."

Renumber accordingly

Roll Call Vote #: /

BILL/RESOLUTION NO. 1344

Senate Education

☐ Subcommittee on

☐ Conference Committee

Legislative Council Amendment Number

Action Taken

Motion Made By

[illegible]**Total (Yes)**

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 9/1
Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken moved to reconcile 10245.0608

Motion Made By Sen. Wanzek Seconded By Sen. Flakoll

[illegible]

Total (Yes) 7 No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

4-3-0

adopted

4/2/01

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

**"SECTION 9. APPROPRIATION - SCHOOL DISTRICT EMPLOYEE
COMPENSATION REPORT.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. On or before September tenth of each year *beginning 9/10/2002* ~~during the 2001-02 biennium~~, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
3. The superintendent of public instruction shall compile the information required by subsection 2 in a manner that allows for accurate comparisons based on:
 - a. Full-time versus part-time personnel;
 - b. A normal schoolday versus an extended schoolday; and
 - c. A regular school calendar of approximately one hundred eighty days versus an extended school year.

4. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
5. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual employed by a school district in a position other than an administrator which requires licensure by the education standards and practices board or approval by the education standards and practices board."

Renumber accordingly

Roll Call Vote #: 3

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number

Action Taken Adopt amend. 10245. 06/16

Motion Made By Sen. Wamye Seconded By Sen. Cook

[illegible]

Total (Yes) 4 No 3

Absent 2

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

7-0-0
adopted

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

*\$300⁰⁰ per
student.*

"SECTION 9. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,415,900, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing payments to school districts experiencing declining enrollment, for the biennium beginning July 1, 2001, and ending June 30, 2003. During each year of the biennium, the superintendent shall distribute fifty percent of the appropriated amount to assist school districts whose 2001-02 fall enrollment is less than the district's 1997-98 fall enrollment. The superintendent shall base the payments on each eligible school district's proportionate share of the total statewide decline during the respective four-year period, provided that no school district may receive payments for declining enrollments in excess of four hundred students."

Renumber accordingly

Date: 7/1
Roll Call Vote #: 4

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken adopt amend 10245.0615

Motion Made By Sen. Warrick Seconded By Sen. Flakoll

[illegible]

Total (Yes) 7 No 0

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Roll Call Vote #: /

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. ~~400~~ 1344

Senate	Education	Committee
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☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsider 1344 amend. 10245.0615

Motion Made By Sen. Kilsch Seconded By Sen. O'Connell

[illegible]

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Withdrawn

Date: 9/1
Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken recommended action on amend 10245. 06/15

Motion Made By Sen. Cook Seconded By Sen. Wanyek

[illegible]

Total (Yes) 6 No 1

Absent _____

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

proper form for

10245.0618

April 2, 2001

which was adopted 4-3-0

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "15-40.1" Insert "and a new section to chapter 15.1-02"

Page 1, line 4, after "compensation" Insert "and a compensation report" and remove the first
"and"

Page 1, line 7, after "payments" Insert "; and to provide an appropriation"

Page 4, after line 30, Insert:

"SECTION 9. A new section to chapter 15.1-02 of the North Dakota Century
Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - a. Full-time versus part-time personnel;
 - b. A normal schoolday versus an extended schoolday; and
 - c. A regular school calendar of approximately one hundred eighty days versus an extended school year.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner

directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.

4. For purposes of this section:

- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
- b. "Teacher" means an individual employed by a school district in a position other than an administrator which requires licensure by the education standards and practices board or approval by the education standards and practices board.

SECTION 10. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 9 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003."

Renumber accordingly

April 2, 2001

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

**"SECTION 9. APPROPRIATION - PILOT PROJECT - STUDENT
ACHIEVEMENT AND TEACHER QUALITY.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section.
3. In order to be eligible to participate in the pilot project as provided in this section, a school district must:
 - a. Have over two thousand five hundred students in average daily membership;
 - b. Be separated from any other participating district by at least one hundred miles [160.9 kilometers];
 - c. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;
 - (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and
 - (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the

*took interim fund
balance out*

individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities; and

- d. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section and who is approved by the superintendent of public instruction.
4. The superintendent of public instruction shall forward to each school district selected to participate in the pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision d of subsection 3.
5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$230,000 to the district for use in funding the teacher compensation package."

Renumber accordingly

4-3-0
adopted

April 3, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 4, remove the first "and"

Page 1, line 7, after "payments" insert "; and to provide an appropriation"

Page 4, after line 30, insert:

**"SECTION 9. APPROPRIATION - PILOT PROJECT - STUDENT
ACHIEVEMENT AND TEACHER QUALITY.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$340,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section. The school districts must be in different parts of the state.
3. In order to be eligible to participate in the pilot project as provided in this section, a school district must:
 - a. Have over two thousand five hundred students in average daily membership;
 - b. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;
 - (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and
 - (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and

preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities; and

- c. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section.
 - d. Present the contract required by subdivision c to a committee appointed by the legislative council and obtain the approval of that committee.
4. The superintendent of public instruction shall forward to each school district selected to participate in the pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision d of subsection 3.
 5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$150,000 to the district for use in funding the teacher compensation package."

Renumber accordingly

Date: 7/1/01
Roll Call Vote #: 7

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken moved to add-on amend. 10245. 06.22

Motion Made By Sen. Cook Seconded By Sen. Flakoll

[illegible]

Total (Yes) 4 No 3

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

April 3, 2001

4-3-0
adopted

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs and for contingent payments for declining enrollment; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact subdivision a of subsection 2 of section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact section 15.1-27-04 of the North Dakota Century Code, relating to per student payments; to provide for a legislative council report; and to provide an appropriation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, subdivision a of subsection 2 of section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

2. a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand one hundred forty-five ~~twenty-seven~~ dollars and. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred thirty-nine dollars and. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.

2. The superintendent of public instruction shall compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - a. Full-time versus part-time personnel;
 - b. A normal schoolday versus an extended schoolday; and
 - c. A regular school calendar of approximately one hundred eighty days versus an extended school year.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual employed by a school district in a position other than an administrator which requires licensure by the education standards and practices board or approval by the education standards and practices board.

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ ~~four~~ ~~hundred forty-five~~ ~~twenty-seven~~ dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ ~~four~~ ~~hundred thirty~~ ~~ninety~~ dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. TEACHER MENTORING AND EVALUATION PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 6. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a distribution of \$150 per student to school districts whose 2000-01 fall enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student to those school districts.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the second year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the biennium, the superintendent shall distribute \$250 per student to each school district whose 2000-01 fall enrollment was less than their 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.

SECTION 7. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, provided:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 8. APPROPRIATION - PILOT PROJECT - STUDENT ACHIEVEMENT AND TEACHER QUALITY.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$340,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section. The school districts must be in different parts of the state.
3. In order to be eligible to participate in the pilot project as provided in this section, a school district must:
 - a. Have over two thousand five hundred students in average daily membership;
 - b. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;

- (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and
 - (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities;
- c. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section; and
 - d. Present the contract required by subdivision c to a committee appointed by the legislative council and obtain the approval of that committee.
- 4. The superintendent of public instruction shall forward to each school district selected to participate in this pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision d of subsection 3.
 - 5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$150,000 to the district for use in funding the teacher compensation package.

SECTION 9. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 10. APPROPRIATION - PROFESSIONAL DEVELOPMENT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding an extension to the school calendar for professional development activities, for the biennium beginning July 1, 2001, and ending June 30, 2003. Each school district shall extend its 2001-02 school calendar and its 2002-03 school calendar by one day beyond that of the district's 2000-01 school calendar. Each school district shall use the additional day as a single block of time or incrementally for professional development

activities. As a result of the school calendar extension required by this section, each school district shall ensure that the annual salary payable to each district teacher reflects a proportionate increase."

Renumber accordingly

JB
4-5-1
1048

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs and for contingent payments for declining enrollment; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code and to amend and reenact section 57-15-27 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ four hundred ~~forty-five~~ twenty-seven dollars ~~and~~, The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ four hundred ~~thirty~~ ninety dollars ~~and~~, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

2018

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-14-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of three-fourths sixty percent of the its actual expenditures, plus an additional twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.

- d. The personnel report forms for certified and noncertified employees.
- 5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

- 1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
- 2. The superintendent of public instruction shall compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - a. Full-time versus part-time personnel;
 - b. A normal schoolday versus an extended schoolday; and
 - c. A regular school calendar of approximately one hundred eighty days versus an extended school year.
- 3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
- 4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.

- 4 of 8
- b. "Teacher" means an individual employed by a school district in a position other than an administrator which requires licensure by the education standards and practices board or approval by the education standards and practices board.

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ four hundred ~~forty-five~~ twenty-seven dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ four hundred ~~thirty~~ ninety dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.

- 5058
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ sixty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 6. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 7. TEACHER MENTORING AND EVALUATION PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 8. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a distribution of \$150 per student to school districts whose 2000-01 fall enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student to those school districts.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the second year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the

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second year of the biennium, the superintendent shall distribute \$250 per student to each school district in which the district's 2000-01 fall enrollment was less than the district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.

4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.

SECTION 9. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 10. APPROPRIATION - PILOT PROJECT - STUDENT ACHIEVEMENT AND TEACHER QUALITY.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$340,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section. The school districts must be in different parts of the state.
3. To be eligible to participate in the pilot project as provided in this section, a school district must:

- a. Have over two thousand five hundred students in average daily membership;
 - b. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;
 - (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and
 - (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities;
 - c. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section; and
 - d. Present the contract required by subdivision c to a committee appointed by the legislative council and obtain the approval of that committee.
4. The superintendent of public instruction shall forward to each school district selected to participate in the pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision d of subsection 3.
 5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$150,000 to the district for use in funding the teacher compensation package.

SECTION 11. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

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SECTION 12. APPROPRIATION - PROFESSIONAL DEVELOPMENT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding an extension to the school calendar for professional development activities, for the biennium beginning July 1, 2001, and ending June 30, 2003. Each school district shall extend its 2001-02 school calendar and its 2002-03 school calendar by one day beyond that of the district's 2000-01 school calendar. Each school district shall use the additional day as a single block of time or incrementally for professional development activities. As a result of the school calendar extension required by this section, each school district shall ensure that the annual salary payable to each district teacher reflects a proportionate increase.

SECTION 13. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 5 and 6 of this Act become effective on July 1, 2004."

Renumber accordingly

Roll Call Vote #: /

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number

Action Taken *adopt amend 10245.0623*

Motion Made By / Seconded

Seconded

By

[illegible]

Total (Yes) 44 No 3

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Roll Call Vote #: 2

BILL/RESOLUTION NO. *1344*

Senate Education

☐ Subcommittee on☐ Conference Committee

Legislative Council Amendment Number

Action Taken

Motion Made By

**Seconded
By**

[illegible]

Total (Yes)

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1344, as reengrossed: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1344 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs and for contingent payments for declining enrollment; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code and to amend and reenact section 57-15-27 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand one hundred forty-five ~~twenty-seven~~ and. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred thirty-nine ~~dollars and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating

grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. ~~In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
 - a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ sixty percent of ~~the~~ its actual expenditures, plus an additional twenty thousand dollars.
 4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:

- a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - a. Full-time versus part-time personnel;
 - b. A normal schoolday versus an extended schoolday; and
 - c. A regular school calendar of approximately one hundred eighty days versus an extended school year.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.

4. For purposes of this section:

- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
- b. "Teacher" means an individual employed by a school district in a position other than an administrator which requires licensure by the education standards and practices board or approval by the education standards and practices board.

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ four hundred ~~forty-five~~ twenty-seven dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ four hundred ~~thirty~~ ninety dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ sixty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 6. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district, park district, or other municipality, other than a school district,~~ which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 7. TEACHER MENTORING AND EVALUATION PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 8. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a distribution of \$150 per student to school districts whose 2000-01 fall

enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student to those school districts.

2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the second year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the biennium, the superintendent shall distribute \$250 per student to each school district in which the district's 2000-01 fall enrollment was less than the district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.

SECTION 9. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 10. APPROPRIATION - PILOT PROJECT - STUDENT ACHIEVEMENT AND TEACHER QUALITY.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$340,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding a pilot project designed to enhance student achievement and teacher quality as provided in this section, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. The superintendent of public instruction shall select two school districts, based on an application process, for participation in a pilot project designed to enhance student achievement and teacher quality during the 2001-03 biennium as provided in this section. The school districts must be in different parts of the state.
3. To be eligible to participate in the pilot project as provided in this section, a school district must:
 - a. Have over two thousand five hundred students in average daily membership;
 - b. Commit to develop and implement:
 - (1) A mentoring program for individuals in their first three years of teaching;
 - (2) A professional development program that supports individual teacher improvement which is aligned to the district's student achievement goals and which provides research-based strategies for teaching, learning, and leadership;
 - (3) An evaluation program that establishes standards for teachers with respect to content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities, and that requires an annual review by a team to determine adequate performance and eligibility for advancement; and
 - (4) A teacher compensation package that recognizes four categories of teachers from beginning to advanced and which sets the compensation level for each category based on the individual teacher's ability to meet or exceed the district's established standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibilities;
 - c. Contract with an individual who has the academic skills and managerial experience necessary to achieve the purposes of this section; and
 - d. Present the contract required by subdivision c to a committee appointed by the legislative council and obtain the approval of that committee.

4. The superintendent of public instruction shall forward to each school district selected to participate in the pilot project the sum of \$20,000 to cover the direct and indirect expenses of the participation, including the cost of a contract required by subdivision d of subsection 3.
5. If the superintendent of public instruction determines that a participating school district has implemented a mentoring program, a professional development program, and an evaluation program as required by subsection 3 and if the participating district implements a teacher compensation package that meets the requirements of subsection 3 no later than the beginning of the 2002-03 school year, the superintendent shall forward \$150,000 to the district for use in funding the teacher compensation package.

SECTION 11. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 12. APPROPRIATION - PROFESSIONAL DEVELOPMENT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$2,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding an extension to the school calendar for professional development activities, for the biennium beginning July 1, 2001, and ending June 30, 2003. Each school district shall extend its 2001-02 school calendar and its 2002-03 school calendar by one day beyond that of the district's 2000-01 school calendar. Each school district shall use the additional day as a single block of time or incrementally for professional development activities. As a result of the school calendar extension required by this section, each school district shall ensure that the annual salary payable to each district teacher reflects a proportionate increase.

SECTION 13. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 5 and 6 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 4/19/01
Roll Call Vote #: 1

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Consider 1344

Motion Made By Sen. Flakoll Seconded By Sen. Cook

Senators	Yes	No	Senators	Yes	No
Senator Freborg - Chairman	✓		Senator Christenson	✓	
Senator Flakoll - Vice Chairman	✓		Senator Kelsh	✓	
Senator Cook	✓		Senator O'Connell	A	
Senator Wanzek	✓				

Total (Yes) 6 No 0

Absent 1

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Roll Call Vote #: 2

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken

Motion Made By

Seconded

By

[illegible]

Total (Yes) 6 No 0

Absent 1

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs, contingent payments for declining enrollment, and bonus payments for teachers; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code and to amend and reenact section 57-15-27 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide for a legislative council study; to provide a statement of legislative intent; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation and school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ three hundred ~~forty-five~~ forty-nine dollars and. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ four hundred ~~thirty~~ eleven dollars and. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district ~~for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of ~~the~~ its actual expenditures, plus ~~an additional~~ twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.
 - b. Annual school district financial report.

*Subject to
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- c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If a district expends less than seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required by subsection 1. The superintendent of public instruction shall forward copies of any explanation received under this subsection to the governor and the chairman of the legislative council.

4. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
5. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who:
 - (1) Is licensed to teach by the education standards and practices board;
 - (2) Is employed by a school district as a class 70 teacher, according to classifications of the superintendent of public instruction; and
 - (3) Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ ~~three~~ ~~hundred forty-five~~ ~~forty-nine~~ dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ ~~hundred~~ ~~thirty eleven~~ dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 6. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, ~~other than a school district, which is authorized to~~ levy taxes may include in its budget an item to be known as the "Interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the Interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The Interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 7. TEACHER MENTORING AND EVALUATION PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 8. APPROPRIATION - TEACHER BONUSES.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$20,800,000, or so much of the sum as may be necessary, to the superintendent of public instruction

for the purpose of providing a bonus payment to teachers. for the biennium beginning July 1, 2001, and ending June 30, 2003.

2.
 - a. During the first year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2001.
 - b. During the second year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2002.
 - c. The superintendent of public instruction shall distribute the moneys payable under this section at the time and in the manner other state aid payments are distributed to school districts.
3.
 - a. During the first year of the biennium, each school district, special education unit, and area vocational technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2001, subject to the provisions of this section.
 - b. During the second year of the biennium, each school district, special education unit, and area vocational and technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2002, subject to the provisions of this section.
 - c. Teachers employed less than full time are entitled to a proportionate share of the bonus amount.
4. Each school district, special education unit, and area vocational and technology center shall determine the time and manner by which the bonus payments are to be distributed.
5. A school district, special education unit, and area vocational and technology center shall treat bonus payments under this section as wages or salary for all purposes, including state and federal tax purposes and retirement purposes under chapter 15-39.1.
6. The bonus to which each teacher is entitled under this section:
 - a. Does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district, a special education unit, or an area vocational and technology center.
 - b. Is not subject to negotiation by the teachers and the board of a school district, a special education unit, or the board of an area vocational and technology center.
7. For purposes of this section, a "teacher" means an individual, other than an administrator, who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Is employed by a school district, a special education unit, or an area vocational and technology center as a class 70 teacher, according to classifications of the superintendent of public instruction; and

- c. Performs assigned professional activities that involve the selection organization, presentation, and evaluation of students' learning experiences in the school environment.
8. If the superintendent of public instruction fulfills the requirements of this section without expending the entire amount appropriated for the bonuses provided in this section, the difference between the amount expended and the amount appropriated must be added to that portion of the grants - foundation aid and transportation line item designated for per student payments during the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly.

SECTION 9. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a distribution of \$150 per student to school districts whose 2000-01 fall enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student to those school districts.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the second year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the biennium, the superintendent shall distribute \$250 per student to each school district in which the district's 2000-01 fall enrollment was less than the district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. No school district may receive more than \$250 per student during the biennium under this section.

SECTION 10. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.

2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 11. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 12. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 13. LEGISLATIVE INTENT. It is the intent of the fifty-seventh legislative assembly that each school district expend at least seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators. For purposes of this section, "compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments in lieu of compensation, reportable as gross income under the Internal Revenue Code.

SECTION 14. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 5 and 6 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 1/1
Roll Call Vote #: 3

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken moved amend. 10245. 0632

Motion Made By Sen. T. Napoll Seconded By Sen. Wanzek

[illegible]

Total (Yes) 4 No 3

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

hoghouse amount - becomes the beef

Date: 4/19/01
Roll Call Vote #: 4

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate	Education	Committee
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☐ Subcommittee on _____
or _____

☐ Conference Committee

Legislative Council Amendment Number

Action Taken PPA

Motion Made By Ann Cook Seconded By Ann Takoll

[illegible]

Total (Yes) 4 No 3

Absent

Floor Assignment Sen. Takol

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1344, as reengrossed: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1344 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs contingent payments for declining enrollment, and bonus payments for teachers; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code and to amend and reenact section 57-15-27 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide for a legislative council study; to provide a statement of legislative intent; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2. a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ three hundred ~~forty-five~~ forty-nine dollars ~~and~~. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ four hundred ~~thirty~~ eleven dollars ~~and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
- b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher

qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible ~~must be added together~~, and from that total, subtract the following ~~amounts must be subtracted~~:
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ the fifty percent of the its actual expenditures, plus an ~~additional~~ twenty thousand dollars.

4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
 - a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.

- b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
- 3. If a district expends less than seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required by subsection 1. The superintendent of public instruction shall forward copies of any explanation received under this subsection to the governor and the chairman of the legislative council.
- 4. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
- 5. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who:
 - (1) Is licensed to teach by the education standards and practices board;
 - (2) Is employed by a school district as a class 70 teacher, according to classifications of the superintendent of public instruction; and
 - (3) Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

- 1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
- 2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom

teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.

3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ three hundred forty-five ~~forty-nine~~ dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ four ~~hundred thirty~~ eleven dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 6. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district, park district, or other municipality, other than a school district,~~ which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources and, ~~for school districts, an additional twenty thousand dollars.~~

**SECTION 7. TEACHER MENTORING AND EVALUATION PROGRAMS -
APPROVAL - REPORT TO LEGISLATIVE COUNCIL.**

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs and teacher evaluation programs by school districts; and
 - b. The approval of teacher mentoring and evaluation programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 8. APPROPRIATION - TEACHER BONUSES.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$20,800,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing a bonus payment to teachers, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2.
 - a. During the first year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2001.
 - b. During the second year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2002.
 - c. The superintendent of public instruction shall distribute the moneys payable under this section at the time and in the manner other state aid payments are distributed to school districts.
3.
 - a. During the first year of the biennium, each school district, special education unit, and area vocational technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2001, subject to the provisions of this section.
 - b. During the second year of the biennium, each school district, special education unit, and area vocational and technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2002, subject to the provisions of this section.
 - c. Teachers employed less than full time are entitled to a proportionate share of the bonus amount.
4. Each school district, special education unit, and area vocational and technology center shall determine the time and manner by which the bonus payments are to be distributed.
5. A school district, special education unit, and area vocational and technology center shall treat bonus payments under this section as wages

or salary for all purposes, including state and federal tax purposes and retirement purposes under chapter 15-39.1.

6. The bonus to which each teacher is entitled under this section:
 - a. Does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district, a special education unit, or an area vocational and technology center.
 - b. Is not subject to negotiation by the teachers and the board of a school district, a special education unit, or the board of an area vocational and technology center.
7. For purposes of this section, a "teacher" means an individual, other than an administrator, who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Is employed by a school district, a special education unit, or an area vocational and technology center as a class 70 teacher, according to classifications of the superintendent of public instruction; and
 - c. Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.
8. If the superintendent of public instruction fulfills the requirements of this section without expending the entire amount appropriated for the bonuses provided in this section, the difference between the amount expended and the amount appropriated must be added to that portion of the grants - foundation aid and transportation line item designated for per student payments during the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly.

SECTION 9. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a distribution of \$150 per student to school districts whose 2000-01 fall enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student to those school districts.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.

3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the second year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the biennium, the superintendent shall distribute \$250 per student to each school district in which the district's 2000-01 fall enrollment was less than the district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. No school district may receive more than \$250 per student during the biennium under this section.

SECTION 10. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 11. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any

legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 12. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 13. LEGISLATIVE INTENT. It is the intent of the fifty-seventh legislative assembly that each school district expend at least seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators. For purposes of this section, "compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments in lieu of compensation, reportable as gross income under the Internal Revenue Code.

SECTION 14. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 5 and 6 of this Act become effective on July 1, 2004."

Renumber accordingly

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

That the Senate recede from its amendments as printed on pages 1537-1543 of the House Journal and pages 1406-1412 of the Senate Journal and that Reengrossed House Bill No. 1344 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring programs and contingent payments for declining enrollment; to create and enact five new sections to chapter 15-40.1, one new section to chapter 15.1-02 and one new section to chapter 15.1-09 of the North Dakota Century Code or in the alternative to create and enact five new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the Intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand one hundred ~~forty-five~~ twenty-one dollars and, The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred ~~thirty-eighty-two~~ thirty-eighty-two dollars and, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.

- b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.
 - c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:
 - a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of three-fourths fifty percent of the its actual expenditures, plus an additional twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:

- a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 6 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district

during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand twenty-one dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed two thousand forty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual compensation - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of compensation for the contract period equal to at least twenty thousand dollars.

SECTION 6. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers and administrators - Per student payments.

1. If the board of a school district expends less than seventy percent of all moneys received as per student payments under chapter 15-40.1 for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required for the school district employee compensation report in section 7 of this Act. The superintendent of public instruction shall forward copies of any explanation received in conjunction with the compensation report to the governor and the chairman of the legislative council.
2. A committee designated by the legislative council shall annually review all explanations received in conjunction with the compensation report. If the committee determines that a school district's financial circumstances would

have allowed the district to expend at least seventy percent of all moneys it received as per student payments under chapter 15-40.1 for the compensation of teachers and administrators, the committee shall notify the superintendent of public instruction regarding its decision and the superintendent shall withhold from any future state aid payments to which the district is entitled, the difference between seventy percent of the moneys received by the district as per student payments under chapter 15-40.1 and the actual percentage of the moneys received by the district as per student payments under chapter 15-40.1 which was expended for the compensation of teachers and administrators.

SECTION 7. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:

- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
- b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;
 - (7) A class 59 school psychologist;
 - (8) A class 62 speech-language pathologist;
 - (9) A class 68 supervisor;
 - (10) A class 70 teacher or special education teacher; or
 - (11) A class 72 tutor in training.

SECTION 8. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School district teacher signing bonus - Payment.

1. Notwithstanding any compensation agreements negotiated between the board of a school district and a teachers' organization, the board of a school district may offer and pay a signing bonus to an individual who:
 - a. Holds a baccalaureate degree or a graduate degree from an institution of higher education;
 - b. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
 - c. Accepts a job as a classroom teacher for the first time since graduating from an institution of higher education or has not been employed as a classroom teacher or as an administrator during the preceding three years.
2. The board may pay the signing bonus in one lump sum or extend the payments over a period not to exceed five years.

SECTION 9. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ three hundred ~~forty-five~~ twenty-one dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ eighty-two dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 10. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 12 through 15 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;

- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
- 2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
- 3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand twenty-one dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed two thousand forty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
- 4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

SECTION 13. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 12 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 14. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual compensation - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of compensation for the contract period equal to at least twenty thousand dollars.

SECTION 15. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers and administrators - Per student payments.

1. If the board of a school district expends less than seventy percent of all moneys received as per student payments under chapter 15.1-27 for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required for the school district employee compensation report in section 7 of this Act. The superintendent of public instruction shall forward copies of any explanation received in conjunction with the compensation report to the governor and the chairman of the legislative council.
2. A committee designated by the legislative council shall annually review all explanations received in conjunction with the compensation report. If the committee determines that a school district's financial circumstances would have allowed the district to expend at least seventy percent of all moneys it received as per student payments under chapter 15.1-27 for compensation of teachers and administrators, the committee shall notify the superintendent of public instruction regarding its decision and the superintendent shall withhold from any future state aid payments to which the district is entitled, the difference between seventy percent of the moneys received by the district as per student payments under chapter 15.1-27 and the actual percentage of the moneys received by the district as per student payments under chapter 15.1-27 which was expended for the compensation of teachers and administrators.

SECTION 16. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or other municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 17. TEACHER MENTORING PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs by school districts; and
 - b. The approval of teacher mentoring programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the legislative council before July 1, 2002.

SECTION 18. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student

payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of \$150 times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute \$150 times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute \$250 times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than \$250 times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

SECTION 19. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:

- a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
- b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 20. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 7 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 10 and 16 of this Act become effective on July 1, 2004."

Renumber accordingly

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars ~~and~~, The educational support per student for the second year of the 1999-2001 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars ~~and~~, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible ~~must be added together, and from that total, subtract~~ the following amounts ~~must be subtracted~~:
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the ~~its~~ actual expenditures, plus ~~an additional~~ twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.

- b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.

- c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
- a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;

- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

- 1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
- 2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;

- d. A class 40 instructional programmer;
- e. A class 41 library media specialist;
- f. A class 56 pupil personnel service provider;
- g. A class 59 school psychologist;
- h. A class 62 speech-language pathologist;
- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
- 2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
- 3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
- 4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
- 5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total

amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred

fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.

4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

**SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS -
HOLD HARMLESS.**

1. The superintendent of public instruction shall calculate the payment to which a school district is entitled during each year of the 2001-03 biennium under this Act.
2. The superintendent of public instruction shall calculate the payment to which a school district would have been entitled during each year of the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-06 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
3.
 - a. If the amount to which a school district is entitled during the first year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2002.
 - b. If the amount to which a school district is entitled during the second year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

**SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER
CERTIFICATION.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$23,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.

5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. LEGISLATIVE COUNCIL STUDY - APPOINTMENT OF COMMITTEE - CONSULTANT. The legislative council shall appoint a nine-member committee consisting of members of the house of representatives and the senate to study the current structure of school districts, special education units, and vocational education units, and options for the reorganization of such entities, giving appropriate consideration to current and future funding at the state and local level, taxable valuation, mill levies, land mass, transportation, and educational curriculum. The legislative council shall employ a consultant to assist with the study. The consultant, together with the superintendent of public instruction, shall evaluate the current structure of school districts, special education units, and vocational education units, and shall, on or before May 1, 2002, present to the committee options for the reorganization of such entities. The legislative council shall present its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 20. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the legislative council for the purpose of employing a consultant to develop a proposal for the reorganization of school districts, special education units, and vocational education units, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state

treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand one hundred ~~forty-five~~ eighty-three dollars and. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred thirty ~~forty-three~~ dollars and. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
- d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.

- Eliminated
11 districts*
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible ~~must be added together~~, and from that total, subtract the following amounts ~~must be subtracted~~:

- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
- b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the ~~its~~ actual expenditures, plus an additional twenty thousand dollars.

4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:

- a. Annual average daily membership report.

- b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

8834 FTE:

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:

- a. The total amount of base salary.
- b. The total amount of compensation reportable as gross income under the Internal Revenue Code.

- c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
- a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;

- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

12/1/01
✓
SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;

- d. A class 40 instructional programmer;
- e. A class 41 library media specialist;
- f. A class 56 pupil personnel service provider;
- g. A class 59 school psychologist;
- h. A class 62 speech-language pathologist;
- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total

amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

*↑
amended*

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other municipality, other than a school district,~~ which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

- 400 student cap
mark by 200
from surplus
end of biennium*
1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.
 2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
 3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred

fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.

4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

**SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS -
HOLD HARMLESS.**

1. The superintendent of public instruction shall calculate the payment to which a school district is entitled during each year of the 2001-03 biennium under this Act.
2. The superintendent of public instruction shall calculate the payment to which a school district would have been entitled during each year of the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-06 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
3.
 - a. If the amount to which a school district is entitled during the first year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2002.
 - b. If the amount to which a school district is entitled during the second year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

**SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER
CERTIFICATION.**

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$23,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.

*\$23,000
reduction of
\$60,000
paying 4 people*

5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. LEGISLATIVE COUNCIL STUDY - APPOINTMENT OF COMMITTEE - CONSULTANT. The legislative council shall appoint a nine-member committee consisting of members of the house of representatives and the senate to study the current structure of school districts, special education units, and vocational education units, and options for the reorganization of such entities, giving appropriate consideration to current and future funding at the state and local level, taxable valuation, mill levies, land mass, transportation, and educational curriculum. The legislative council shall employ a consultant to assist with the study. The consultant, together with the superintendent of public instruction, shall evaluate the current structure of school districts, special education units, and vocational education units, and shall, on or before May 1, 2002, present to the committee options for the reorganization of such entities. The legislative council shall present its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 20. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the legislative council for the purpose of employing a consultant to develop a proposal for the reorganization of school districts, special education units, and vocational education units, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state

report
treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

to be used to 50% of \$200,000
SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 4/27/01

Senate Education Committee

or
☐ Conference Committee

Action Taken	remove Sections 19 + 20 from 10245.0 801
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Motion Made By Sen. Wanyuk Seconded By Sen. Flakoll

[illegible]

Total (Yes) 7 No 0

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/27/01

Senate Education Committee

Legislative Council Amendment Number _____

Action Taken remove Section 18 from 10345.0801

Motion Made By Am. Kilsch Seconded ⁰ By Am. O'Connell

[illegible]

Total (Yes) 7 No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Roll Call Vote #: 3

Date: 4/27/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Change \$23,000 in Sec. 16 (1) to \$41,500

Motion Made By Sen. Flakoll Seconded By Sen. Wanyuk

Senators	Yes	No	Senators	Yes	No
<u>Sen. Flakoll</u>	✓		<u>Sen. Christensen</u>	✓	
<u>Sen. C. C. Smith</u>	✓		<u>Sen. K. R. Smith</u>	✓	
<u>Sen. C. C. Smith</u>	✓		<u>Sen. C. C. Smith</u>	✓	
<u>Sen. C. C. Smith</u>	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, remove "and the distribution of"

Page 1, line 2, remove "differing payment amounts"

Page 1, line 8, remove "to provide legislative intent;"

Page 2, line 8, replace "eighty-three" with "eighty-six"

Page 2, line 10, replace "forty-three" with "forty-six"

Page 5, line 13, after the underscored period insert "a."

Page 5, line 14, after "thousand" insert "five hundred"

Page 5, line 15, replace "For" with:

"b. Except as provided in subdivision c. for"

Page 5, line 16, replace "three" with "two"

Page 5, line 17, after "thousand" insert "five hundred"

adopt. — Page 5, after line 18, insert:

change "c. For the 2002-03 school year, the reimbursement under this section for each full-time equivalent teacher serving in the first year of employment with the district as of September 15, 2002, may not exceed one thousand five hundred dollars."

Page 8, line 6, replace "eighty-three" with "eighty-six"

Page 8, line 7, replace "forty-three" with "forty-six"

Page 9, line 29, after the underscored period insert "a."

Page 9, line 30, after "thousand" insert "five hundred"

Page 9, line 31, replace "For" with:

"b. Except as provided in subdivision c. for"

Page 10, line 1, replace "three" with "two"

Page 10, line 2, after "thousand" Insert "live hundred"

adopt - Page 10, after line 3, Insert:

"c. For the 2002-03 school year, the reimbursement under this section for each full-time equivalent teacher serving in the first year of employment with the district as of September 15, 2002, may not exceed one thousand five hundred dollars."

adopt - Page 12, remove lines 8 through 28 - *reconsider action 7-0-0
put Sec 15 back 7-0-0
using surplus 5M + 6M million*

adopted - Page 13, line 2, replace "\$23,000" with "\$41,500"

adopted - Page 14, remove lines 1 through 31
Renumber accordingly

Date: 4/28/01

Senate

Education

Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number

Action Taken

Action Taken page 5, after line 18, insert "C. For the 2002-3
 Motion Made By page 10, after line 3, insert "C. For the 2002-3
Sen. O'Connell Seconded
 By Sen. Flapell

Motion Made By

Seconded

By

[illegible]

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

does not allow the district to charge for 2nd year of biennium for 1st time teacher in district -

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Action Taken delete Section 15 to 4th Engrsment of
pg 12, lines 8-28 reengross 344

Seconded

By

Total (Yes) 4 No 3

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Motion Made By Sen. Kilduff Seconded By Sen. G'Connell

[illegible]

Total (Yes) 3 No 4

Absent

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

it: *fail*

Roll Call Vote #: 4

Date: 4/28/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsider action on removing Sec. 15

Motion Made By Sen. Cook Seconded By Sen. O'Connell

Senators	Yes	No	Senators	Yes	No
Sen. Freberg	✓		Sen. Christensen	✓	
Sen. Flakoll	✓		Sen. Felt	✓	
Sen. Cook	✓		Sen. O'Connell	✓	
Sen. Christman Christman	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Roll Call Vote #: 5 Date: 4/28/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken substitute motion to use after
4 million

Motion Made By Sen. Kilsh Seconded By Sen. O'Connell

Senators	Yes	No	Senators	Yes	No
<u>Sen. Frehony</u>		✓	<u>Sen. Christensen</u>	✓	
<u>Sen. Flaherty</u>		✓	<u>Sen. Kilsh</u>	✓	
<u>Sen. Cook</u>		✓	<u>Sen. O'Connell</u>	✓	
<u>Sen. Christopher Christman</u>		✓			

Total (Yes) 3 No 4

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Failed

Roll Call Vote #:

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES

Education

Committee

Subcommittee on

or

Conference Committee

Legislative Council Amendment Number

Action Taken

Motion Made By

Secondded

By

[illegible]

(Yes)

No

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Not considered
8 (4/28/01)

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Action Taken pg 6 line 5 add "at least"
 Motion Made By (pg 10 sec 12 also) Seconded
Sen. Flaholl By Sen. Cook

Seconded
By

[illegible]

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Motion Made By Sen. Cook Seconded By Sen. Zakoff

[illegible]

Absent _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/28/01

Senate Education Committee

Motion Made By Sen. H. H. H. H. H. Seconded By Sen. Cook

[illegible]

If the vote is on an amendment, briefly indicate intent:

School district reorganization

Page 14, line 10, after "that" insert ":

1."

Page 14, line 11, after "twelve" insert a semicolon

Page 14, replace line 12 with:

"2. Has an average daily membership for all students in grades nine through twelve of at least two hundred and twenty five."

Withdrawn

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number W-1

Action Taken adopt amend. on School district reorganization

Motion Made By Sen. Flakoll Seconded By Sen. Christman

[illegible]

Total	(Yes)	No
100	50	50

Absent

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Action Taken delete Section 18

Motion Made By Sen. Kiloh Seconded By Sen. O'Connell

[illegible]

Total (Yes) 3 No 4

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

failed

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number _____

Section 18 (Combined Student population
to 12,225)

Am O'Connell Seconded By Am. Kelsh

[illegible]

Total (Yes) 3 No 4

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Failure

Date: 4/28/01

Senate Education Committee

Legislative Council Amendment Number

Motion Made By Am. Cook Seconded By Am. Flakoll

[illegible]

Absent

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/28/01

Senate

Education

Committee



Subcommittee on

or

Conference Committee

Legislative Council Amendment Number

Action Taken

Change language page 5 + page 10

Motion Made By

Am. Cook

Seconded

By

Ans. Flapell

[illegible]**Total**

(Yes)

7

No



Absent

0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

If the vote is on an amendment, briefly indicate intent: a school hiring a new graduate or first time teacher will be eligible to receive only \$1500 in the 2nd year of the biennium but a ^{hiring} tenured teacher would make the district eligible for \$2500.

HOLD HARMLESS:

- Motion to cap payments at \$2 million
 - : determines amounts owed to districts at end of biennium
 - : distribute hold harmless on or before June 30, 2003
 - : prorate if amounts owed are over \$2 million

SURPLUS:

- 1st \$2 million to declining enrollment
- 2nd \$2 million to hold harmless
- any remaining goes to per student

Unused dollars from FTE payments gets distributed as foundation aid (per student payments)

Roll Call Vote #: / 5th Date: 4/28/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

Senate Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Hold harmless - ~~Get passed~~

Motion Made By Sen. Fieborg Seconded By Sen. Cook

Senators	Yes	No	Senators	Yes	No
<u>Sen. Fieborg</u>	<u>✓</u>		<u>Sen. Christensen</u>	<u>✓</u>	
<u>Sen. Flakoll</u>	<u>✓</u>		<u>Sen. Kelch</u>	<u>✓</u>	
<u>Sen. Cook</u>	<u>✓</u>		<u>Sen. O'Connell</u>	<u>✓</u>	
<u>Sen. Christensen Christensen</u>	<u>✓</u>				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

see attached explanation

Date: 4/28/01

BILL/RESOLUTION NO. 1344

Education

Committee



Conference Committee

Legislative Council Amendment Number

Surplus funds - 100000

Am. Frick

Ans. Cook

[illegible]

Total (Yes) 7 No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

See attached explanation

Date: 4/28/01

BILL/RESOLUTION NO. 1344

Education

Committee



or

Legislative Council Amendment Number

all unused FTE #'s go to Foundation

Ann. Feborg

By

Am. Cook

[illegible]

(Yes)

2

No

1990

See attached explanation.

Roll Call Vote #: 18 Date: 4/28/01

Date: 4/28/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate *Education* Committee

Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number

Action Taken remove Section 18

Motion Made By Mr. Kish Seconded By Mr. O'Connell

Total (Yes) 3 No 4

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

fail

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand one hundred ~~forty-five eighty-seven~~ dollars and The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand two hundred ~~thirty forty-seven~~ dollars and The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible ~~must be added together, and from that total, subtract the following amounts must be subtracted:~~
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the its actual expenditures, plus an additional twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.

- b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

- 3. a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.
- b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
- c. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.
- 4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
- 5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;

- (2) A class 37 guidance counselor or school counselor;
- (3) A class 38 guidance counselor designate;
- (4) A class 40 instructional programmer;
- (5) A class 41 library media specialist;
- (6) A class 56 pupil personnel service provider;
- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-seven dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-seven dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to

teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:

- a. A class 22 coordinator;
- b. A class 37 guidance counselor or school counselor;
- c. A class 38 guidance counselor designate;
- d. A class 40 instructional programmer;
- e. A class 41 library media specialist;
- f. A class 56 pupil personnel service provider;
- g. A class 59 school psychologist;
- h. A class 62 speech-language pathologist;
- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
- 2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
- 3. a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.
 - b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

- c. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a

district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

**SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS -
HOLD HARMLESS - CONTINGENT PAYMENTS.**

1. a. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, including the payment of funds for declining enrollment under section 14 of this Act, to the extent of legislative appropriations, the superintendent of public instruction shall:
 - (1) Calculate the payment to which a school district is entitled during the 2001-03 biennium under this Act; and
 - (2) Calculate the payment to which a school district would have been entitled during the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-08 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
- b. If the amount to which a school district is entitled during the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

- c. The superintendent may distribute up to \$2,000,000 of such contingent funds as hold harmless payments under this subsection. If insufficient funds exist to provide payments under this subsection, the superintendent shall prorate the amount to which the districts are entitled.
2. If funds appropriated by the legislative assembly to the grants-teacher compensation payments line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.
3. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.

SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

\$41,500

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of ~~\$22,000~~, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any

legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 20. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

April 28, 2001

JB
4-28-1
10/11

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344
Amendments to REENGR HB 1344 EDUC 4/28/01

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-seven dollars ~~and~~. The educational support per student for the second year of the 1999-2001 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ three hundred ~~thirty~~ forty-seven dollars ~~and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

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two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. ~~In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the ~~its~~ actual expenditures, plus ~~an additional~~ twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.

- b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

3. a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.

b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

c. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.

4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

- 5 of 11
1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
 2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
 3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
 4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;

- (2) A class 37 guidance counselor or school counselor;
- (3) A class 38 guidance counselor designate;
- (4) A class 40 instructional programmer;
- (5) A class 41 library media specialist;
- (6) A class 56 pupil personnel service provider;
- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-seven dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-seven dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

- 1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
- 2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to

teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:

- a. A class 22 coordinator;
- b. A class 37 guidance counselor or school counselor;
- c. A class 38 guidance counselor designate;
- d. A class 40 instructional programmer;
- e. A class 41 library media specialist;
- f. A class 56 pupil personnel service provider;
- g. A class 59 school psychologist;
- h. A class 62 speech-language pathologist;
- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3.
 - a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.
 - b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

3. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, ~~other than a school district, which is authorized to~~ levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a

district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

**SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS -
HOLD HARMLESS - CONTINGENT PAYMENTS.**

1. a. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, including the payment of funds for declining enrollment under section 14 of this Act, to the extent of legislative appropriations, the superintendent of public instruction shall:
 - (1) Calculate the payment to which a school district is entitled during the 2001-03 biennium under this Act; and
 - (2) Calculate the payment to which a school district would have been entitled during the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-06 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
- b. If the amount to which a school district is entitled during the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

- c. The superintendent may distribute up to \$2,000,000 of such contingent funds as hold harmless payments under this subsection. If insufficient funds exist to provide payments under this subsection, the superintendent shall prorate the amount to which the districts are entitled.
2. If funds appropriated by the legislative assembly to the grants-teacher compensation payments line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.
3. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.

SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$41,500, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any

legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equalling at least two hundred twenty-five.

SECTION 19. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 20. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 4/28/01

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1344

Senate Education Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken DPA is reengaged HB1344 (10.245.0909)

Motion Made By Sen. Flapell Seconded By Sen. Cook

[illegible]

Total (Yes) 4 No 3

Absent

Floor Assignment Ann Flakoll

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1344, as reengrossed: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1344 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty five~~ eighty-seven dollars ~~and~~. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ three hundred ~~thirty~~ forty-seven dollars ~~and~~. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district ~~for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the its actual expenditures, plus ~~an additional~~ twenty thousand dollars.

4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
 - a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3.
 - a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.
 - b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
 - c. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.

3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;
 - (7) A class 59 school psychologist;
 - (8) A class 62 speech-language pathologist;
 - (9) A class 68 supervisor;
 - (10) A class 70 teacher or special education teacher; or
 - (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred forty-five ~~eighty-seven~~ dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred thirty ~~forty-seven~~ dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3.
 - a. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001.
 - b. Except as provided in subdivision c, for the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
 - c. For the 2002-03 school year, the reimbursement under this section for each individual employed as of September 15, 2002, as a full-time equivalent teacher for the first school year since becoming licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, may not exceed one thousand dollars.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen

thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district, park district, or other municipality,~~ other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.

5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

**SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS -
HOLD HARMLESS - CONTINGENT PAYMENTS.**

1. a. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, including the payment of funds for declining enrollment under section 14 of this Act, to the extent of legislative appropriations, the superintendent of public instruction shall:
 - (1) Calculate the payment to which a school district is entitled during the 2001-03 biennium under this Act; and
 - (2) Calculate the payment to which a school district would have been entitled during the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-06 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
 - b. If the amount to which a school district is entitled during the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.
 - c. The superintendent may distribute up to \$2,000,000 of such contingent funds as hold harmless payments under this subsection. If insufficient funds exist to provide payments under this subsection, the superintendent shall prorate the amount to which the districts are entitled.
2. If funds appropriated by the legislative assembly to the grants-teacher compensation payments line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.
 3. If funds appropriated by the legislative assembly to the grants-foundation aid and transportation line item in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, remain after completion of all statutory obligations, to the extent of legislative appropriations, the superintendent of public instruction shall distribute the remaining funds as additional per student payments under chapter 15-40.1 or 15.1-27.

SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$41,500, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 20. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

2001 HOUSE EDUCATION

CONFERENCE COMMITTEE

HB 1344

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344-conference

House Education Committee

☒ Conference Committee

Hearing Date 04-20-01

Tape Number	Side A	Side B	Meter #
TAPE I	x		01 to 6243
TAPE I		x	01 to 155
Committee Clerk Signature <i>Joan Diers</i>			

Minutes:Chairman Kelsch, Rep/Brusegaard, Rep Hanson, Senator Freborg, Senator O'Connell, Senator Wanzek.

Chairman Kelsch called the conference committee on HB 1344 to order, the clerk will call the roll. Note that a quorum is present. Asked Senate to walk through the amendments, section by section. I would like to make this an informational meeting and allow us to ask questions.

Senator Freborg: What do we intend to accomplish today.

Chairman Kelsch: Today is an informational meeting just so we understand the mechanics of the bill that you passed over to us.

Senator Freborg: No negotiating.

Chairman Kelsch: No negotiating today.

Senator Freborg: Do we have time not to.

Chairman Kelsch: Do we have time not to negotiate, today.

Senator Freborg: Yes.

Chairman Kelsch: Yes, we do.

Senator Freborg: I mean is can we afford to loose the time. I don't know that we are really prepared. Can we get into a discussion.

Chairman Kelsch: There will be a discussion, but we have asked for the informational part of it first, so that we can understand what each of the section does and then there will be a discussion.

Senator Freborg: we will certainly do that, but I would hope we could do a little more for the sake of time.

Chairman Kelsch: At this point we will go through the bill and just ask questions and end the session.

Senator Freborg: You know what the payments are, section one of 2349 that is 2411. That will be the new foundation payments. We have reduced the ending fund balance to fifty per cent, the date of that is 2004. I am going through the major changes. The reporting, I am assuming you read it and are familiar with the reporting requirements. We define a teacher as a class 70. I believe that is 7994. Signing bonus, that is money that would be paid by the local districts. Teacher bonus, 25.8 million, \$1,300.00 each year of the class 70 teachers. Less then full time teachers would receive a propitiate amount, that would not include administrators. Declining enrollment is included for over 250 dollars that would be paid from any surplus of the ending fund balance. The grant for national teacher certification, 83 thousand dollars. Legislative Council study, the compensation for the new DPI who would handle the new reporting system, the 200,000 dollars (125,000 for one FTE and the remaining would be for technical assistance) legislative intent concerning the remaining balance of 33 million dollars to go to teacher salaries, to pay at least 70 per cent of the remaining 33 million dollars. After bonus I subtracted from the

total available dollars. Section fourteen is the 2004 requirements to lower the ending fund balance to fifty per cent plus 20 thousand dollars.

Chairman Kelsch: In section three when you talk about the retention bonuses, is that for classroom teachers only, for the class 70 teachers.

Senator Freborg: NO, that is for any and all including the administrators.

Chairman Kelsch: Because you refer to it in retention bonus, all it says is a full time classroom teacher.

Senator Freborg: The language in here is not the same, it is similar.

Chairman Kelsch: Is it necessary to have it in this bill.

Senator Freborg: I am not sure, we could compare it and see, it may not be.

Chairman Kelsch: In section 13, you talk about the seventy per cent of the money received, per student payments for compensation of teachers and administrators, seventy per cent of what money.

Senator Freborg: That is 70 per cent is all the new money for all the teachers, including administrators.

Chairman Kelsch: Do you want to lay the numbers out for me.

Senator Freborg: that would amount to \$2650.00. I am trying to remember the number we used, it did include those people. I should clarify that, that did include the 8883 and does include administrators.

Chairman Kelsch: Did you bring a sheet along to walk us through the numbers, I am not coming up with those numbers.

Senator Freborg: I do not have an extra sheet. The total dollars are 5 hundred and 9 million 049148. That is 33.566 for increasing the payment level of the foundation aid. That is 20.8 for bonus, 200,000 for DPI for new reporting system and 82000 dollars for the national teacher certification. Total dollars includes 1.373425 million dollars more than the House version.

Rep Brusegaard: Where does tuition apportionment figure into that.

Senator Freborg: Tuition apportionment is included in the total dollar at 576 million.

Chairman Kelsch: That is included in the 33 million.

Senator Freborg: It is.

Rep Hanson: How about the two million for the professional development.

Senator Freborg: That is not in the bill. 576 million includes the 67 million tuition apportion. The difference includes the 1.373, those dollars came from 3 million dollars that was from the reorganization bonus payment. DPI determined that the most that we would be spending would be another 500 thousand in the coming biennium. So we left 1.165 to take care of the obligation in this biennium and added 500 thousand dollars in here. It had to be done so that the 70% would provide the 2650.

Chairman Kelsch: What are the penalties if they do not provide the 70%.

Senator Freborg: There aren't any.

Chairman Kelsch: Would it be an accurate statement that 70% of the school districts budget goes toward teacher compensation and administrators.

Senator Freborg: I think that it would be, yes.

Chairman Kelsch: So putting legislative intent in there really does not guarantee anything.

Senator Freborg: Yes, I would agree. The 70% language is not something that is necessary , however the Governor's Office did prefer the language in there.

Chairman Kelsch: Why you decided to go with bonuses rather than a compensation package.

Senator Freborg: The Senate version, the amendments that we adopted, the bonus idea was a compromise, and was a guarantee of a flat rate of \$2600 to teachers.

Rep Brusegaard: You talked about that they could deduct TFFR, the bonus is on the scope outside negotiations not on their salary, when they did retire, they wouldn't use bonus money to figure their ending salary. SO why would they have to pay benefits on it.

Senator Freborg: I can't answer that question. I am not opposed to removing TFFR.

Rep Brusegaard: If they are going to be taxed for TFFR then they should receive that on their salary. It has to be all one way or the other.

Senator Freborg: I would agree, I didn't know about the IRS and not a part of determining TFFR qualifications.

Rep Hanson: Can we have that checked out.

Chairman Kelsch: We can, Maggie can you do that. I want to go back to the bonus idea. The question I have is, doesn't that take away more local control.

Senator Freborg: That depends on how you look at it. I think this bill, the boards are loosing total discretion anyway.

Chairman Kelsch: The school districts have already proven to us that they don't put the money where we had intended it to go.

Senator Freborg: I am surprised, they have been putting out over 70%, some school district pay out closer to 40-50%, but I have no control over that.

Chairman Kelsch: What is the reason behind the reporting system, what do we hope to gain from the system that we are setting up through DPI.

Senator Freborg: In discussing the reporting system, we first believed we should have better reporting system. DPI, they are satisfied with the present system and the information that they could glean from it. They believe that they will know a how lot more with the new system. We also thought it might create more incentive to the districts that this 70% would get to every teacher.

Chairman Kelsch: What are your intentions for next session. How are you going to use that report. What if you find that school district did nothing for teacher compensation, they did nothing to move teachers forward in this state, and it shows that they used the money for roofs and buildings and fixing gym floors. What do you plan on doing with the information in the next session. Is it the intent to punish school districts, is it the intent to step in and say that we are going to set your salaries.

Senator Freborg: I don't think that we are going to set your salaries. IF this persists after gleaning information from that report, we could probably come to two conclusions. We would know which districts they are and at that point we may have to do something more drastic. I do think that this will show some improvement and that is our goal.

Rep. Hanson: Why was only class 70 teachers included in this.

Senator Freborg: I didn't know what class 70 teacher was. We used that class because we had to put in 1.3 million dollars in order to reach the 5250. We had to put the extra money in to balance it. But with all the teachers in, I don't know that we could find enough money to make it balance. I would rather lower the bonus and take in the rest of the teachers.

Rep Hanson: Will the four million cover it? The people that we eliminated.

Chairman Kelsch: there is only 800 teacher differences between the House and Senate version.

Senator Freborg: Yah, I think it would. IF we were to take in another 800 teachers and 4 million dollars, but you are only talking about the four million covering the bonus on the bottom half. yes, it would more than cover it.

Chairman Kelsch: How many school districts are effected by changing the ending fund balance from 75 to 50%.

Senator Freborg: This another move to try and discourage school districts from having large ending fund balances. we have adjusted the pay out a little. When we reduced that to 65% we only took in 6 schools, 60% took in another 4,5,6; at 50% we took in not over 20. They have three full years to reduce that to 50%.

Senator O'Connell: I did not bring the print out down with me, but if it were done today, it would be 35 schools.

Chairman Kelsch: One way that a school district can hide their ending fund balance is to purchase bonds. Did you think about the districts trying to circumvent the process and hiding the money.

Senator Freborg: If they can circumvent the process, I did not know that they can do that.

Chairman Kelsch: I have seen a print out of the school district that shows that they have indeed done that.

Senator Freborg: And it is not in their ending fund balance.

Chairman Kelsch: It doesn't show up in the ending fund balance.

Senator Freborg: It has not been put away for a specific purpose such as to reduce the debt sometime in the future.

Chairman Kelsch: I am sure that is what they are planning on using it for in the future, but it doesn't show up in the ending fund balance. It makes them look a lot better then they are.

Senator Freborg: I believe that their is a way that they can build up a fund for specific purpose. Somewhere in the law that is allowed.

Chairman Kelsch: It was not.

Senator Freborg: I didn't know that.

Rep Hanson: On the teacher bonus, is that paid in one lump sum at the beginning of the school year.

Senator Freborg: Pay out if left up to the school district.

Rep Hanson: How about if they got a lump sum say the first of October and they left the system at the end of the semester, is there any process of paying that back or would that be left up to the local school district. Or someone that stated at semester would they get half of the 1300.

Senator Freborg: It is left up to the local districts.

Rep Hanson: In the declining enrollment, you have the cap of 400, where did you get that figure. I would say that is a figure for the bigger schools vs the smaller schools.

Senator Freborg: Yes, there are some schools that hit the cap, three or four. If we want to get by with three or four million dollars, we have to cap it some place.

Rep Hanson: Only three or four are over the 400.

Senator Freborg: I believe so, however there are only two or three schools that did not have declining enrollment.

Chairman Kelsch: Do you envision us to continue to pay declining enrollment or the next few sessions or are we going to focus on reorganization.

Senator Freborg: The declining enrollment came about before we ever got the House bill. I don't think we are fooling anyone by taking administrators out or any other teacher, because they are going to get paid at the same rate that we put in either bill. So when you took administrators out, you saved 3.3 million. If you consider that the administrators need to get paid, you used 50 million dollars and had approximately 3 million dollars left. Very inadequate. Without declining enrollment we probably had a dozen and a half schools that will take less money then they got in the last biennium

Chairman Kelsch: when we took the administrators out, the comment that was made by their lobbyist was that it was OK with them because they usually get increases that are more than 3500.

Senator Freborg: I can agree with that, I know what they said, if there is any money left to pay them with, they probably will get more, but they are going to have to use some local money if they have it.

Chairman Kelsch: This is not in this bill, but it does play out in the print out. The Senate has decided that we are not going to move towards the five year average, as we passed the bill over to you, the bill was defeated in Senate. We are frozen at 75%, this has been something, that the House every session passes and the Senate defeats or lowers. I am just curious as to why the Senate saw fit to freeze the weighted pupil unit to 75%.

Senator Freborg: I did not come prepared to talk about that, that is not in the bill.

Chairman Kelsch: No, but that does have ramifications on dollar amounts that are used in the print out.

Senator Freborg: It certainly does, but until we change the law, the print out should reflect present law.

Chairman Kelsch: Are there further questions.

Senator O'Connell: Just so I know how you felt when your bill came over on local control, what kind of backing was there from the school board association, do you know.

Chairman Kelsch: If you look back at the House notes, you will note that the school board association came in- in support of the bill; the council of education leaders supported the bill, and NDEA supported the bill.

Senator Freborg: I have a question, on the definition of teacher, is it possible under this definition is it possible that one of those teachers could have been an aid.

Chairman Kelsch: Do you have a copy of the one pay hand out, as the bill came over from the House it included, (she then gives the list of all included in the House definition of teacher). The only ones that were excluded were the administrators.

Senator Freborg: I looked for the language that would not allow any one else, if you look on page four, section two and sub section five (b) (3). The very last paragraph (he then reads the language) with out that language is it not possible to have a teacher certificate and be the janitor or teacher aid and work full time in the system.

Chairman Kelsch: I don't think that it is possible. The exclusion that we wanted put in there is, we wanted to exclude the administrators. The reason that we were a little more careful, is that the

language that I had originally drafted to take out the administrator actually took out probably took out 4 or 5 thousand teachers, because we tried to narrow the focus.

Senator Freborg: I looked carefully through the bill to find language that would exclude those kinds of people. It says who it does not include and I am wondering about the definition.

Rep Hanson: We discussed that during the testimony, I don't remember, we didn't put anything in there.

Senator Freborg: In section three, is there anything in the bill to prevent, for insistance we hire about 250 new graduates every year. If we hire those, we must have other teachers that are moving around the system. We may have some coming from outside the system and so on. Those teachers were not there in the first year of the biennium, in the bill we are going to pay the district 3500 for each one of those teachers in the second year, if I read the bill right. So we are paying 3500 dollars for first year teachers and there could be as many as 500 to 800. If I heard this right, there is 250 first time teachers and there has to be another 250. If you take that times 1750 that I think that we are wasting.

Chairman Kelsch: If you read subsection 2(b) the last three lines. They have to report the number of teachers employed by the district as of September 15th and the (b) says the number of full time equivalent teachers who will receive an increase in compensation over the amount paid the previous school year. If they weren't employed the previous school year, they can't receive the total amount.

Senator Freborg: Then if we go down to subsection three, the last three lines. For the 2002 - 2003 school year, the reimbursement provided for in this section may not exceed \$3,500.00 multiply by the number of full time equivalent teachers employed by the district as of September 15, 2002.

Chairman Kelsch: There first claim under two, there claim has to include a, b, c. So if the teacher wasn't there the year before, they wouldn't be entitled to that because it would not be an increase over what they had before.

Senator Freborg: How about if a teacher received it in one school the first year, would they receive the \$3500.00 in the other school the next year.

Chairman Kelsch: I don't think that they can, if they switch schools. The new district never showed them the increase, so they can't do that.

Senator Freborg: I do have one more question. It goes back to the money in foundation aid. In the first bill when you were saying 50 million dollars, do you know how much was left of the general fund. This money considered tuition apportionment also.

Chairman Kelsch: It would be 50 million, the teacher compensation payment and that would include all those teachers that we had talked about. 8884 FTE

Senator Freborg: There was 3.266 million left in foundation aid after the 50 million dollar. You took administrators out that was up to 6.635.

Chairman Kelsch: Correct

Rep Brusegaard: We changed the bonus numbers, to get a little extra foundation aid.

Chairman Kelsch: She gives the figures to support the change.

Senator Freborg: I am looking at the column that includes the 1750 and the 3500, what were you prior to that. It shows the foundation aid payment of 6.63 million (includes the 1750 and the 3500) so if there was extra money is wasn't reflected in this print out and this was dated in April.

Chairman Kelsch: 6.6 is the right dollar amount. That is reflecting the savings.

Senator Freborg: I was wondering if there was a savings or if there was, it went somewhere else.

If you take the dollars from the administrators, I wonder why there is no change.

Chairman Kelsch: We removed 631 administrators and multiply that times 5250 is equal to 3.3 million and then show me the difference between 250 times 8800 (all the teachers in)

Senator Freborg: I can see what happened, your payments came up \$15.00 the first year and \$28.00 the second year. That's where the money went.

Chairman Kelsch: It went into foundation aid.

Senator Freborg: The payment went up, but it took that 6.6 to do it. You had 3.2 when you had administrators in and you gained 3.3 when they were taken out, so that is 6.5 and we loped off the odd dollars. And then you went to foundation aid money of 6.6 so it only reflected the money that you saved when you took out administrators. It did not reflect any change in how you distributed the bonus money or the FTD money.

Chairman Kelsch: Why do you say that the 6.5 is only reflecting the administrators, the 3.2 is the total amount that we saved for both years of the biennium on the administrators. We took it times the 5250, which is what you would have to pay them to sustain what the increases over the two years. So if you take that times the 631 you come up with 3.2 and then if you come up with the saving we made by putting 1750 and 1750 which is the 250.00 times the 8800 you come up with the 3.3 and that is where the 6.6 came into foundation aid. Now the question that I have is, you got a number where you are using 454 as the starting base for foundation aid, we used 457.

Senator Freborg: That was the appropriation, 457, no in this version they all show 454.4.

Chairman Kelsch: In this version it shows 457.6, is what they are starting with.

Senator Freborg: Well the House version was passed with 454.4.

Chairman Kelsch: Actually the House version that was passed was 4.61035668

Senator Freborg: Do you have a date on that.

Chairman Kelsch: This is April 2001. These numbers are prepared by the Legislative Council for Senators G Nelson and Freborg.

Senator Freborg: I have the 461 version here and you are at 46 that reflected removing the administrators, the bottom line was 628, we don't have that on this print out. 507675 prior to House Education Tuition Apportionment

Chairman Kelsch: Correct.

Senator Freborg: We picked up 450 thousand dollars because we took that from supplemental payments and we needed that to meet the formula.

Chairman Kelsch: And you did that to balance what you were trying to do with the other programs that you were trying to put into 1344.

Senator Freborg: This is the latest version and it shows the 4544. Everyone started with that, the Hoven budget, the House version and the Senate and it goes from there.

Chairman Kelsch: Do you want to make copies of that sheet.

Senator Freborg: I don't know if that is important at this meeting, but I think that it is important that we start at the same place.

Chairman Kelsch: I don't understand the difference in the figures.

Senator Freborg: We don't need to talk about the House version. I have a couple of problems. by taking 26 million dollars out of foundation aid, summer schools lost 700 thousand dollars. I don't think they have hit the cap yet.

Chairman Kelsch: Is your intention on handing out the 20 million dollars in bonus payments, is it just going to be thrown out there, it doesn't do anything to increase compensation, it is only a one time shot in the arm, never to be paid again. I recognize your concern for sustaining.

Senator Freborg: I would agree, it is too bad money out and there is no sustain ability. Sustain ability is a major concern. Goes on to give an example.

TAPE 1 SIDE B

Senator Freborg continues with his point. It would take 85 million to sustain the House package. The Senate is worried about sustaining, if we continue to pay the bonus, we may have to raise taxes to do it.

Chairman Kelsch: If there are no further questions or ,we will adjourn until next week.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1344-b,c,d

House Education Committee

☒ Conference Committee

Hearing Date 4-23-01

Tape Number	Side A	Side B	Meter #
2	xx		01 to end
2		xx	01 to end
3	xx		01 to 792
Committee Clerk Signature <i>Ann Owen</i>			

Minutes: Chair Kelsch called the conference committee to order with others present:

Rep. Brusegaard, Rep. Hanson, Sen. Freborg, Sen. Wanzek, and Sen. O'Connell. The clerk checked on the TFFR. A question had come up whether or not the bonus payment that the Senate had passed over needed to be TFFR out of it. Basically she came back with the information that all sorts of compensation are considered reportable unless otherwise specified under subsection 9 of section 15-39.104 of the ND Century Code. This is the subsection defining salary affected by TFFR. This compensation considered reportable would be subject to 7.75 deduction for TFFR. The original proposal of \$3500 for teachers was considered by the actuary in TFFR and it's been determined that there would not be a negative effect on the form. Fay Cox has been in touch with the actuaries with the TFFR regarding the impact of the package of HB1344 with the senate amendments, which includes the option of bonuses for teacher compensation. The option of bonuses for teachers presented by the school district may possibly have a different impact and compensation for the salary increases. Cost of the leading response from the actuary will be

forwarding the information on to the committee. The definition of salary means a members earnings. I'll be going over this chapter for teaching, supervisory, administrative, extracurricular services that are in a school. It does not include fringe benefits such as payments for sick leave, personal leave, vacation leave, parking allowances, transportation, or early retirement. Service pay, severance pay, medical insurance, workers comp benefits, disability insurance premiums, referee pay, bus driver pay, janitorial pay, or salary received by a member in lieu of previously employer provided fringe benefits.

Sen. Freborg : You're saying that if we end up with bonuses, the TFFR should be deducted.

Chair Kelsch : That's correct.

Rep. Brusegaard : I understand that we'd have to pay a contribution on them, but I'm a little concerned. If they are bonuses and they don't end up in salary, we are paying contributions on something they are not going to receive benefits from, in the end. When you figure out retirement benefits at the end of your service, they go by your ending salary. Unless I'm reading that wrong.

Chair Kelsch : That's part of the problem with paying out the bonuses payments as they are in the senate amendments. To get something going here, if you will look at section 9 in the senate amendments. There are a couple of technical amendments that need to be made. Section 9, subsection 1, where it talks about the contingency in declining enrollment. In the last sentence of subsection 1, it should read "the superintendent shall distribute \$150 per student lost". "Lost" needs to be added, so it means lost to the school district. In subsection 3, lost needs to be added there, too. In subsection 3 it should say "if the Superintendent of Public Instruction determines that the portion of the grants foundation aid in transportation in line item designated for per student payment for the biennium. You would cross out "during the second year". It should just

say "for the biennium in HB1013". Those are a couple of technical amendments if we choose to keep section 9 in the bill would need to be reconciled and put on the amendments. The House probably doesn't have too many problems with some of the amendments that were added on to HB1344. We wish it would have stayed a clean bill, however we know that during a session there's all kinds of things that need to be added on to a bill. We want to include last minute cleanup things that we may have forgotten during the early part of the session. Some things may have not passed either of the bodies, and we need to get them back in here. The major differences are in how do we address teacher compensation. That's why we're here. House members have not discussed all the amendments.

Sen. Freborg : I don't have any amendments, but could we agree that we don't know how we are going to end up. In the Senate version we talked last time about only class 70 teachers being eligible. I worked out a different formula that the end result is almost the same, including 800 and some teachers that are not class 70. Are we agreed that they should be included in any kind of bill that we might forwarding to the House and Senate.

Chair Kelsch : Yes, we are agreed on that.

Rep. Brusegaard : That will stop some of the e-mail.

Chair Kelsch : We can rest assured that about half of the e-mail's will quit.

Sen. O'Connell : That will take in the librarians and counselors. Will the correction people be taken care of?

Chair Kelsch : They are being taken care of in the correction part of the bill. Basically it will add in those other 800 teachers. This will bring it up to 8884. The top 631 would be the administrative positions which we had removed in the house side. We did not hear very much squabbling over that. It still leaves out the administrators and superintendents.

Sen. Freborg : I believe that this number was derived at by using full enrollments for the present school year. Isn't there great opportunity, now that we've lost 4,000 present biennium and 4,000 in the next, isn't there an excellent we'll see a lower number than 8884?

Chair Kelsch : That's correct. But at this point, we have to budget with the higher.

Rep. Brusegaard : In theory that sounds good, but I know that over the last 10 years of declining enrollment we have actually increased the number of teachers in the state.

Sen. Freborg : Certainly has. 12,000 students. Sooner or later that declining enrollment has to produce fewer teachers. We will catch up pretty soon in special education, and we'd better start seeing a decline.

Rep. Hanson : When you figured the numbers, did you count the new teachers in the system that is 250 every year multiplied by \$1750? That amounts to about \$800,000. Has that been deducted off the total amount?

Sen. Freborg : I'm not sure I understand. We take the 250 new teachers and it seems this replaces 250 that are gone for various reasons. We don't change the total number of teachers, do we?

Rep. Hanson : The first year teachers don't get that \$1750 or the \$1300?

Sen. Freborg : Why wouldn't a first year teacher get that money?

Rep. Hanson : I thought we had eliminated those.

Sen. Freborg : I don't know if you did or not. I don't believe we did. If you did eliminate them, it should reflect on the 8894. If we don't include them, it won't raise the base. They will remain where they are. Our intent is that they get the \$2600 and that will begin to raise the base on the new teachers.

Sen. O'Connell : Does the House intent to pay out the foundation aid exactly the payments the schools get? There is a certain percentage in July, 10% or 20%. Is that the way you think it should go out now?

Chair Kelsch : For the teachers FTE's? It will go out the same.

Sen. Wanzek : If we agree on the removal of class 70 teachers, is it adequate enough just to overstrike "class 70" in the definition? Will that be adequate enough to define the teachers or personnel that we are trying to single out?

Chair Kelsch : I think we have to go back to the original language that we had in our bill, with the exception of #3 subsection 5 of section 2, in the definition of teacher. Sen. Freborg thought that #3 was the safe guard language to insure that the school bus drivers that has a teaching certificate, but was not a classroom teacher, would not receive those dollars. You have to go back to the language that we had had in our bill, and then put in the safeguard.

Sen. Wanzek : Wouldn't it be possible to implement parts of both definitions. I'm looking at the house definition. Is there any mention of being employed by the district?

Chair Kelsch : In the definition of teacher, she reads from page 2 of original bill. We could leave that definition and say is employed by a school district. You could have number 1. as I just read and number 2. as employed by the school district, and number 3. performs a signed professional activity involved with an organization presentation. As long as it doesn't preclude any of those other individuals that we are talking about adding in, we're o.k.

Sen. Wanzek : Your concern is to be sure that the language referring to the administrators is excluded.

Chair Kelsch : Right. The other thing we could do is to go in we could say teacher means class 22, 37, 38, 40, 41, 56, 59, 62, 68, 70, and 72. If you want to throw all the numbers in there. Just go with that definition, add yours as employed by a school district, and add a third one.

Sen. Wanzek : If we go by that definition, is there somebody else we're excluding? I think when this passed the senate, I don't think we were entirely worded right. Class 70 excluded some of those individuals where we referenced those.

Chair Kelsch : No. On this sheet, this is the licensed staff and the different positions. This is basically what we had early in this session, when we were looking at who we are including and excluding. This is the information that comes to DPI. That's where they're getting this information. We are excluding the top portion which is all the administrators and principals. It's the house's contention that substitute teachers wouldn't get it, because you need to be employed full time.

Sen. Freborg : Can you speak to section 2, subsection 5?

Chair Kelsch : In subsection 5, I said we could use the definition of teacher that was drafted in the house version of HB1344 as number 1. Number 2. you have as employed by a school district. Number 3. you can say it is all three.

Sen. Freborg : So number 3. would be the language that would eliminate the janitors, etc.

Chair Kelsch : I believe so. I haven't asked for an opinion on it. It basically talks about the activities that go on in a classroom or student learning experience, which would pull in those counselors, librarians, and speech pathologists. That should be a safe guard for them.

Rep. Hanson : Do we have a definition of a full-time teacher, or does that vary from school district to school district.

Chair Kelsch : That is why we did not put full-time teacher in there. The FTE is determined by the school district themselves. If there are those teachers that are performing 75% of their duties in the classroom, they will receive a proportion of the amount we come up with, either \$3500 or the \$2600 the Senate wants to give. They will get a proportionate amount of it. We had full-time in our bill.

Rep. Hanson : Do we need a motion on Sen. Freborg's proposal? **I move we include everybody except administrators or the ones that are excluded on the sheet.**

Chair Kelsch : We have a motion to add in remove the class 70 teachers and add in the teachers we discussed on the bottom half of the sheet, the other classes.

Sen. Freborg : **I second.**

Sen. Wanzek : Is it our plan to go section by section and amend.

Chair Kelsch : We can probably do it that way. Then we will know where we're headed. We'll have a full set of amendments as the senate decides to do a little more compromising. We'll have more amendments delivered to us. We are not voting on definition at all, just adding the class 70 so that message gets out, and the e-mail's will stop.

Sen. O'Connell : We are adding 865. How much money is that?

Sen. Freborg : It's \$5250 per biennium. 4.5 million per biennium.

Chair Kelsch : Any further discussion? Roll please.

VOTE: 6 YES and 0 NO MOTION PASSES.

Chair Kelsch : (2222) What are your thoughts on section 3.

Sen. Freborg : Now that we have adopted that amendment, everyone should know that we don't have enough money left to provide \$5250, as the bill stands. If we were to pay the \$2600 bonuses, starting with 54.3 million dollars available and reducing the number of teacher to 8850,

70% of the money remaining produces almost 22 million. You divide that by the 8850, and you get 2480. You come up with \$5080 rather than \$5250, when we include all the teachers. So that you understand, when you increase the top side, you lose 30% of the money. It doesn't go to the teachers. It takes a lot more money to get it up high enough so that the 70% produces the \$2600. If you take money out of the top side to increase the bonuses, you have the same problem. You're not applying the 70% to enough money. The way the bill was introduced is exactly where the dollars balance, and only where it can produce \$2600 on each side. That is without the additional teachers. So just that you know how we are talking. If we went back to the 8884, we are down to about \$5000 for the biennium. That's using our figure of 54,366. That is 1.3 million dollars more than the house bill.

Chair Kelsch : I appreciate that. I think that at this point that's where I biggest bone of contention is with section 1 in the foundation aid payments as well as in the bonus payments. I think those will have to be reconciled as we continue to move on in the bill. The house members knew that once we got those teachers back in, there would not be enough money in it. At this point we are sitting with not enough money . Those numbers will have to be juggled.

Sen. Freborg : I just brought that up so that all these people supporting the senate concept wouldn't be misled by the dollars.

Chair Kelsch : Section 3.

Rep. Brusegaard : As a general rule, I don't like to confuse legislation by talking about other bills, but section 3 is very reminiscent of legislation that I'm sure both our committees saw throughout the session dealing with signing bonuses. I question the need to have involved in the education funding bill, when it's a separate issues that were dealt with in separate bills.

Rep. Hanson : What's the status on those?

Sen. Freborg : 2083 was turned in this morning. It should be on the calendar today. I'm not sure if the \$10,00 is still there, but everything is pretty much in tack like it was. That bill was the one that reserved the bonuses for new graduates and first time teachers. We included anyone that has been out of teaching for 3 years. They would also qualify for the bonus. Some retired but decided to go back to teaching or went in to a different profession and changed their mind, they would qualify for the bonus.

Rep. Hanson : The bill is 2183. There is not reference to any amount. It's a 5 year signing bonus. It could be in a lump sum, not to exceed 5 years. There is no retention, just signing.

Rep. Brusegaard : I move that we strike language in section 3. Rep. Hanson : Second.

Sen. Freborg : It's not a real bone of contention with me, if you don't want to allow bonuses. That is really why we are here today. It does provide retention bonuses. We don't want to allow the districts to retain teacher in specific areas, say a math teacher has a better offer down the road, we don't want to keep those teachers to retention bonus, we will take it out. It is not important to me. I think we should give them the option. If we are giving the option for boards to pay a bonus to new teachers to fill positions, why on earth wouldn't we want to keep the teachers we have.

Rep. Brusegaard : I don't disagree with that, but I worry about burdening down this bill. Something that important could have been added into 2183 on either side, when we had the bills in front of our committee. The idea of the signing bonuses is something that is fairly new to ND. I think we've tried to jump into it in a responsible manner. I think that's an excellent bill for an education committee and for a legislative assembly to decide on in it's own merits.

Rep. Hanson : I think you are opening a can of worms by the retention. If you have 3 math teachers, and one decides to leave and you give him \$3,000 to stay, what are the other 2. Are

they going to say they want to leave, too? That's going to be a problem, senator.

Chair Kelsch : Any further discussion. Call the roll on the motion to remove section 3 regarding signing bonuses and retention bonuses.

VOICE: 6 YES and 0 NO MOTION PASSED.

Chair Kelsch : Let's go to section 5. Any thoughts?

Rep. Hanson : On number 2, do we have a list of school districts that carry more than 50%.

Chair Kelsch : Sen. Freborg provided me a copy. I was told at one time, but it's not confirmed, that there was 7 schools were 60% and 20 school as 50%. I have not had a chance to count them up. That's basically the information I had. You can't include those schools that don't get any of the foundation aid, because they are not in it.

Rep. Hanson : How many are those? Three or four?

Sen. O'Connell : 35 total, if I can find them now.

Sen. Freborg : If we are looking at section 5, we need to go back and look at section 14. That puts the effective date in section 5 at July 1, 2004.

Chair Kelsch : We're giving them 3 years to get that ending fund balance down to the 50%.

Sen. Freborg : That should be very adequate.

Chair Kelsch : Did your committee consider, at all, putting in any guide lines as to how you wanted them to spend the balance?

Sen. Freborg : None, just local board.

Chair Kelsch : Does anyone have any real heart burn with section 5?

Rep. Hanson : You say they can put it n the bonds, and it wouldn't count as a carry over.

Chair Kelsch : That's what I've been told. Although I see someone rolling their eyes in the audience, I think I have been told that in the past. They can put it into bonds and then it does not

reflect an ending fund balance.

Sen. Freborg : Maybe we should get that information for the committee, whether we need it for this or for future reference. It would be good to know. Maybe someone could check on that, and let us know if it's possible. If it is, then how they did it..

Chair Kelsch : Jerry and Tom, is that something you can come up with? O.K. If you can have that by our 4:00 meeting, that would be great. We will get that to you members so you can take a look at the school districts. Section 6.

Sen. Freborg : That goes along with section 5. That takes out schools and leaves in all the other political subdivisions at 70%. We need that language, if we change section 5.

Chair Kelsch : Section 7 deals with mentoring and evaluation programs asking ESPB to develop a proposal to possibly eliminate education committees. This was talked about lots during the interim. I think it was one of those things that was important to the teachers to take a look at. I don't think people really totally understood what a mentoring program all involved.

Rep. Hanson : Why did you put this in, senators?

Sen. Freborg : We continue to get pressure about continuing to initiate mentoring programs. DPI thinks it's a good idea. We are hung up on this. If you don't like it, it's fine with me.

Rep. Hanson : I think each school district can handle their problems without coming up to a department.

Sen. O'Connell : Do only the bigger schools use this or is it easy for all the school to use?

Rep. Hanson : I don't know what the small schools do.

Rep. Brusegaard : I guess in smaller schools, mentoring programs take place in a much informal basis. We have heard this a couple of times in committee that this is going to be a push and that

this would add to the quality for our teachers. Whether or not ESPB fell for the proposal; I'm not too sure I'm very fond of that. I think mentoring occurs on a much informal basis then any of us realize.

Sen. Wanzek : As I recall the discussion in the senate, we felt that by developing some kind of program, it could bring a number of small schools together. It could help put the structure in place and help the efficiency. Sometimes they lack the resources to develop a structured, well organized mentoring program. If the DPI would put something in place, where a number of small school could collectively participate in that program, it might have some merit.

Chair Kelsch : Sen. Wanzek, did you look at any numbers as far as cost of the program? Would there be additional cost to developing. Was that discussed in the senate?

Sen. Wanzek : I don't remember discussing the cost. Maybe the chair remembers better.

Sen. Freborg : I do not remember a specific amount of money. If we were to initiate mentoring programs, we figured that each district would run about the average of the small schools. The larger school may have more, and they can handle their own program in house. The smaller schools would probably have a mentor in the system that may have many schools. They may have one mentor county wide that works full-time going to schools. If we did something like that, eventually, there could be quite a cost. That's not what we are doing here. I'm not sure that the mentoring program within the system would reflect on the large state appropriation. I'm not sure how they do it. That's what the FTD is to find out. We are here on the spirit of compromise, and if you don't want this, we'll go differently.

Chair Kelsch : I hope that attitude continues.

Rep. Hanson : Is the date sufficient?

Chair Kelsch : Yes, it's 2 years. I'm assuming you have talked to ESPB to figure out about if this is enough time to put the program together.

Sen. Freborg : This was really not my idea, and I didn't do a lot of ground work on it. I personally did not talk to ESPB. I don't remember any testimony on it in committee, and whether they said they liked it or did not like it. Can't tell you that.

Chair Kelsch : (4578) I think we'll recess until 1:30 to let another conference come in the room.

Chair Kelsch : We are back to order. All are present. We are still on section 7.

Sen. O'Connell : I move we take out "the evaluation programs" in a. and b. I feel if you are evaluating somebody and trying to be a mentor at the same time, I don't think that's a good purpose. You should be doing one or the other.

Rep. Hanson : I second.

Chair Kelsch : It would say section 7, teacher mentoring report to legislative council. Subsection 1, the Education Standards and Practice Board with the advice and consent of the Superintendent of Public Instruction shall develop a proposal for; A. The development and implementation of teacher mentoring programs by school districts; B. The approval of teacher mentoring programs by the board. 2., would stay the same.

Sen. O'Connell : Correct. I feel if you are mentoring someone, and then turn around and evaluate them, is not the right approach.

Sen. Freborg : I would like a better explanation from Sen. O'Connell.

Sen. O'Connell : I thought about this during lunch. If you are a mentor, you are trying to help them get through the process. If all of a sudden, you are the person that's going to evaluate you, how much trust and how much would the person loosen up to you. I guess teacher could elaborate more than me on that.

Chair Kelsch : I think typically, most school districts have their own evaluation programs as to how they evaluate their teachers and have those in place. I think what we are really trying to do here, was the mentoring part was the most important part of it. The evaluation side of it is something that is currently done by school districts and by school boards. It's better to get a mentor for mentoring sake, and then the teachers being evaluated by the school board or the district itself or superintendent, based on the criteria of that school district, not by some criteria set up by ESPB. It may not apply to each school district. That would be left up to them to determine how they would like to evaluate their teachers. There are two separate things. The mentoring of a teacher is another. Not sure if they quite fit together or not.

Sen. Freborg : I thought maybe that's what ESPB would find out when they developed the program. I'm not necessarily opposed to the motion, I just would like to better understand it.

Rep. Hanson : A mentor could be another teacher. An evaluator is a principal or assistant principal.

Sen. Wanzek : There is a concern that the same person is also the evaluator, is that it?

Chair Kelsch : It looks like is that you are setting up a teacher/mentor program and a teacher/evaluation program, that could be one and the same or go hand in hand. The way it's written, that's what it looks like. Whether that was the intention or not, we don't know. That's the way it's written.

Rep. Hanson : By law, you have to be evaluated once a year. Maybe twice the first year of teaching.

Sen. Freborg : That's why I had my misunderstanding. I believed it could be construed to mean to complete separate programs. One for mentoring and one for evaluation. The evaluation

program wouldn't have to deviate from what they do today. They may set up a more stringent program with evaluating teachers. They may set down different criteria. I don't know that it would have to have anything to do with the mentoring program.

Rep. Brusegaard : I don't disagree with that, but it could be two separate programs. Every school district does teacher evaluations now. They have their own form and methods of doing it. Our focus on mentoring is that not enough school districts have formal mentoring program, now. It is a path to teacher improvement and to greater understanding for first year teachers coming in, to get the most out of their students. I'm a bit leery of having licensing boards provide subjective evaluations, picking out some teachers and others, and they all have the same license. Saying which ones are bad, and which ones are good, is not the function of a licensing board.

Sen. Wanzek : I can somewhat understand the concern, as far as how are they going to implement this. I would think that a good mentoring program would provide honest dialogue in an evaluation and help someone understand where there is room for improvement or what their needs are. Maybe I'm not reading as much into it, as some of you are.

Chair Kelsch : Sen. Wanzek, I think because the ESPB is going to develop a proposal for the development and implementation of teaching mentoring programs and teacher evaluation programs, is why. That mentor could be giving constructive criticism or constructive praises throughout the time they are mentoring. They are to help them be a better teacher. Give them the confidence and the skills they need to be a more seasoned and well rounded teacher. The evaluation programs are done by the person who directly oversees them. That's why the ESPB should not evaluate. Each district should evaluate and have their own perimeters. Evaluation programs should be left to the local school boards. If you were looking for a uniform teacher evaluation across the boards, then I understand why you have teacher evaluations in here. I'm

not sure that ESPB should be modeling that evaluation.

Sen. Freborg : Getting back to what Rep. Brusegaard said about boards have always done this, and we probably leave it at that. Boards have always paid teachers, too, and in the house bill that is not true.

Rep. Brusegaard : Many boards across the state are not doing the job they should be doing in paying teachers. I haven't heard of problems of them not doing their job as far as teacher evaluations.

Sen. Freborg : That was my point. It's possible that many teachers in many schools across the state aren't doing a good job of evaluating teacher, either. Maybe we need to set up an independent program of evaluations. That's my point. I wasn't digging you for paying teachers. I was trying to make an example. Maybe it's time for change. Maybe we need to set up a uniform to evaluate teachers state wide.

Chair Kelsch : Any further discussion on the motion? Roll on the motion that we will eliminate an evaluation program in section 7. (end side A, begin side B)

VOTE: 4 YES and 2 NO MOTION FAILS.

Chair Kelsch : Let's look at section 9. This is where I suggested a couple of amendments. We could probably move those amendments.

Rep. Brusegaard : I move that we add "lost" in subsection 1 and in subsection 3, line 3, and in subsection 5.

Chair Kelsch : You said to add "lost"; \$150 per student "lost" to those school districts, the last sentence in subsection 1. Then in subsection 3, line 3, cross out "during the second year of the 2001-2003 biennium. Then the last sentence, in subsection 3, "lost" to those school districts.

Sen. Wanzek : Second.

Chair Kelsch : Any committee discussion? That cleans up that section quite nicely. There is only one school district that exceeded the 400 cap, and that was Grand Forks that experienced a loss of 833 students. A couple of districts gained students. "Lost" should be where ever it says \$250 or \$150 per student, it should say "lost". Call the roll on the motion.

VOTE: 6 YES and 0 NO MOTION PASSES.

Rep. Hanson : How many years have we been paying for a lost student? Has it gone back a long time?

Chair Kelsch : We've paid for declining enrollment last two sessions. How far back. We paid in 1993, 95, 97, 97, 2001.

Rep. Hanson : We keep paying for lost students. It's about time we start paying for the students that are in class.

Chair Kelsch : That's something that I was thinking about over the weekend, too. It's something that we started and we'll probably have to keep on going with it. We won't see an increase in students any time soon.

Sen. Freborg : One correction. There are 2 districts that hit the 400 cap. Minot is the other one. Let me tell you what declining enrollment does, especially when the proposal was forwarded with a bill that came out of the house in existence. I believe there were fewer than 24 districts that received any money in foundation aid increase because of declining enrollment. I think it was 20 districts. All but 20 districts received less money. Without declining enrollment, some will hurt real bad. This is only a way to see that every district but 2 get some money for declining enrollment. I think we may have 5 districts.

Rep. Hanson : What I'm saying, is we should be paying for the kids that are there.

Sen. Freborg : I think we have been doing a pretty good job. Look at the last 8 to 10 years.

We've done an excellent job. If you count the supplemental payments that went in one year, it was probably around \$750 per student in the last 8 years. I don't think it's fair to say we haven't paid student that are there. I don't know where the point of diminishing returns is. We're down to 108,000 students and we have more teachers, so I suppose we need more money for that. This has a whole lot more major effect when you loose 12 thousand students. You are dividing it with a whole lot fewer people. I think we have made tremendous progress. If you are opposed to declining enrollment, I want it and like it, but I won't loose too much sleep if you take it out.

Rep. Hanson : We have been doing it and doing it. How long are we going to do this.

Sen. Freborg : I don't know. It looks like in about 2006 we could quit, because that is when declining enrollment will level out.

Chair Kelsch : Let's go to section 10. This is the appropriation for the grants for the National Teacher Certification. Where did the \$383,000 come from?

Sen. Freborg : I don't know. I think we have to read the whole section to see where the money goes and the number anticipated. It was not my proposal and I did not do the research on it, so I can't tell you exactly. The payment schedule is in here. I don't think it's an issue that we will loose sleep over if you don't like it. It gives some encouragement for a few more teachers to become nationally certified. It's time consuming and rigorous. Not many want to go through that. This may create a little incentive to do it.

Chair Kelsch : You are antioipating about 11 teachers to take advantage of it giving the \$1600?

Sen. O'Connell : 10-11 teachers would maybe apply for it. It's kind of like trying to get your masters degree. Really a rewarding program.

Rep. Brusegaard : As I read this section, the \$1500 payment does not go out until after the first four full school after the individual attains certification. In this biennium, the applicants would only be eligible for the \$1,150 payment to get started with the process. At 83,000 that would make 72 teachers eligible to start the program.

Sen. Freborg : How many teachers would this cover? 72. They get \$1500 at the end of each of the first four years. Right. O.K.

Rep. Brusegaard : The next biennium each applicant would get \$3150.

Chair Kelsch : Correct. Committee thoughts on section 10. Seeing none, we'll go to section 11. This is the teachers compensation package study. It recognizes the 4 levels of teachers from beginning to advanced, and has a compensation level for each category. Is this study based on any particular state or just a general study?

Sen. Freborg : I think it was generated by some information at a meeting in another state. I'm not sure that the study is patterned after anything in another state.

Sen. O'Connell : Cincinnati, Ohio, has such a program in place already. That was at the Nappa Valley Conference. We are on a too small of a scale, if we are looking at Grand Forks and Fargo. We need a bigger area and more than a year to implement.

Chair Kelsch : Section 12 is the appropriation for school district compensation report. DPI believed that \$200,000 was what they were going to need to compile all the information given to them by the school districts and put it into a report form with the analysis required. Where is the \$200,000 coming from?

Sen. Freborg : At first the department thought they needed \$400,000. We allowed council to handle the discussion for us to find what the cost exactly was. I guess they came to an agreement of \$200,000. Council assured us we were getting a good deal.

Chair Kelsch : Is that extra money that is within the budget itself?

Sen. Freborg : I gave that to you a few days ago. \$283,000 comes out of the top dollars of 54,3660. If we were not do the report, then \$283,000 would be available for foundation aid or bonus or however we might get the money out there.

Chair Kelsch : Any more discussion on section 12. Well, that leaves us with section 1, 2, 4, 8, and 13.

Sen. Freborg : Because we took no action on some of these sections, can we come back to them at a later date.

Chair Kelsch : Correct. I knew we had amendments coming to some of them, and we have some stronger feelings about some of the sections. We can work through those and get something done

Sen. Freborg : We can't do anything on section 1 until we decide all the other sections.

Chair Kelsch : That's correct.

Sen. Freborg : May I ask a question about our differences. There have been some rumors going around that I understood that the House may be favorable to at least listen to some kind of a situation like this. Without raising the base to a certain level, then paying foundation aid with the rest of the money, with a guarantee of 70% of the money going out. I know there some misunderstandings because I heard all kinds of different levels of funding it would take to raise the pay. All we do is raise the base to a certain level we pay for that. It takes very little money considering we are spending over half a billion dollars a year. For a couple million dollars we can raise the base to \$22,000 or \$23,000. But what that means is we would only raise those teachers salaries below that level. It could be a second year teacher getting \$22,000. Could be a first year teacher coming in at a base of \$16,000 or \$17,000. It doesn't take a lot of money to raise the base to \$22,000 or \$23,000. Is there interest at all in that. Guaranteeing a base and then

guaranteeing 70% of the money? That is not either of our proposals. That may be a solution to our differences.

Chair Kelsch : I'm not sure that that is necessarily a solution to our differences. It's a talking point. The big difference between plans is we don't like the bonus system. The House has a different view on how we would like to see compensation for teachers.

Sen. Freborg : Are you referring to the 31 million after bonuses.

Chair Kelsch : Correct.

Sen. Freborg : Our difference is we don't agree with circumventing the boards and paying teachers. I believe it is their job, and it has been their job for 50 years and they should keep doing it. We are here in the spirit of compromise and I just mentioned one that we are more than willing to look at to drive the base up and hopefully get that salary level up to an acceptable level. Guaranteeing 70% would do wonders in a lot of districts. We average 70% or better, we have districts that probably spend less than 50%. Not every district is getting 70%. We have some large districts that are at 75% or 80% per biennium. We have others at 30% and 40%. We have a district that has a base of \$15,000.

Chair Kelsch : Was there any consideration when you put your bonus plan in to effect to leave out those school districts that do not currently receive foundation aid. To exclude those from your mix?

Sen. Freborg : No we did not. We did not because they were not left out in the house plan. That doesn't do anything for the fact that the teacher may be very low on a state wide average. We are certainly willing to talk about the fact that we have two or three districts that probably couldn't get any of the money no matter how we pay them.

Chair Kelsch : There are 11 districts with a total of 39.9 FTE's in those districts. You'd only save about \$170,000 or \$180,000, depending on how you fund it.

Sen. Freborg : Are you talking about the 20.8 million dollar bonus program would only save that much?

Chair Kelsch : I'm looking back at the House version. \$179,000 in that version. 40 teachers.

Sen O'Connell : Can yo go through on the House version, and explain, so we are on the same page. What is the House intent on school district employee compensation part.

Chair Kelsch : House intent on the compensation package is defined: included all salaries, benefits, commissions, memberships, provision of vehicles, provision of housing, and any other payments in lieu of the payments for services reportable as gross income under the internal revenue code. That includes health insurance and retirement.

Sen. O'Connell : Then there really wouldn't be anything left out in your version.

Chair Kelsch : That's correct.

Sen. Freborg : Would it be fair to say that under a \$2600 bonus plan, dollar for dollar, they would put more money in their pocket, then they would under compensation?

Chair Kelsch : They may be able to put more into their pocket; however, it does nothing for increasing their salaries. It's just a one time shot in the arm. Has no reflection on salary. Our thought was to raise the bar and move teacher up.

Sen. Freborg : I don't know how they can put less in their pocket, when it's not negotiable. They can only withhold taxes.

Chair Kelsch : I have a little different view point when it comes to compensation packages. If I get my health insurance paid for, that's money I don't have to pay out of my pocket and put back on the table. That is more money in my pocket, because I'm not taking more out. The

negotiation gives back local control, also. They can determine whether or not each teacher deserves \$3500 or if it can be moved around a bit.

Sen. Freborg : That was added to the plan later on. Did you have a first plan that did not do that. Wasn't that Gov. Hoeven's first plan that it was not negotiable?

Chair Kelsch : The bill I signed my name to was negotiable. That \$3500 was negotiable.

Sen. C'Connell : That was part of my question. Whether you can use \$3,000 for one and \$4,000 for somebody else.

Chair Kelsch : That's the way I understand it, and that's the way it looks. It's negotiated by the school districts, and the only money they get is the lump sum of money to the full time equivalent teachers and then they have to put in what type of increase they got. If they increased by the same amount as full time FTE's, \$3500, they are well within their perimeter. The only way to get it, though, is your plan has to include the number of full-time equivalent teachers, and then they receive the \$3500.

Sen. Freborg : Do you think this will do anything for the base salary? We have an extremely base. These new people, just hired, are not negotiating. I have to believe that the senior teachers are getting the lion's share of the dollars. They have to because they have more experience and more years of service. I think they are getting a disproportionate share and that's what's holding the base where it's at. We have no level of base. It varies from \$15,000 to \$26,000. I don't think that this situation will do anything to increase that base.

Chair Kelsch : All the way up to \$27,500.

Sen. Freborg : That's wonderful. But how many districts do we have below \$20,000. It's the majority. I just don't think that will do a nickels worth of good for those people way down at \$15,000.

Rep. Brusegaard : I don't disagree with that. It's sad that neither the Senate version that was passed or the original foundation plan had that provision in it. Unless the legislature steps forward and says, you will pay your minimum base starting salary of \$23,000, it's not going to change.

Sen. Freborg : It guarantees that the starting base will be \$2600 higher in two year, \$1300 each year, then it is right now. You hire a new teacher, they will get the \$1300.

Rep. Brusegaard : But it won't be on the base, the salary schedule..

Sen. Freborg : What's going to happen then with the 70%. The teacher won't get any of that either?

Chair Kelsch : We've already gone through this. The school district is already paying between 70% and 80% of their money towards teacher compensation.

Rep. Brusegaard : The 70% will last about as long as legislative intent language, which pretty much on seine die is gone, for all legal intents and purpose.

Sen. Freborg : However, 70% to 80% on compensation, certainly other compensation other than salary, has to be worth something, if you are getting 50% of your salary in other compensation.

Chair Kelsch : The point is, school districts right now, are spending 70% to 81% of their total budget to cover compensation for everybody. If you are saying here, 70% if of the per student payment. You are only talking about 70% of the 33% that we provide in the per student payment

Sen. Freborg : I don't think so, Madame Chair. We don't have a guarantee on our 70% at the present time.

Chair Kelsch : If you look on page 2, subsection 3, we direct in determining that amounts of payments due to a school district; "the Superintendent of Public Instruction shall add the tuition apportionment payment per student, special ed, transportation, etc. before the school district is

eligible". What you are saying in the legislative intent is "school districts expend at least 70% of all moneys received as per student payment".

Chair Kelsch : Under section 1, subsection 3. When you are talking in section 13 about your legislative intent, it just says 70% of the per student payment. Right now, it's 70% of the school districts total budget is what's going for teacher compensation. I'm not sure with that legislative intent, I'm not fond of that.

Sen. Freborg : The amendment was to guarantee that 70% of all of the new money paid out of foundation aid would go to teachers.

Chair Kelsch : That's where you came up with the 31 million and 70% of that is 21.8.

Sen. Freborg : We started with 54.3 million dollars. That is 1.3 million higher then yours. If you use 8850, because we agree that you may not have 8894 teachers, this leaves 31.3 million. 70% of that is 21.9. You divide that by 8850 and you get another 2480. It is negotiable just like your bill is, so it doesn't need that every teacher would get 2480. I'm talking about the 70%. 70% is negotiable. The intent language is that 70% of all the new money going to foundation aid be given to teachers. In fairness they weren't going to get their fair share of the 54 million dollars. They'd get their fair share of the bonus money because that is direct payment. The intent was to guarantee that 70% of the rest of the money went to the teachers. Because they are over 70% on all of the money already, I'm not opposed to guaranteeing 70% of all of the money. I don't know that in recent history they have ever been below that for a state wide average.

Sen. Wanzek : If I understand your comments correctly, your saying 70% of the schools expenditures goes for teachers salaries, but you are including in that, property tax. Does the House bill guarantee in some way, that property taxes will also be going to teachers? Isn't it just

designating the state money? I think that is what we are saying here with the 70%. We are talking about the state dollars requiring that 70%.

Chair Kelsch : Sen. Wanzek, I point is that we can't fool ourselves as to what we are talking about here. Currently, school districts pay between 70% and 81% of their total budget for compensation. So for us to say, that we want them to spend 70% of the per student payment, we have to understand what we are saying here. We need to understand what the dollar amounts are. The House doesn't care for that section, anyway.

Sen. Wanzek : I understand that. I'm sure we will get to that point and address that. I believe that the intent is that all the other state dollars that go to the school, 70% of them be used for teachers.

Chair Kelsch : Why wasn't it put in as a directive then.

Sen. Freborg : Left that to the house.

Chair Kelsch : Let's recess until 4:00. (**in recess**)

Chair Kelsch : (4266) We are now back to order. All members are present. Sen. Freborg, we were noticing on the handout that you gave us, regarding the ending fund balances, that was 1997 and 1998. Do you have a newer one? DPI must have a new ending fund balance sheet.

Sen. Freborg : I have one, but not with me. It weighs 40#, and I don't carry it with me. I apologize.

Chair Kelsch : What would the members like to discuss now?

Rep. Hanson : (4691) Do you have a problem with removing benefits from the compensation package, like health insurance?

Sen. Freborg : You want to remove it. I thought that was one of the more major benefits, because there is no tax on it.

Rep. Hanson : If some school district is already paying their health insurance, and you get the \$1300 or \$1750, and then they say we will take part of that and pay your health insurance, which they are already paying, then what.

Sen. Freborg : Is it your understanding that because it says benefits, that they can use it to pay thing that they are already paying as compensation? I don't see it that way.

Rep. Brusegaard : They can only use that money to pay for increased expenditures by the school district. They are already paying health insurance, and the health insurance is the same, they couldn't use that. They could use it to pay an increase in health insurance cost.

Rep. Hanson : I don't see that.

Chair Kelsch : It says for the number of full-time equivalent teachers who will receive an increase in compensation will need to show the total amount of the increase in compensation. It would have to be an increase.

Sen. Freborg : This is a new issue. Are we comfortable with the number we have identified on this sheet? I guess we are. At first I didn't know what some of them are. Some people think we should not have athletic directors. If they are full-time, I'm not so sure. You can bet they were hired at the same scale and are on the same increment scale as the classroom teachers. I'm sure they are considered a classroom teacher. Well, they will be, when we start handing money out.

Chair Kelsch : They are considered administrators as far as that definition. The House is comfortable with that number. We purposely left out the definition of what an administrator was, and that went right down to athletic or activity directors and then substitute teachers. When you get back into talking about how we want to define what the teacher is, I feel comfortable having that definition along with the other two in your bill.

Sen. Freborg : I would then only have a little trouble with the number, because it is my hope that it doesn't continue to go.

Rep. Hanson : Do we have the numbers of the amount of teachers increasing from year to year?

Chair Kelsch : That depends where you are in the state. I thought I had that information. In 1994, the average pupil to teacher ratio was 14.8 to 1, which was 118,649 students divided by 8014 teachers. In 2000, the ratio was 12.79 to 1. During the six year period, the number of students decreased by 10,555 and the number of teachers increased by 436. That includes special ed. If we kept the same ratio we had in 1994, we'd have 7,303 today, but we really have 8,450. I'm not sure where the number 8,450 came from. The number we have is 8,884. Not sure where the difference is. There is a difference of 400 teacher here.

Rep. Brusegaard : It might be helpful for the committee's sake, if we could have a 7-8 year trend line about the teacher that would be covered under this legislation. See if it ends on 8,884 and then we'll know we are at least talking about the same numbers.

Chair Kelsch : Tom, would you be able to come up with that? Can you and Jerry work together and get that. Do you want to tell us what you think the definition of teachers should be at this point? You're not ready. Here is the ending balance research that shows from 1993-2000. This will give us a more accurate view of what school districts would be above that 50%. Sen. O'Connell, is this the sheet you worked off to come up with your 105?

Sen. O'Connell : Yes, it does.

Sen. Freborg : To get back to our bonus program. Is the biggest problem because they are not reflected on teachers compensation?

Chair Kelsch : Yes, that's the biggest problem.

Sen. Freborg : I can understand that. No one knows about this, we just assume it could happen.

What are we going to do if revenue is down dramatically? Are we going to sit here today and say we are going to guarantee this. It will be 54 million dollars new money and you don't cut teachers salaries. In the House version, only all but about 9 million dollars (**end of Tape 2, begin Tape 3, side A**) will be left. What will cover that. We have to cover that by raising taxes. There is no way we will cut teachers salaries. If we say no, then are we telling the districts we are not going to raise taxes to pay you. You will take less money. You will have to pay those teachers and don't have the money, you will have to raise property taxes. Is that where we are in this?

Rep. Brusegaard : Are we're talking about a revenue problem for the next legislative session?

Sen. Freborg : Yes, but even in the following session. Next session, the \$1750 and \$3500 is going to be \$3500 and \$3500. Everything now indicates that revenue has flattened. I don't know that. I'm just telling you what they say. In the worst case, we could come back with less revenue then they projected; even if we have as much as they projected education is not the only area that automatically increases. We can look at all kinds of things that demand to stay even and demand an increase in revenue. What are we going to do if it isn't there. You don't cut teachers salaries.

Rep. Brusegaard : On the general question of sustain ability, we are already spending \$170 M more in our appropriations then is coming in by revenue. We are doing a lot of things that are not sustainable. I'm curious and a bit concerned that we single out K-12 education as the only program that we fund that needs to be sustainable. Not that makes it right.

Sen. Freborg : That's all I was going to say. I don't agree with it no matter where they do it.

Some day, the buck is going to stop right here. Either that or we're going to send the class back

home, which we do too much of anyway. With that big human cry out there about high property taxes, I don't know what's going to happen. They can't put the tax anywhere else. That 's there total source of revenue. Either we're going to raise taxes or they're going to raise, if this happens.

Chair Kelsch: My other sessions, I was told that this is the session we would have to raise taxes, because we wouldn't have enough money to stay in budget. So far, we have not had to do it. K-12 has always been able to be funded, and I think we will be able to sustain it. One of the questions that was thrown back at us at a forum, we voted ourselves a pay increase; and were we able to sustain that. We believe we can sustain anything that is healthy, or we wouldn't be worrying about it. In the fine wisdom of majority leader Dorso, be prepared to raise taxes next session. I'm glad I won't be there. He's not here, but we're not raising taxes either.

Rep. Hanson : We've had that when we could not make the payment of the last year of the biennium on foundation aid. Those school boards had to pick it up then. It has happened in the past, more than once.

Sen. Freborg : There's a lot of ways to cut budgets in school, but you don't cut teacher's salaries. You can cut back on foundation aid to some extent. Not ever in history, that I know of, did we cut state employee salaries or teachers salaries. I don't know what they do back home, but we always try and fulfill that commit. It's one thing to say we're going to give less money to operate your school. You probably aren't going to have as much money as you had before. But we're not going to give that money again to pay teacher salaries, you know that. Some of this money we've been gathering up, has got to be an increase. I can remember when we took \$10 M from the Bank of ND and wondered who they would survive. Now, we look at \$50 M and nobody blinks. It's easy, just take it. That will come to an end some day. Then how are we going to pay these teachers. It's a big commitment. I have no problem with teachers getting

more money. I'd rather sent it there in such a way that we won't cut their salaries if we can't meet that appropriation. If the price of gas stays where it's at, then tourism is going to hurt real bad. They are talking about \$2.50/gallon of gas in three or four months. I'm sure the farmers aren't going to pay more taxes. It's a real legitimate concern. When we are talking about three area being 90% of the budget, is different than we vote on those particular issues. It's 70 million dollars to sustain it. We have to give them some kind of an increase to the general fund. So it's going to be \$70 M plus.

Sen. Wanzek : You had earlier asked about definition of teacher. Is this different?

Chair Kelsch : Just about what we had talked about earlier. I don't have it prepared right now.

We will adjourn until tomorrow.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344-conference (e)

House Education Committee

☐ Conference Committee

Hearing Date 04-24-01

Tape Number	Side A	Side B	Meter #
TAPE I	x		01 to 6233
TAPE I		x	01 to 2531
Committee Clerk Signature <i>Joan Davis</i>			

Minutes: Chairman Kelsch, Rep Brusegaard, Rep Hanson, Senator Freborg, Senator O'Connell, Senator Wanzek.

Chairman Kelsch called the conference committee to order on HB 1344. Ask the clerk to take the roll. The chairman noted that a quorum was present. If the Senate will go back over the numbers for putting into your program, we are coming up with different numbers. Could we walk back through the numbers again.

Senator Freborg: Do you have this print out. If you will look at the column, Senate version one, we started with 454.4 million and our version had 33.566148 million in foundation aid. The money came from, we show an increase of 1.373425, the money for supplemental payments was 3,450,000. The formula for supplemental payments only requires about 3 million dollars to meet all their obligations. So I moved the 450,000 dollars into 1344 and it goes in the total dollars available for foundation aid. The other 900 and some thousand dollars come from two bills, 2200 and 1301 (those were the bonus reorganization bills). We do have an obligation to pay the

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districts that did not become eligible for the bonus in time, that takes 1.165. DPI believes that we will have one reorganization that will qualify in time in the coming biennium, so we added 500 thousand dollars, which takes us up to 1.665 for the bonus payments. The remainder of that money was transferred in, we must have about 900 thousand dollars that is surplus money for the biennium. Now that's where I assume the difference came because when we drafted that bill and I explained this to him, 70% have to produce enough money to come to 5250 and we didn't have enough money so that's when we moved the remainder of the surplus money in this biennium into foundation aid to make that 70% 2650. That is where the additional 1.373 comes from.

Rep Hanson: Are you still saying 54 million.

Senator Freborg: Yes, If you add it up it comes awful close.

Rep Hanson: IS that all new money.

Senator Freborg: New money if we start at the present level. First you figure out what it takes to fund the base.

Rep Hanson: Present biennium that we are in now, in your version, I have about 30 million difference. The foundation aid is 9.1 more in your version then we have at the present, plus the 20.8 of your bonus money, now is there more then that.

Senator Freborg: No, I think those figures are close. We are still working with 54 million dollars and you were working 52.7. Are you comparing the increase to the present appropriation of 479 million, that is what the appropriation is, but to sustain that level today, doesn't take that kind of money. We have a 5 million dollar surplus, that they did spend, we have lost 4000 students worth whatever 8 million dollars, you subtract that out and that is the level that we start at. 3230 per pupil.

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Rep Brusegaard: Would you go over how you get the 70 million dollars that you think it will take to sustain the House plan.

Senator Freborg: We have 8894 times 7000 is 46.6 million to sustaining the following biennium.

Rep Brusegaard: Why is that.

Senator Freborg: Because we pay 1750 the first biennium and then 3500 in each of the following biennium which is 7000 times 8900 you get the cost. However, we have not yet included administrators. Certainly they will expect the same 25% increase in the following biennium on their 3.7 million, that is about another 1.2, they will be up to 5 millions you add that to the 7 thousand dollar cost to sustain and then whatever goes into foundation aid, you have 3 million dollars left. If we don't cut foundation aid, you have another 3 million dollars and that all totals to 70 million without an increase just to sustain. He has 63 million dollars for salaries, 5 million for administrators, that is 68 million and I think in your bill you had 3. Something going into foundation aid, that has to be sustained or give them a cut in the per pupil payment and we come out with 71 million dollars to sustain.

Chairman Kelsch: How much to sustain your plan.

Senator Freborg: 20.8 million dollars less because of the bonus payment. We would be looking at 50 million dollars to sustain the Senate plan.

Chairman Kelsch: Are there any further questions.

Senator Freborg: SO that you know, we had HB 1013 on the floor this morning, and we took 450 thousand that was not necessary to meet the formula with supplemental payments, the Senate Appropriations committee has changed the formula, I believe to spend the money. I questioned that, so they are going to have to change the formula back or someone will be 50 thousand short.

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Chairman Kelsch: Let's discuss the definition of teacher that is in section two subsection five.

Senator Freborg: We removed subsection two of five (b).

Chairman Kelsch: No we just discussed it, we removed the class 70 reference, we haven't gone through and done what we have to do as far as the definition of a teacher is.

Senator Freborg: We did vote.

Chairman Kelsch: We voted to remove the class 70. We need to go in and put the definition of a teacher (gives definition). The House is comfortable with having the definition of teach that we was in 1344 and adding that is employed by a school district and have number 3 in there as well.

Senator Wanzek: You want to go on further to add the definition to include that this does not include administrators etc. Is it possible to take the definition from the Senate and add that as one of the subsections.

Chairman Kelsch: The definition of a teacher should be added into section 8 when we go into giving out teacher compensation and here just take out class 70, because this is in the report and you want to know what the administrators are making as well. You want to make that a part of the report. In subsection (b) is all we have to say is employed by a school district and cross out as a class 70 teacher according to classification of the superintendent of public instruction. We took out class 70 teacher in sub section 7 (that is the one we would have to amend) and section 8 needs a lot of work.

Senator Wanzek: In section 2 or section 8, I thought you wanted to add the language to make it clear that we are not talking administrators, when we reference teachers.

Chairman Kelsch: When you are talking about this school district compensation report, I am assuming who ever put this language in there, was interested in seeing the report as far as what

teachers are getting and what administrators are getting. Section 8 deals with teacher bonus and the House has problems with bonus. Keep number 3 that appears to be a safe guard or (c).

Senator Wanzek: we are not disagreeing, in subsection two there is a definition of an administrator and of a teacher I thought it was your wishes to add to that definition.

Chairman Kelsch: Correct, we are going to have to work on that a little bit, the way you have the definition of an administrator, you are missing a few. We can do a definition of an administrator in sub section two. We would have to include activity director and athletic director.

Senator Freborg: Are they not included in the 8890.

Chairman Kelsch: NO, identified as directors as other in the exclusion.

Senator Freborg: Then they are included in the 631.

Chairman Kelsch: Correct.

Senator Freborg: Is it possible to relate that to the Council and have them properly identify the people in the different sections.

Senator O'Connell: Gave a clarification for the school for the deaf and the industrial school.

Senator Freborg: Stated that money for those two money was not included in here.

Chairman Kelsch: Do you remember how much.

Senator Freborg: The total was a million and some odd dollars reconciled in HB 1013.

Chairman Kelsch: Let's go back to section seven, teacher mentoring and evaluation program.

Senator Wanzek: So far as the definition to ask Council .

Chairman Kelsch: Yes, has the Senate had different thoughts on the mentoring program.

Senator O'Connell: My thoughts have not changes, I think it should still be two separate people.

Rep Hanson: Do you want to try another vote.

Senator O'Connell: In section seven, I move that under (a) where it says evaluation programs and teacher evaluation programs in subsection (a) and (b) and evaluation on that line.

Rep Brusegaard: Second.

Chairman Kelsch: The motion removes evaluation programs from sections 7, any discussion.

Rep Hanson: I think that each school district has its own evaluation program, local control.

Chairman Kelsch: The clerk will call the roll, the motion passed (vote 5) with a vote of 6 YES and 0 NO.

Senator Freborg: There is no opposition to the 50%.

Chairman Kelsch: The House was agreeable, also with the declining enrollment payment and with changing the ending fund balance from 70 to 50%.

Senator Freborg: Then section seven is now OK.

Chairman Kelsch: Section seven is good. The sections of disagreement are 1,2,4,8,13.

Senator Freborg: Section 10 is fine.

Chairman Kelsch: It seems fine, no real problems.

Senator O'Connell: Did we do anything on section nine.

Chairman Kelsch: we did make those changes.

Senator O'Connell: That is all that we are going to do with that section.

Chairman Kelsch: Correct, goes over the wording and inserting the word "lost".

Rep Brusegaard: We talked about a state wide minimum base, is that an idea that you explored, do you have any idea of the cost certain districts. I would be interested to know what it would take both on a state wide level and where it would take our state wide average salary too.

Senator Freborg: I only have a print out of what it would take to raise the base to a couple of different levels. Not to take care of the incremental increases or the ripple effect clear to the top. If we are going to consider that, we need to decide, it would be costly to take care of the ripple effect. We need to discuss how to take care of the rest of the teachers and how we are going to spend the rest of the money. We need to decide the level of the money to be paid on teachers salary. To increase the base to 20,500 is about 20 million.

Chairman Kelsch: We've got one at 15.1 and 9 at 16.9 and quite a few at 17 to 18. The question that I have is, referring to the print out, base salary at 22,000, with the that 3.5 million dollars or two million, the state would distribute to those school districts to bring the base up. Is that what your intention would be. Or would those school districts have to do that themselves.

Senator Freborg: That is something that we would have to decide, there are many possibilities.

Chairman Kelsch: One of my concerns is that if the state pays out the money to raise the base, we are going to rewarding those districts that are underpaying their teachers and punishing those districts that have been paying their teachers.

Rep Hanson: It is rather late in the ball game to establish a state wide salary schedule. Without a public hearing and public input, I don't think that we should even be talking about it.

Senator Freborg: I don't ever disagree with holding hearings. I do think to increase the base is acceptable. To drive the base up is the biggest favor we could do to teachers.

Rep Hanson: I agree, but you have some school districts, rather than having a higher base are paying both portions of the retirement, are paying all of the social security. That is figured into their base which is actually not there.

Senator Freborg: There is a cost to the teachers retirement social security on the amount of dollars we put into that base. If we put 3 million in, there is another 1 and 1/2 cost to the district. Do we have districts paying both shares of social security.

Rep Hanson: I don't know for sure, but I know there are some that pay both shares of retirement.

Senator Freborg: We have at least 100 districts paying retirement. I think that it is illegal to pay for both shares of social security.

Rep Hanson: Their some schools that don't even pay social security.

Chairman Kelsch: Any further discussion.

Senator O'Connell: I think this is a starting point for North Dakota, if we can get the base up.

Senator Wanzek: A question, what did you mean that some don't pay social security.

Rep Hanson: Some schools don't have social security.

Senator Wanzek: I am not following.

Rep Hanson: Just not in the program.

Chairman Kelsch: Just something that was never put in the negotiating process.

Senator Wanzek: You are saying that they don't pay social security period. The district doesn't pay or it is being paid by the employee.

Rep Hanson: Neither.

Senator Wanzek: I thought all employees had to pay, is there special exemption.

Rep Hanson: We could get a list, if you would like to see that.

Rep Hanson: If they weren't in the program to start with, they didn't have to get in.

Senator O'Connell: They have their own retirement.

Chairman Kelsch: when they have their own retirement, they don't need to have it.

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Bill/Resolution Number HB 1344
Hearing Date 04-24-01

Senator Freborg: Perhaps one issue is the division of available dollars. In your bill it went to FTE, in our bill 20.8 million dollars goes to teachers. I think if we are going to look for compromise, we need to decide there is some neutral ground and about where that is at. We can continue to argue that it all go to FTE and foundation aid and it won't get us home. What is an acceptable level. We need to know the dollar we have to work with.

Chairman Kelsch: I think that is a good topic for 1:30 pm, we are in recess.

04-24-01 1:30 pm

Chairman Kelsch: we will call the conference committee to order. Senator Freborg indicated that we should discuss numbers. Did you have any movement on your numbers.

Senator Freborg: I really do not. We need to settle on some numbers. Dividing the dollars and seeing how they are paid out. Our bill is here and it is up to the House to decide what they want to tear apart in the bill. But we are willing to discuss it. I have no numbers.

Chairman Kelsch: The House has three areas that we do not agree. 1) sending out the money in bonus payment, 2) the dollar amount, 3) the intent language and the 4) is the dollar amount that is being put into foundation aid. There is probably a balance between those things, those are the four issues that we are in disagreement with.

Senator Freborg: You said bonus payments, I understand that, and then you said dollars, are you talking about dollars relating to the bonus payment.

Chairman Kelsch: Correct, the 2600 dollars you are giving out in bonus payments. The difference would be, the House has passed out a bill that would give the teachers 3500 dollars and your bill is 2600 dollars with legislative intent.

Senator Freborg: So that you might get a little better idea of where we are settling at here, we know what generated bill, our compromise came out of the House. That doesn't mean we are not willing to compromise further. From our perspective, we made a major compromise and passed it out of the Senate. We are working from a different position than what you see in this bill.

Rep Brusegaard: The House did have an opportunity to vote on your compromise position, the flip side of that is the Senate hasn't had a chance to vote on the House position.

Senator Freborg: Your position rather than bonuses is FTE payments.

Chairman Kelsch: The is correct.

Senator Freborg: The last statement you made, does that pertain to total dollars.

Chairman Kelsch: I think that as a whole the dollar amount that you have put into your bill, the House is in agreement with that. It is a matter of exactly determining those dollars. How much is going into foundation aid, how much is going into teacher compensation.

Senator Freborg: You don't have a problem with the total dollars.

Chairman Kelsch: No.

Senator Freborg: Those dollars were reconciled.

Chairman Kelsch: Once the House receives 1013, we will be able to see where those monies are and get that bill.

Rep Hanson: Our governor campaigned on 3500 dollars for teachers, I think that we ought to go along with his wishes. I would suggest that we go 1750, 1750 on FTE on the House plan and the balance other than the declining enrollment go to foundation aid.

Chairman Kelsch: I think what we will do at this point is toss out ideas and discuss them.

Senator O'Connell: Would you be willing to go along with hold harmless clause on that too.

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Rep Hanson: Sure.

Senator Freborg: Why on earth would you want to put hold harmless in the bill and pay for it with this money when it is now being paid for with surplus.

Rep Hanson: OK, whatever you want.

Senator Freborg: No, it isn't whatever I want, that was your proposal. I am asking what the rational is for spending two million out of the 54 million when there is always a surplus and that is where it is now.

Rep Hanson: Why don't you ask the guy that brought it up.

Senator O'Connell: I just thought that there would be a hold harmless where it would be most appropriate.

TAPE II SIDE B

Senator Freborg (continues) declining enrollment is talking hold harmless. That is not declining enrollment. Declining enrollment in our bill is paid for out of the surplus if there is one. That is why I hope that we would not take two million dollars out of the 54 to pay for declining enrollment.

Rep Hanson: I agree with you.

Senator Freborg: One other question, 1750 and 1750, that is the 1750 increase in the second year of the biennium so that it is 1750 and 3500.

Rep Hanson: The total of 3500 that the governor had asked for.

Senator Freborg: 1750 the first year and only 1750 the 2nd year.

Rep Hanson: As the governor asked for.

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Senator Freborg: I don't think the governor asked for 1750 the first year and to sustain that these second would add another 1750 to it.

Rep Hanson: That's right.

Senator Freborg: OK.

Senator Wanzek: Are you talking about that the state provide 1750 this year and only 1750 next year as a compromise.

Rep Hanson: A total of 3500.

Chairman Kelsch: It would be the 5250.

Rep Hanson: Right.

Senator Wanzek: Isn't that what the House version does.

Chairman Kelsch: Yes.

Senator O'Connell: Do you remember the figure on declining enrollment.

Chairman Kelsch: The cost was 2 million dollars, 10 and 1/2 million dollars short to cover all the students.

Senator Freborg: At one time you indicated that there may be some interest in raising the base, how would we do that with 1750 and 3500.

Chairman Kelsch: There are a couple of ways we could go about doing that. 1) It may be a little too drastic to raise it all the way to 22,000 the first year, you may have to do it in increments, somewhat the way we did when we passed the bill regarding the judges. One of the things that it would do, is that it would raise the base and also giving out compensation increase on top of that. It would keep the distance between the first year teacher and the veteran teacher. The issue that I brought up earlier is a concern to me, how do we put the base salary in and we are looking at the

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state funding it totally. Or there are ways to make it a state local match, or mandate a base salary and if we don't provide the money then it goes back to property tax. The Fargo Forum had a poll and the results of the poll was - 69% favored a mandated salary of \$22,000.00.

Senator Freborg: The bigger decision is the level of spending in the two different categories, FTE and foundation aid. I don't think that setting the base salary would be topic. The proposal that I just heard from Rep Hanson was in the bill. We need to compromise.

Senator Wanzek: No doubt your comments are accurate on the base pay, I thought the original intent of the House bill was to address teachers compensation from a state wide prospective. In a state wide effort there are going to be winners and losers in every offer that is put on the table. I think that there is merit in a state wide adjustment.

Senator O'Connell: I have heard the comment that a deal is already struck with the governor's office, the rumors are flying.

Chairman Kelsch: I haven't talked with the governor since last Thursday.

Senator Freborg: I don't strike deals with the governors office.

Chairman Kelsch: I think that the bill that comes out of this committee won't make everyone happy, but can be passed by both chambers.

Senator O'Connell: what would be a good starting point. Some kind of number to start from, we all agree with the total amount, can we work backwards to it.

Chairman Kelsch: I think it is good to say that we should determine the numbers, I think that in doing that we need to determine whether we think that the compensation aspect of it is important or is it the bonus, what that amount is going to be and then try to figure out the foundation aid.

The House feels that the foundation aid level that the Senate has put in is not what we would like it to be.

Senator O'Connell: Should we be looking at building the base maybe 19 the first year and 20 the second year.

Chairman Kelsch: I think that first of all the Senate has to determine whether or not they are interested in a teacher compensation package other than bonus and at what level. And what level is acceptable to put into foundation aid.

Senator O'Connell: We go agree on FTE or have we.

Chairman Kelsch: I don't think we quite agree with that.

Senator Freborg: If we would go with FTE payment and divide the 54 million right in the middle, so then we divide the 27 million by the number of teachers and the rest of the 70% gives us 21 or 25 almost 19 million, I think

Chairman Kelsch: The 27 million would give us \$3039.

Senator Freborg: The other one was 21.25, we are willing to put a penalty clause for the 70% for teachers pay and then the school district would either use it or lose it.

Chairman Kelsch: what about the 21 or 25.

Senator Freborg: If you divide the money in half, 27 million and divide that by 8834, you get 3039 and 70% of the remaining 27 million is 18.9 million. You add that to the 3039 and you get 5150 roughly. That does not leave a whole lot of money but leaves 6 million for foundation aid. I doubt very much a good number of our caucus is willing to go further or go beyond that, I am not sure.

Chairman Kelsch: what they would have left is 8.1 million dollars to use for foundation aid.

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Senator Freborg: These figures are not accurate. We have not taken out the 283 thousand dollars, if we had 2125 and we started with 27 where do you get the figures.

Chairman Kelsch: If you look at, take 27 million that you would use for foundation aid, with the 70% intent language, with the penalty clause, use it or lose it, that's 18.9 million subtract from the 27 million, you come up with 8.1 million dollars.

Senator Freborg: You would have to take out the 283 thousand dollars, not taken out at the top. I don't know what that would leave for foundation aid payments. We could live with that. I am talking about the first version of the Hovan budget. 3.266.

Chairman Kelsch: We will recess until 9:00 am tomorrow morning.

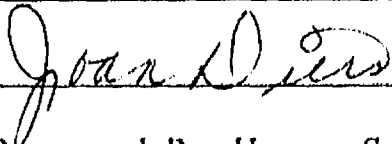
2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344- conference (f)

House Education Committee

☐ Conference Committee

Hearing Date 04-25-01

Tape Number	Side A	Side B	Meter #
TAPE I	x		01 to 6249
TAPE I		x	01 to 6200
TAPE III	x		01 to 431
Committee Clerk Signature 			

Minutes: Chairman Kelsch, Rep Brusegaard, Rep Hanson, Senator Freborg, Senator O'Connell, Senator Wanzek.

Chairman Kelsch called the conference committee to order on HB 1344 and ask the clerk to take the roll. Note that a quorum is present.

Rep Brusegaard: when we left here yesterday, Senator Freborg had talked about a proposal, 27 million in compensation, 27 million in foundation aid and 70 % of that would have to go towards compensation. How much per teacher compensation would that add up to.

Senator Freborg: I don't know but we can figure it out. 70% of 27 million, we are rounding it off.

Rep Brusegaard: It appears to me that you are close to the 3500 figure that we had talked about per teacher compensation all along. Your proposal has the same funding mechanism that we have in the House bill and gets to the same dollar figure on the House bill. It would appear to me that

you are saying that the House bill isn't all too bad. If you can detail the difference between what you talked about yesterday and what the effect of the House bill would be.

Senator Freborg: The major difference, we are putting half of the money in foundation aid and have paid about 70% in teacher compensation. So we don't mind putting the 70% requirement on but that will leave 30% to go into other things. That does leave more money. We are willing to go along with the 27 million direct teacher compensation because we think that is a good compromise.

Rep Brusegaard: If it is 27 million in direct compensation and about 19 million in required compensation from foundation aid, are you saying that any proposal that leaves that 8 to 10 million in foundation aid unrestricted is acceptable.

Senator Freborg: I don't know if it is acceptable, this time foundation aid had a 5 million surplus and we know that they put 12 million dollars in the ending fund balance the first year. If we can leave 8 or 9 million, certainly we can do as well or better then in the present biennium. Yes, I would say it is adequate to meet their needs. I don't understand, if the House conferees are willing to accept the division of dollars only, then I would believe that we should start from the easy side, start foundation aid side of division of dollars. I think the other side we are going to see a lot of ideas from both sides.

Chairman Kelsch: As I look at your proposal, you are putting 45.9 million into teacher compensation, which is what the House has put in give or take a million. What it looks like to me is, we would be better off if we just went ahead and put the total amount into the teacher compensation package. Take the additional 8 or 9 million dollars into foundation aid. You are doing the same thing. Instead of just putting into foundation aid and putting the mandate on, just

put it into the compensation package as the House had it and then take the rest into foundation aid. We are working with 54 million dollars, which is 4 million more than the House was working with that the House had in its original version. So with that we are looking at an increase of 10 million dollars, or an increase over Hoevan's proposal would end up being around 8 or 9 million dollars increase in foundation aid for a total of 12 million going into foundation aid.

Senator Freborg: Do you have a question in there.

Chairman Kelsch: It was a statement and you can respond to it.

Senator Freborg: If that is similar to your plan, you shouldn't have a problem with that. And if the 70% is like your plan and it should be different, we can remove the requirement and pay it in foundation aid.

Chairman Kelsch: I didn't say that it was that close, what I am saying is that by you mandating the 70%, you are putting the same dollar amount into teacher compensation. And instead of going about it in a round about way, I think that we can be up front about it and putting the money into teacher compensation and taking the rest and putting it into foundation aid.

Senator Freborg: We could but that was not our proposal. Are you willing to accept our offer.

Rep. Hanson: Are the requirements of the 70% and of the 27 million for teachers salaries or compensation are the same. Same requirements of the board, they have the option.

Chairman Kelsch: You will have to direct that to Senator Freborg as we do not have the specifics.

Senator Freborg: we certainly could put specifics in there. We could take the language from the House bill on the 27 million for teacher compensation. That is good language we don't disagree

with it. We would use the FTE's to determine how much money should be spent. You ask about the 70%, if you want the requirement in there, whatever is necessary.

Rep Hanson: Reading the two bills, it looks like the same requirements.

Senator Freborg: We tried had to please.

Chairman Kelsch: With the penalty clause, you say use it or lose it.

Senator Freborg: Not real hot on that, if it makes the House conferees comfortable, I think it is acceptable.

Chairman Kelsch: Using the 18.9 roughly 2127 dollars that could go to teacher compensation. However we know that if a school district is already paying 70% of their budget in salary, all that money could be used for is to maintain the current salary level. So the penalty clause if there would not be an increase or would if you didn't use 70% for compensation or salary, there would be no other strings attached to it.

Senator Freborg: I am not sure I understand what you are getting at. The 70 % is on the new dollars, certainly there would be some benefit.

Chairman Kelsch: If a school district was given their foundation aid money and they are told that they need to use 70% for salary. Does that 70% mandate an increase in salary or does it just mean that all you have to pay out is 70% in salary and compensation and it may include an increase or it may not.

Senator Freborg: If you inject 18 million dollars in new money in compensation to teachers I would have to believe that it would increase salaries.

Rep Brusegaard: In theory they could use the 70% to replace local funds in the total compensation package.

Senator Freborg: I don't think that they can replace anything, this is new money. Are you saying that if they are now paying 50% in health insurance that they can use that money to pay that 50% that they are paying today, I don't think so. As the hour gets late so this can be running through your mind. I think we have the opportunity to require a base of at least 20 thousand and not put one extra penny in there. The Senate would be favor of that.

Rep Hanson: What happens in schools already settled negotiations for this year.

Chairman Kelsch: A number of them already have.

Senator Freborg: It would be the same answer as in the House bill would fit.

Rep Hanson: I would ask the sponsor of the bill.

Chairman Kelsch: I would have thought that this matter would have been settled a long time ago, they can reopen negotiations or defer it. They will have to do the same thing with increasing the base salary to 20,000.00.

Rep Hanson: Some districts pay their benefits rather than pay the base too.

Chairman Kelsch: Some districts are paying year round housing rather then paying the base salary. So base salaries do not reflect the total amount of compensation.

Senator Freborg: Are we to believe with that answer, you do not favor setting a base.

Chairman Kelsch: No.

Senator Freborg: I am sure that housing or a vehicle if that is considered part of the total compensation, I don't think it would have to be considered on the base.

Chairman Kelsch: That is correct, but that is what the question was. Those 6 teachers that get 15,100 is there anything that is going on top of that. We don't have the answer to, we don't know. Would it be a correct statement to say that this is your only offer and it is final.

Senator Freborg: we are here to negotiate, it is very close to the House bill. The offer should please you.

Rep Hanson: We have talked about teacher compensation, do we have the number of winners and losers on foundation aid.

Senator Freborg: Under any scenario, unless we make a direct payment to teachers, there isn't any other way the districts. We will not have winners and losers. If we take 27 million going to FTE's there won't be any losers. If there was no declining enrollment every district would have to show a gain.

Rep Hanson: I just thought that every school district has declining enrollment. So how much increase in foundation aid are you going to have to put in to make that up.

Senator Freborg: I did not get a print out to see what 27 million would do to foundation aid. The only way we could fix it if that wasn't enough is to give every district some money is to take part of the other 27 million and put in foundation aid and I don't think you are prepared to do that. I feel bad that some school districts will get less, but I don't know that we can protect them forever.

Rep Hanson: Really they are only getting 30% of that 27 million for foundation aid.

Senator Freborg: That's right. They are getting 13.7 million increase in tuition apportionment

Chairman Kelsch: They are getting that in our bill as well.

Senator Freborg: But I am trying to justify how the districts are going to exist on that kind of money. They do have the local tax base to provide them money. A lot of money that we leave in the general fund is not all the money they have to work with.

Senator Wanzek: As I listen to the debate, we are not too far apart. It is just the distribution of the dollars. I am looking at this from a state perspective, we are trying to look at the big picture and part of the reason that we have offered, I do believe that distributing more of the dollars in foundation aid we address the equity issue then the House. By putting into foundation aid, some of the schools that need it more will get it. A question a concern that this money would be used to replace local money, the House version would do the same.

Rep Brusegaard: Senator Freborg's explanation of why that is not possible is probably correct. In the House version the compensation would come solely from state money.

Senator Wanzek: What I hear offered here is the same thing.

Rep Brusegaard: The goal of the House was to insure that we would be raising teacher compensation by \$3,500.00 per teacher.

Chairman Kelsch: Your plan was more equitable because it didn't distribute as much money to those school districts that were the wealthy and don't receive foundation aid. Could I be led to believe that you would be interested in not giving the money to those districts, eliminating them from the equation and going ahead with a proposal that the House had put on.

Senator Wanzek: what I am trying to say is that some of those districts have within them the means to pay teachers. In the court case several years ago, we were charged to try and equalize that. I think that is something that we have to consider as well. As I see the House version, we are going away from that. I think the effort was made to raise teacher salaries, we are just approaching it differently. We are looking at it from a state view.

Chairman Kelsch: As opposed to.

Senator Wanzek: Trying to address each individual district, it is not an easy solution to come up with.

Chairman Kelsch: So you would not be interested in eliminating or leaving those eleven districts out.

Senator Wanzek: Leaving them out, I'm not sure.

Chairman Kelsch: There are eleven school districts that do not receive state aid.

Senator Wanzek: As I said they have within their means the ability to compensate their teachers.

Chairman Kelsch: You are saying that your version is more equitable than ours, just due to the fact that you are putting more money into foundation aid and less into teacher compensation that would go out to each school district.

Senator Wanzek: What I am trying to say is that over the years the foundation aid formula had evolved through the negotiations of this legislative body for a number of years to make things equitable. We are using those factors to determine the amount of dollars that are distributed to each school.

Senator Freborg: I think we are asking a lot of questions and coming up with a lot of answers to our proposal and your bill that are so similar that you can use the same answers for the same questions. I think we are wasting a lot of time. If you people prefer not to pay those eleven districts because they receive no foundation aid, I think that is great. We don't have a problem. We are willing to work out the mechanics. We don't have a bill we have a proposal, we don't have it down on paper, if you want us to do that, we will put it all down in black and white and then try to answer your concerns.

Chairman Kelsch: That is why we are here. We may be closer than we think. We are differing on how we distribute the money. That is where we have the problem.

Senator Wanzek: I would state that those eleven districts under the compromise offer, will be receiving \$3,039.00 per FTE. Which they currently receive no state funds.

Rep Hanson: How many teachers are involved.

Chairman Kelsch: 40 FTE or 39.9.

Senator O'Connell: If every thing went out on FTE's the first 27 million for compensation, we are looking at 27 and 70%. If we figure out the difference in the per centage and sent all the money out on FTE, would be a lot less loss to the schools that have declining enrollment. Is that possible, can some one work that up.

Chairman Kelsch: A figure of how much that would be lost.

Senator O'Connell: What the per centage would have to be rather than the 70%. That would protect declining enrollment a lot more.

Chairman Kelsch: So you are saying lower the per centage to 60%.

Senator O'Connell: They would still be getting their 70%, the majority of their 70%, see what would come out towards teacher compensation, if we are anywhere close.

Rep Hanson: What you are saying, if we went FTE's they would be getting more money then the foundation aid.

Chairman Kelsch: What did you say.

Rep Hanson: he explains his point.

Senator Freborg: The term is "they would get more money" are you saying that every district would get more money if we pay teachers, put it all out on FTE's or are you saying that the distribution would be different and there would be different winners and losers.

Senator O'Connell: I'd like to see if it is possible, there are always going to be some winners and losers.

Chairman Kelsch: Senator O'Connell, I think that the Senate Education Committee had a run done that would have shown that. I think that was done right after the bill got over or heard in committee. I think at that point what was determined was that we would have to put in a hold harmless to make those school districts whole at 1.6 million dollars.

Senator Freborg: we can send it out any way we want.

Chairman Kelsch: That is correct. I have a difficult time with is the declining enrollment payments. We can hardly afford to pay for the students that are there, rather than the ones that arn't there.

Senator Freborg: I don't disagree with you. It is not the greatest concept in the world to pay for students that are not there. This is why we try to fund it out of surplus money.

Senator Wanzek: I look at it a little differently, I see that money spent on the kids that are there.

Chairman Kelsch: My point is that if it were spent on foundation aid, it would be spent on the kids that were there.

Senator Wanzek: I understand but you understand my point.

Senator Freborg: How much of the money do we want to apply to the mil deduct. If this proposal should be paid that way. Do we want the deduct on the FTE.

Chairman Kelsch: We have tossed that around a little bit.

Senator O'Connell: asks a question of the chairman.

Chairman Kelsch: If there anything else that the committee wants to discuss at this time, we will be in recess until 1:30pm.

Chairman Kelsch called the conference committee back to order on HB 1344. This morning we had an interesting discussion when we talked about Senator Freborgs proposal - base salary, Ft payments through mil deduct, equity in foundation aid, 70% of 27 million going to compensation, total dollar amount and how close we are. Those are some of the major issues. To fund 8883.82 FTE at 5250 in the House plan would be 46,640,055.00. The Senate proposes to put 27 million into per teacher payment.(30.3923) Then another 27 million times 70% is 18.9 million dollars divided by 8883.82 would be 2127.46, leaving 8.1 million dollars for discretionary aid. The House version would need 46,640,055.00 to fund the FTE payments at 1750 and 1750. The Senate would need 45,900,000.00 to fund FTE at 70%. This falls short of the House by about 1 million.

Senator Freborg: Explain the gap or hold harmless.

Chairman Kelsch: 1 million to cover the school districts that would not be in the bill.

Senator Freborg: I understand that, what I don't understand is the rational of doing that.

Chairman Kelsch: As of today, the one million based on your proposal part of the difference is that there is more money going into foundation aid.

Senator Freborg: You are saving one million dollars, why.

Chairman Kelsch: I was throwing that out in the art of compromise.

Senator Freborg: Never hurts to do that. I don't thin we have a great deal of interest in spending one million dollars to make your proposal as good as ours.

Rep Brusegaard: I am not sure that I can call any plan that mandates as a great plan. Schools should spend where they think they need it.

Senator Freborg: The point was, why spend a million when in the other plan you don't have to.

Rep Brusegaard: A restricted single purpose is getting away from the focus.

Senator Freborg: We are getting away from how historically it was being done.

Rep Brusegaard: Foundation aid money has always been unrestricted.

Senator Freborg: I am willing to take the restriction off and leave it up to the local board.

Rep Brusegaard: The point I am trying to make, the House prospective is the focus on teacher compensation through FTE and unrestricted foundation aid.

Senator Freborg: You are talking about the 8 million dollars that is left for foundation aid.

Rep Brusegaard: That was the figure.

TAPE I SIDE B

Senator Freborg: Those districts that don't do so well.

Rep Brusegaard: The 8 million dollars would be completely unrestricted, the one million dollars stop gap would be separate.

Senator Freborg: I understand that, where would the million dollars come from.

Rep Brusegaard: From the general fund.

Senator Freborg: From the 54 million.

Chairman Kelsch: It would be 55,738,048.

Senator Freborg: Did we find some money.

Chairman Kelsch: we may have.

Senator O'Connell: would you walk us through the funding again.

: Chairman Kelsch The chairman goes back through the funding again.

Rep Brusegaard: When you detailing Senator Freborg's proposal from yesterday, the 27 million, what would be the salary increase (sustainable) It was 3039 per teacher, it takes 3 payments to make a salary sustainable (1013).

Chairman Kelsch: So it would be 1000 the first year and 2 thousand the second year.

Senator Freborg: I know where our dollars are coming from, where is the one million more coming from.

Chairman Kelsch: It was offered in the art of compromise, because one of the issues is gap financing. We thought maybe there might be some interest in that.

Senator Freborg: I have no problem with the numbers, my question is where is the million coming from.

Chairman Kelsch: The general fund.

Senator Freborg: It is one thing to know that it is in the general fund and another to get it.

Chairman Kelsch: We will find that out when we meet on 1013.

Senator Freborg: Do you really expect to find a million dollars.

Chairman Kelsch: It could be found.

Senator Freborg: May I ask what the House Majority thinks of the plan.

Chairman Kelsch: This is something that we have thrown out to you as a possibility and wanting to know what your reaction would be.

Senator Freborg: It is one thing to throw it out as a possibility, does little good to talk about it if the money isn't there. Our plan we have the dollars.

Chairman Kelsch: I can provide you with a print out at 4:00 pm

Senator Freborg: I only asked if you knew that you could produce the dollars.

Chairman Kelsch: If this is what is going to move the bill out, the money will be there.

Senator Freborg: I am not sure that will have any bearing whether we move the bill out.

Senator Wanzek: Looking at what the offer is on the table, goes over the figures again.

Chairman Kelsch: This issue was brought up, that is the House version that was passed over to the Senate and the Senate never had an opportunity to vote on the bill. The way that the bill was put together was there was a belief that was the only way the bill could be passed out. The bill was never voted on in the Senate. Do we know whether a compromise needed to be done in the first place. No we don't. What we are sitting here and arguing over is the same thing. The public believes that 3500 is going to teacher compensation, we are here to do what's right for North Dakota, education and for our kids. We haven't gotten to common ground yet. If we can't come to common ground, maybe someone else will have to do it.

Senator Wanzek: we are here to compromise, we are nit picking.

Chairman Kelsch: Can you tell me that with your plan that the money will go to teachers.

Senator Wanzek: Can you tell that your plan does.

Chairman Kelsch: Yes, it does, because it goes through the negotiating process and the school district will put it where it best fits. We are not tying their hands. The difference is that the money would be there for the school districts.

Senator Wanzek: Which school districts won't have it.

Chairman Kelsch: I am willing to remove those eleven districts, if you want to tie this to ending fund balances, fine.

Senator O'Connell: Can you walk through what you would expect you could use for retirement for compensation package.

Chairman Kelsch: The compensation package is defined on page one and two of the House bill.

Senator O'Connell: On the teachers that could afford it, they could do it in a lump sum or make payments throughout the nine months.

Chairman Kelsch: The payments would go out to the school districts in six equal payments.

Senator O'Connell: Just as we did before. SO the school would have that option.

Chairman Kelsch: I am sure that the school district would figure that out.

Senator Freborg: Were you inferring that the Senate went through an illegal process, because we didn't vote on the House bill.

Chairman Kelsch: No I am not.

Senator Freborg: And they did not like wise vote on our compromise proposal. The talk is not generated around the bill that we have before us, that is the bill that came out of the Senate. That is the bill that we should be discussing. We offered a proposal, I didn't hear a compromise from the House conferees. I now hear a compromise to the Senate compromise proposal. By your own admission, the bills are very similar. I don't know what our problem is.

Chairman Kelsch: The problem is the way the payments are going out. The Senate has moved and I said you have moved. The difference is the way the payments are going out.

Senator Freborg: You want us to back off and pass the House bill, we won't do that, we don't have to have a million to make it acceptable.

Rep Brusegaard: You said you are not going to get any closer to our bill without passing the House bill, and you don't think you are going to do that. Would you be willing to take that to the Senate.

Senator Freborg: Would be willing to

Rep Brusegaard: Take the House bill up to your floor and prove to us.

Senator Freborg: That is not the process. Would you like to take our proposal to the House.

Rep Brusegaard: We had the Senate bill in front of the House and they voted not to concur.

Senator Freborg: I understand that, but the proposal is not the Senate bill. It is very close to the House version.

Rep Brusegaard: Madam chair, that is the bill that we started on.

Senator Freborg: I don't know what the process is in the House, you made a statement that the House voted not to concur. Did they vote on the bill not to concur or did the committee not concur.

Chairman Kelsch: We vote on the concurrence or nonconcurrence.

Senator Freborg: we do too, you didn't note on the bill as to whether or not it was acceptable. We are willing to move off the bill. However, the bill that we passed in the Senate is what we have before us.

Rep Hanson: I threw out a proposal yesterday, the governor's plan, you said we had not come with anything.

Senator Freborg: The governor's plan is the House bill.

Rep Hanson: Right.

Senator Freborg: I don't understand why you would come back with that as a compromise option, that is your bill.

Rep Hanson: Not all conference committees compromise. You can go one way or the other or compromise. That happens all the time.

Senator Freborg: That could happen, however that will not be the case in this conference committee.

Rep Hanson: You said that we hadn't put anything out and I threw it out yesterday.

Senator Freborg: I apologize, you have set out the same old bill that you sent over.

Chairman Kelsch: We will recess the conference committee and come back in at 4:00 pm.

4:00 pm 04-25-01

Chairman Kelsch: call the conference committee to order on HB 1344.

Rep Brusegaard: we are trying to find a bill that is acceptable to both chambers, and I just can't help but think that we have one that is acceptable. We could save a lot of time and effort if you prove me wrong.

Chairman Kelsch: Are we any close to a compromise.

Rep Brusegaard: Is there any possibility of what I said ever happening.

Senator Freborg: Would you repeat it.

Rep Brusegaard: That the full senate get a chance to vote on HB 1344 as the House sent it.

Senator Freborg: The process that is not part of it.

Rep Brusegaard: If the committee wanted it to happen it would.

Senator Freborg: Probably right, I don't think that it will happen. Certainly if it did, you would be taking our proposal to the House at the same time. We are down here, because we were appointed to find a compromise and we have offered a good one.

Rep Brusegaard: I understand, this is not a compromise committee this is a conference committee.

Chairman Kelsch: Is there anyway that we could possibly move the payment and coming up with more money to put into foundation aid. Without the ties, the reason I am asking the question is because as I take a look at the school districts when they are getting the foundation aid and when we are asking them to support that 70% into compensation. As I see it there are a lot of school districts that are loser, that has nothing to do with the dollar amount that we are putting into foundation aid, however having gone over the numbers that we started out this morning, we have approximately 8.1 that would be allowed to go into the school districts as their discretionary fund. If we move the payments still keeping the 3500 dollars in mind, move the payments and maybe put 10 to 12 million dollars into the foundation aid side in nondiscretionary and they could use it as they want, it can be used for their operating budget, teachers get their pay and school districts get their money and it is more discretionary funds than you have in your proposal. Could that work.

Senator Freborg: You are talking about new money. That is not now in either bill.

Chairman Kelsch: what I am talking about is this, the governor proposed HB 1344, we moved monies around and in doing that what we saved, we are still using the same money, we still are within that 50 thousand dollars but we are able to move some money back into foundation aid, so

the school districts will get a bigger bump in foundation aid. You could possibly do something like that, you could come up with 10 to 11 million dollars.

Senator Freborg: By changing the payments.

Chairman Kelsch: That would monies going to the school district and they would use that for the general operating. We also have to remember the tuition apportionment. The declining enrollment payments as well.

Senator Freborg: Only if it comes of the surplus.

Chairman Kelsch: Right.

Senator Freborg: The simplest way to pick up additional dollars for foundation aid is to change the 70% to 60%.

Rep Brusegaard: Is there a base minimum level that unrestricted foundation aid has to be at.

Senator Freborg: I don't understand.

Rep Brusegaard: what is the lowest level of unrestricted foundation aid payments that has to come from the state to make the bill acceptable.

Senator Freborg: I didn't think, this is the first that I have heard that we have a major concern of the 8 or 9 million dollars that is left for foundation aid.

Rep Brusegaard: Is the your major concern with the House proposal, the lack of available foundation aid dollars.

Senator Freborg: We certainly do with foundation aid dollars, but beyond that, the House bill is no longer with us. We have the Senate the way it passed out of the Senate and we have a proposal that we offered. It would give the teachers a sizable raise.

Rep Brusegaard: If we were to change the bill in that is in front of us, and went to a version that is similar to what the House passed over, is there a level we could set foundation aid at, that would make it more acceptable.

Senator Freborg: You talking about our proposal.

Rep Brusegaard: I am talking about retaining a sustainable 3500 in FTE payments and increasing foundation aid, is there a level that the foundation aid could be set at that would make the proposal acceptable to you.

Senator Freborg: I don't understand where you will find the money.

Rep Brusegaard: I am curious if there is a level.

Senator Freborg: I can't say, it won't happen. I can tell you that I probably would not vote for it. If you are talking about finding new money, I won't vote for another penny in the bill. We have voted for a bill that has so much money in it that we will have a problem sustaining it. I hope that we are all prepared to raise taxes to sustain this.

Chairman Kelch: Goes over the points on the proposal of the House.

Senator Freborg: Until I know where the money is coming from, I am not interested.

Rep Brusegaard: 1500 the first year of the biennium, sustain that and then 2,000 the second for a total of 3500 increase per FTE that is 5,000 dollars per FTE over the two years, that is 44.4 compensaticn, that would increase foundation aid to just under 10 million. Would that make a better or worse bill then the House version.

Senator Freborg: That does make a better bill, it sound like our proposal.

Rep Brusegaard: Except we are not restricting foundation aid.

Senator Freborg: We are not restricting it, we are not restricting the same amount of dollars in each bill. That is not restricted in our proposal either. I don't know why you don't like our proposal.

Rep Brusegaard: There are two main reasons. I don't like taking foundation aid and restricting it. I don't like to tell school boards how to spend their dollars. The other problem is what happens to a school district who gets foundation aid program of which 70% of their foundation aid payment isn't going to be enough to make up the \$3500 combined with their FTE payment.

Senator Freborg: I have explained my position and my dislike for a few things in the original House bill several times. You don't like to change the method of foundation aid payment. I don't like paying teachers instead of students. Historically we have not done that. I don't agree with FTE payments.

Chairman Kelsch: More to the point, the House believes if we say we are going to get money to teacher we should do it, in yours there is no guarantee.

Senator Freborg: I would agree that in some districts that doesn't happen, however when you look at the total dollars, that will happen or it will go back on the top side in foundation aid or it will go into the surplus.

Chairman Kelsch: Can you explain how we would penalize them.

Senator Freborg: The reporting process is in the bill. The way we get the money back is to subtract it from the first payment after we realize that they have not paid the 70%. Deduct from foundation aid.

Chairman Kelsch: what happens if they come back and say that there was not enough money for us to provide the increase, what then.

Senator Freborg: How could the money not be there. The language is 70% of the increase. If they loose money on foundation aid, there isn't any increase.

Chairman Kelsch: that's right.

Senator Freborg: However they do have the three thousand dollars they got in FTE. Have you stopped to think where they are in your bill with even less restricted money.

Chairman Kelsch: In the new proposal of yours, everyone will get new money

Senator Freborg: No mam.

Chairman Kelsch: But remember that is only if we have money left over at the end of the blennium.

Senator Freborg: That is true. What can we do to make our proposal better without changing the basic ingredients.

Rep Bursegaard: The intent of my question is that they increase unrestricted foundation aid payment would make the FTE payment more palatable. You say that it would not.

Senator Freborg: My problem with FTE's is not because it doesn't leave enough general fund money. It is the way we distribute the money. I can't help it that the boards are going to negotiate That and do it differently. I also can't help that declining enrollment gives no new money, I am nor sure there is any help for them.

Chairman Kelsch: I had hope we could come in tomorrow and have amendments , we could all vote on and resolve this tomorrow morning. It doesn't sound that we are ready for a compromise. We have settled on the money and a few other sections, but we not there yet on how we are going to deliver the goods.

Senator Freborg: we are very proud of our compromise.

Chairman Kelsch: As I recall we have talked about putting a hold harmless on and the House does not enough money in foundation aid. None of these are any good, only thing that is good is your proposal. We thought these would be a good compromise. I also heard people liked the House version, maybe we could compromise but that is old news and we have to move on.

Senator Freborg: Could you be more specific about what I said about hold harmless.

Chairman Kelsch: I didn't say that you said that. I said the Senate Education Committee.

Senator Freborg: I would have to see that, you may have read the minutes and seen something like that, but I have been strongly against a hold harmless.

Chairman Kelsch: I didn't say it was you.

Senator Freborg: I am glad that you clarified that, it may have been one individual and he lost. It didn't happen, I don't know how the vote went.

Chairman Kelsch: I think when we are talking about compromise, while we only have four sections that we have not compromised on, there is a lot more to this bill then when it was sent over to the Senate. The House is happy to look at and compromise and say we agree with you. Ten of the fourteen sections we have compromised so far.

Senator Freborg: I think what you are saying is that we have done a good job and you can't disagree with it.

Chairman Kelsch: In the art of compromise we say that is fine.

Senator Freborg: We have playing around the edges of the bill for 6 to 8 meetings

Chairman Kelsch: The last four meetings have probably been digging into the money issue.

Rep Hanson: Don't you think it would be better to let the total Senate decide this issue.

Senator Freborg: What would you say if we take our proposal to the Senate and see what happens.

Rep Hanson: You already had it there.

Senator Freborg: No, not the proposal we made down here. What would you say if we passed it out of the Senate, would you be happy then.

Rep Hanson: No, I would rather run ours up first.

Senator Freborg: I understand that. What you would rather do is vote to pass yours right here.

Rep Hanson: No, I am not saying that.

Senator Freborg: Oh yes, you are.

Rep Hanson: I am saying that there are 49 people up there, they can make the decision rather than the six here.

Senator Freborg: I think we moved a long way.

Rep Hanson: We are kind of at a dead end.

Senator Freborg: Take a look at how far we have moved and take a look at what you have offered. What does the leadership in the House think of this bill. We were sent down here to do a job.

Rep Hanson: I haven't had one House member that liked your bill or the proposal and I have had a number that have come to me and said we want our bill.

Senator Freborg: Your bill is now our amendment.

Rep Hanson: We can change that. We are getting nowhere.

TAPE III SIDE A

Senator Freborg: we can change conference committees.

Senator Wanzek: Both sides are committed to the 3500. All we are arguing about is the way it is distributed to the schools. I think there is a misunderstanding out there. Your proposal does not guarantee that every teacher will get 3500 and more than ours does.

Chairman Kelsch: Anytime the discussion was held, I have never led anyone to believe that they were going to get 3500 dollars in their pocket. She then goes on to explain her views.

Senator Wanzek: I think you missed my point, it is just a formula that we are distributing dollars to the school. The money will be spent. In either bill we are committed to 3500 it is just a dispute with the method with the distribution.

Chairman Kelsch: It is ten to five, so we will adjourn until 9:00 am tomorrow morning.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344-g

House Education Committee

☐ Conference Committee

Hearing Date 4-26-01

Tape Number	Side A	Side B	Meter #
Tape 1	xx		01 to end
Tape 1		xx	0 to 241
Committee Clerk Signature <i>Corinne Baston</i>			

Minutes: Chair Kelsch : Conference committee is back to order with all members present. We brought our gifts from you today. We're set. Sen. Flakoll was so kind to provide these lunch boxes.

Sen. Freborg : I have amendments. May I pass them out? There is nothing different then what we've talked about. It would establish the level of payments at \$23 21 and \$2382. This is dividing the \$54.3 million equally after subtracting the \$283,000 for the national certification and to pay the cost of the report from DPI. The payment would be \$2321 and \$2382. The bottom of page 2, deals with the mill deduct being applied and the ending balance. Page 3, deals with the definitions; defines compensation, defines teacher. Please notice the total 8884 as worded. Section 3, deals with plans for reimbursement. Most of these things have not changed. Subsection 3, in section 3, deals with the \$29 million for FTE's. Section 4, deals with claim for dollars for each FTE. Section 5, deals with the requiring the \$20,000 base. We did talk about that. It would establish a base level. Section 6 is compensation for teachers and administrators

per student payments. It deals with the 70% and the foundation aid dollars. The other \$27 million of the \$54 million. Section 7 is the report and that hasn't changed. Section 8 is signing bonuses that is SB 2183 and you are very familiar with that. You just voted on that a few days ago. We felt very strongly about, and that's the same language that was in there. Most of the rest of it are simply because of the rewrite - so we can go all the way down over to page 9.....other political subdivisions in their interim fund because they will remain at 70%. Section 17 is the..... program and the language that we talked about is left out there. The DFPB will develop futureprograms. Section 18 is the contended payments for declining enrollment - \$250 maximum coming out of any surplus at the end of the biennium. Section 19 is the National Teachers Certification - \$3,000. Section 20 is the Council study.....Section 21 appropriates \$200,000 for the reporting system. Section 22 simply puts in the effective date for the dealing with the reducingbalance by 50%. This gives them an opportunity to get any excess money in theso that they don't lose it. Chairman, that is what the amendment does. Madam Chairman, if you would accept that I would move this amendment.

Sen. Wanzek: Second.

Chairman Kelsch: Discussion?

Rep. Hanson: The signing bonuses - we killed it how many times? We killed it in the House several times, and we killed it here in the conference committee the other day, and now it is back again.

Rep. Brusegaard: I do want him to understand that when I moved to take that language out of the bill, it was still wide in the House and the conference committee was working on it and I was under the impression - I don't want you to think that I took it out knowing that it was dead on the floor.

Sen. Freborg: We read in the paper every day and we discussed this in the halls, that there is a tremendous shortage of teachers and it is going to get worse, especially in those areas with math and science. All the critical areas. All this is doing is allowing the school boards with their dollars, not state dollars, to pay a signing bonus if they can't get a teacher. The naturally have to have a degree, they have to have a license to be approved by ASPP, and be a first time graduate. That gives an advantage to 500 new teachers - we're only keeping 250 - gives them priority. Or you must have not taught in a system for at least three years - then you qualify for this bonus. Extremely restricting, but some opportunity. It does two things: It helps retain new graduates. It also gives some little opportunity to school districts to offer more money to someone that may be available to teach math and science when they can't get a teacher.

Rep. Hanson: They could do this right now. If you leave it up to the local board and a local negotiation unit, they can put that in. You always say that local is better. Leave it up to the school district. We don't need a state law for it.

Sen. Freborg: They do not have that discretion unless it is negotiated and agreed on. There are a few districts that can do it now. I don't see the great harm in it. I don't see the necessity to force them to negotiate this item with their teachers. Are the children better off not to have someone? We had 68 vacancies when school started last fall. Are those children all better off?

Rep. Hanson: Will this solve that problem?

Sen. Freborg: It may solve some of it. At least there is some opportunity, but my question is are those children better without a teacher or better off with a teacher they have to pay a bonus to.

Rep. Hanson: Of course they're better off, but like I said, they can do it locally.

Sen. Freborg: Why are we here then? If it is good for the children, it costs the state nothing - what is the problem?

Rep. Hanson: All I'm saying is why keep bringing it back?

Rep. Brusegaard: I would like to point out that it did pass both Houses - it passed both Houses at least once.

Chairman Kelsch: Sen. Freborg, are youcompensation for teachers - on Section 12, page 8 - are you taking this through the mill deduct or not?

Sen. Freborg: Yes. I went through these while we were in session. Supposedly the mill deduct does apply to all of the dollars, and if does not, that would be my wishes. I may as well tell you that there may be another little glitch in here dealing with 70%. Council is not absolutely positive that the language was dealing properly with the 70% that we want to pay out on the other \$27,000,000. It gets a little cumbersome because if you say foundation aid, that is \$500 and some million dollars. We have districts, for instance today, that are at 50%. We believe it should be at 70%, but if they are at 50% and the language - language at 70%. It happens to include the entire \$500 and some million dollars. Those districts at 50% - they're stuck. I don't know what they will do. They will have to jump from their total dollars coming from the state to their district - they will have to jump from wherever they're at - 50% to 70%. All of their dollars, not just the new dollars. So we need to be very careful in that language. Council is not sure that this was absolutely 100% over, and we didn't have time to discuss it. So it is something that in any ones proposal - if the 70% is there, we should take a hard look at it.

Sen. O'Connell: Are we still on the per pupil basis, or are weFTE for paying out all of the money.

Sen. Freborg: Are you talking about paying out the surplus the end of the year? No, there are no provisions. Declining enrollment would take \$2,000,000. That is the only provision.

Chairman Kelsch: What the bill does is that it is basically the \$27,000,000

Per teacher payment ...\$1,021 the first year ; \$2040 the second.

Sen. Freborg: I'm having ...

Chairman Kelsch: There's \$1,021 the first year .. \$2040 the second year.

Sen. Freborg: \$2321 ...?

Chairman Kelsch: Per teacher payment -- on page 8. It would be \$1,021 the first year and \$2040 the second year.

Sen. Freborg: You are talking about the FTE payments --? Yea, I'm sorry I was looking at the Foundation Aid Payment. \$1,021 and \$2,040.

Chairman Kelsch: Any further discussion?

Sen. Brusegaard: Senator Freborg, on the bottom of page 2 - - go to subsection 3, -- I assume that does not meet your intent.

Sen. Freborg: It's not -- I'm sorry what was that?

Sen. Brusegaard: I don't think 3 meets your intent -- as it is written there if you want to include the FTE payments.

Chairman Kelsch: Subsection 3 - because if we're talking about the mill deduct.....

Sen. Brusegaard: I just wanted you to be aware of what the language says.

Chairman Kelsch: So, Subsection 3 would have to be in there?

Sen. Brusegaard: I'm curious about the other language in Section 1, Page 2, Subsections b, c, and d. Where did that language come from and what is it for? Is that language that is in code now?

Sen. Freborg: ?????

Sen. Brusegaard: As soon as I said it, I realized.....thank you.

Rep. Hanson: This will go into effect August 1?

Sen. Freborg: The same time as all other legislation.

Rep. Hanson: The question I have, how about all of the teachers that are assigned prior to August 1 at a base salary of \$18,000? If they were signed after August 1, would they get \$20,000?

Sen. Freborg: I'm assuming that as someone said yesterday, all of this legislation could be a little late. I can't really tell you what will happen, just as we couldn't decide what would happen with the dollars that they didn't negotiate. Those that are done, I would imagine it will be handled the same way, because one of you people said that they know there are some districts that have completed negotiations. I always assumed these districts left some room, because this legislation was pending. If they didn't, I don't think they were thinking very far ahead. There isn't anybody in the state that doesn't know that some kind of legislation is pending with a lot of dollars in it. Wouldn't you assume that they have either taken that into consideration during negotiations or they had an open ended agreement that they are going to come back to it?

Rep. Hanson: I agree there, but it is still possible to sign someone \$18,000, and if you sign someone after the August 1, they would be required to pay them \$20,000. It is possible though.

Sen. Freborg: It certainly is.

Sen. O'Connell: I got some e-mail's that came in last night, and some schools have signed a two year contract. That was their question, they had already signed for the next two years.

Sen. Freborg: I don't know, that is really not my responsibility, however, had I been an administrator I would not have closed negotiations. Is there really someone in the state that doesn't know that we're talking about \$54,000,000 for education?

Chairman Kelsch: I don't think that there is anybody in this state that doesn't know that we've been talking about teacher compensation and putting money into education for the full session. I

think it is probably a pretty popular subject. Senator Freborg, on Section 14 on page 8 - this is setting minimum base at \$20,000?

Sen. Freborg: We had discussed putting that in, in increments. I guess that would work. We had a long discussion about districts that are contracted for two and three years. I don't know how many there are, but there are some that negotiate and contract those negotiations for two years or three years. That doesn't mean they can't come back and change them if they agree, but after a long discussion we decided it was just as well off to start out \$20,000. I firmly believe that if you don't increase the base, it may never happen. All of the money in both proposals, yours and ours, are negotiable.

Rep. Hanson: I'm not really hung up on the base salary, but the problem I have got is putting it in two days before we're out of here. I think we ought to have a statewide salary schedule. Everybody can go above it if they want to, but the late day is what I'm concerned about.

Chairman Kelsch: Any further discussion on the proposed amendment? The clerk will call the roll on Senator Freborg's amendments.

**Senator Kelsch - No, Rep. Brusegaard - No, Rep. Hanson - No, Senator Wanzek - Yes,
Senator O'Connell - No, Senator Freborg - Yes (2 Yes, 4 No)**

Chairman Kelsch: **Motion failed.** We will adjourn until 1:30 P.M.

CONFERENCE COMMITTEE REOPENED:

Chairman Kelsch: We will call the Conference Committee back to order on HB 1344. I'm going to work off of proposed amendments that were given to us this morning by Senator Freborg.

Yesterday I through out an idea. We didn't act on it. I didn't make it into a form of a motion. On Subsection 2, the per pupil payment would be \$2255 the first year, \$2278 the second year.

On page 2, Subsection 3, we would need to add new language after per student payment we would need to put per teacher compensation payment so that all payments are run through the mill deduct for the equity questions so that those school districts that currently do not receive money, the 11 school districts that do not currently receive money. They would not receive the per teacher payment. It should have been in the House Version the first place. That would run through the mill deduct. Section 2 would stay the same. Subsection 3 of Section 3 the payment would go to \$1750 the first year, \$3500 the second year. Section 4 would stay the same. Section 5 we can discuss. Section 6 would be removed. Section 7 would stay the same. Section 8 could stay. Section 9 - the per pupil payment would need to be changed to \$2255 the first year and \$2278 the second year. Section 10 would stay the same. Section 11 would stay the same. Section 12 would again need to read \$1750, \$3500. Section 13 stays the same. Section 14 we could debate. Section 15 we would not need. Section 16 would stay the same.

Sen. Freborg: Madam Chairman, could we back up to Section 16? Did we not keep the 50%, or did you take that out?

Chairman Kelsch: Section 16 would stay the same. Section 17 would stay the same. Section 18 would stay the same. Section 19 - the dollar amount would be amended to \$23,000 in Subsection 1, Section 1 of 19. Section 20 would stay the same. Section 21 stay the same. Section 22 would stay the same.

Sen. Freborg: What did you say about Section 19?

Chairman Kelsch: The dollar amount would be changed to \$23,000.

Rep. Brusegaard: I move the amendments.

Rep. Hanson: Second.

Chairman Kelsch: Running the money through the mill deduct redistributes about \$183,000 among the other schools, and those would be those 11 school districts that we've been talking about that do not receive state aid.

Sen. Freborg: Why didn't you simply put mill deduct and the bonus payments on your re-engrossed House bill? Amend them into the House bill and you'd have the same thing.

Chairman Kelsch: The reason that we did not, was because as we've seen it before there is some definite interest in some of the other amendments that were added on 1344 in the Senate by House members, that feel those are some good amendments that have been put on here and would like to keep those on. Instead of trying to work off of that by adding in all of your amendments that have been put on all the extra sections. It was easier to work off of this because there are less changes to make. The more talk we've given to your study (the Senate's study) - when we look at the school district compensation report, we think that has merit. As we've sat here in this committee and as you sat in the Senate Education Committee and deliberated salaries and salary schedules, and whether or not we need to be studying the base, this is probably some good information that we can get from this report. We felt that had merit. Even though Senator Hanson wasn't overly fond of the signing bonuses, as we've said on Section 8, has been passed by both bodies and was in a conference committee. For some reason it was defeated, so that has been an issue that we've discussed. Taking the foundation aid down to 50% - that has certainly been an issue that has been discussed by both bodies. Discussed during the interim. So that is why it was easiest to work off of these amendments.

Sen. Freborg: I understand that. When you go back to your original bill with everything but the other good mental amendments you put on of ours - if I have to vote on a bill, I would much prefer this one if you're going back to the \$1750 and \$3500, and lowering the foundation aid. I

can't support my amendments when what it is, is simply rewriting your bill. I'm not sure I can support this, but I'm certainly not going to support the House bill on my amendment. That is why I ask the question, Madam Chairman.

Sen. Wanzek: Can you explain your rationale in the \$23,000 from \$83,000? What numbers are you using, or what are you thinking there on national certification?

Chairman Kelsch: When I was sitting in another conference committee this morning, and this is one of the issues that we had discussed, both the House and the Senate - the House had put in \$23,000 and the Senate had put in \$20,000 for the national teachers certification. On the House side that had passed, the \$23,000, and thought that was an adequate amount. So we felt that was all that was necessary for this. It is certainly something we can deliberate and negotiate, but that was the reasoning behind it.

Sen. Wanzek: How many teachers are you figuring that we will be funding for national certification then?

Chairman Kelsch: Approximately be able to fund about four teachers for that dollar amount.

Rep. Brusegaard: I'm looking at the \$1150 one time grant and I would assume it takes a year to get national certification, so I'm assuming that in this biennium were not going to appropriate four years. Probably, at the most, you would appropriate one year. That would be a total of \$2650 - 8-12 teachers.

Sen. Wanzek: It appears to me that with this language we're making a commitment beyond this biennium. As I recall during the discussion in the Senate, we were talking about 20 teachers. We're actually making a commitment at the conclusion of each of the first full years after an individual obtains a certification. Are we saying that we're not going to honor that after this biennium?

Rep. Brusegaard: Unless we change the law, that would be an issue for next year's Appropriations Committee. This legislature, I don't feel we can appropriate money for a four year salary.

Chairman Kelsch: Any further discussion?

Sen. O'Connell: Section 8 on the bonus signing - are your people dead set on that? I have a real heartburn with that one.

Chairman Kelsch: It is up to this committee if they want to keep that in there or not.

Rep. Hanson: I move to take it out.

Sen. O'Connell: Second.

Chairman Kelsch: We have a motion to remove Section 8 dealing with signing bonuses. Is there any discussion? Call the roll.

Chairman Kelsch - No, Rep. Brusegaard - No, Rep. Hanson - Yes, Senator Freborg - No, Senator O'Connell - Yes, Senator Wanzek - No (2 Yes, 4 No)

Chairman Kelsch: Motion failed.

Rep. Brusegaard: Called for the question.

Chairman Kelsch: Motion fails 3 to 3.

Sen. O'Connell: What would your amendments look like in your bill? Can we make it work?

Chairman Kelsch: Basically, what we need to do on 1344, is we have to hog house it.

Sen. Freborg: I'm not going to vote to put this House bill in a hog house amendment with my name on it.

Chairman Kelsch: All we were doing was trying to keep those amendments in. If you want, we can go back and do the other.

Sen. Freborg: I don't make any promises, but I didn't even consider this because before we had ever discussed it, I had made up my mind I'm not going to have my name on the House bill.

Rep. Hanson: Madam Chair and Senator Freborg, you've come up with two proposals. Which one do you prefer of yours, the Senate amendments or your amendments?

Sen. Freborg: I'm not sure at this point with the additional money that we're spending, that I really care for either one of them anymore.

Rep. Hanson: You pick either one of them and we'll run to the House floor and if it passes, it is all over. If it fails, you take the blue one to your Senate and we'll vote on it there.

Chairman Kelsch: We're close. We're going to get this done, and I just have this feeling that we won't need that 6:00 meeting tonight.

Sen. Freborg: We need to meet as often as we have to meet to get this resolved.

Chairman Kelsch: We have schedules at 4:00 and 6:00. We're going to adjourn and come back in at 4:00 P.M.

CONFERENCE COMMITTEE REOPENED:

Chairman Kelsch: We will call the Conference Committee to order on HB 1344 and the Chair will note that all members are present.

Sen. Freborg: It would not work - your last conversation - there is no way to do that. **I move the Senate recede from their amendments.**

Sen. Wanzek: **Second.**

Chairman Kelsch: **We have a motion that the Senate would recede from the Senate amendments and a second. Committee discussion?**

Rep. Brusegaard: Since our last meeting, my inclination was run the bill as the Senate had amended and passed it up to the House floor and have the full House vote on it. Preferably

having the House express their dissatisfaction with that legislation. Then we've come back down here, at least knowing that that bill wasn't going to fly. If we pass this motion from Sen. Freborg, what process do we use then to get that outcome?

Sen. Freborg: I don't know, but the House can't accede to the Senate amendments and further amend. So we will recede from our amendments, and then we are back to the House bill.

Sen. Brusegaard: Why don't just accede to your amendments, and run that up to the House floor and see what they think of it?

Sen. Freborg: No, because we need to include all of the teachers. We're not willing to take the chance that anything happens to that bill without all of the teachers. We all agree to that. However, before this all over you may still get a chance to take a look at the Senate bill. I don't know.

Chairman Kelsch: Any further discussion on the motion?

Rep. Brusegaard: I'm a little ill at ease because I don't understand the process as well as I should at this point. But I was firm in my understanding that we had a process that would move this committee along quickly to a point where we could have - I think we would have had the Conference Committee reconvene tomorrow morning with a plan to get us out of here. I'm not sure voting on this motion tonight is going to move us along any quicker than if we wait until morning. To come back with a clear head and a well thought out plan.

Sen. Freborg: We've been at this for how many sessions now? I'm sure that had they made this motion the first time we came down here, everybody would have jumped at it, including all of the people sitting in here.

Chairman Kelsch: Are you prepared for further amendments at that point?

Sen. Freborg: I don't know what we'll do at that point.

Rep. Brusegaard: If what we talked about earlier in what we wanted to do, why don't you move to recede from your amendment and further amend by adding on the same amendments with the classifications?

Sen. Freborg: That certainly can be done some time later. We need to recede from our amendments if you're going to do anything with the House bill, because we don't have it before us.

Sen. Wanzek: Am I to understand that you have a problem with the bill?

Rep. Brusegaard: Let me say this very clearly, I have no problem with that bill. I'm a little nervous that I'm buying a pig in a poke here. **I call question.**

Chairman Kelsch: The clerk will take the roll on a **motion that the Senate recede from the**

Senate Amendments - 5 Yes, 1 No.

Chairman Kelsch: **Motion carried.**

Sen. Freborg: We have resolved our differences.

Rep. Brusegaard: I have amendments prepared, but I do not have them with me at this time.

Sen. Wanzek: We settled our differences - Conference Committee is over, is it not?

Chairman Kelsch: It depends on whether or not Conference Committee Report is passed or failed. Conference Committee is dissolved.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344-(C)

House Education Committee

☐ Conference Committee

Hearing Date 04-27-01

Tape Number	Side A	Side B	Meter #
TAPE I	x		01 to 3118
Committee Clerk Signature <i>Jed</i>			

Minutes: Chr R Kelsch, V. Chr Brusegaard, Rep Bellew, Rep Haas, Rep Hawken, Rep Meier, Rep J Nelson, Rep Nottestad, Rep L Thoreson, Rep Grumbo, Rep Hanson, Rep Hunsakor, Rep Mueller, Rep Solberg.

Chairman Kelsch called the committee to order on HB 1344, the clerk will call the roll, all present with one absent. The chairman will note that a quorum is present. Committee members what I want to explain to you first is the procedural motion as it happened on the floor. A procedural motion, because what you have in front of you, is HB 1344 engrossed with the Senate amendments. We have to do that in order for us to hog house the bill and send it back over to the Senate. Otherwise we would have sat out there with Senate amendments, we'd have put our House version on there on the Senate amendments, the conference report would have still been hanging out there. We are going to walk through the amendments. We can vote amendment by amendment. The chairman proceeded to go through the amendments (10245.0801 - see attached)

Rep Hawken: I just want to clarify one point, the compensation payment would go through the mil deduct, that would be the same language that is in current law.

Chairman Kelsch: what it would say, turn to page 2 subsection 3, in the engrossment it is on page 3 subsection 3, that is where you talk about the monies. It goes in there.

Rep Hawken: It is not separate, it is part of the whole program.

Chairman Kelsch: Right, it says you use teacher compensation payments, which is what we are calling them.

Rep Solberg: To clarify, are we going by the third engrossment.

Chairman Kelsch: You have to go by all three, because the third engrossment, we just have to do that to, so that we can hog house the bill and put the amendments on. There are some elements of this bill that we can use.

Rep Solberg: But not all of them, so my question regarding section three on pages five and six on the signing bonuses.

Chairman Kelsch: That is not in our amendment.

Rep Mueller: We are looking at significant different things regarding 1344 when it came out of our committee some while back. I have two questions, the hold harmless could you explain that in more detail.

Chairman Kelsch: What a hold harmless does is going back and looking at the proposal that was laid out during our conference committee. When the Senate was looking at it, whether or not they would go strictly with foundation aid vs the House plan. The runs were printed out and there were some pretty big losers. What has been done in the past, we have put some stop gap measurers into legislation to insure that you don't lose any more than you would have gotten. So

what the difference is here, the reason that it is at 750,000 dollars, the differences between what we have proposed now in foundation aid the last proposal that was on the table, it is a lot smaller. That is all that is needed to make it whole.

Rep Mueller: Basically that has to do with the FTE calculations, the other concern that I have is the minimum based salary. I think we have to move in that direction. It may upset smaller schools, but it had to happen. We haven't had a chance to look very closely at how this would effect smaller schools across the state. I have to support the amendments, but I do have concerns.

Rep Hanson: I had copies of the beginning salaries of all the school districts in the state (see handout) On the first page is all one room rural schools, they are going to be shut down. Then in the second year when it goes to 20,000 ,it will effect a lot more schools unless they come up with more local money.

Chairman Kelsch: We have approximately 8 districts above 22,000. We have 62 school districts that were at a base higher than 20,000. The majority are well below.

Rep Hanson: The first year of the biennium it will not make a lot of difference, but the second year that is going to make the difference.

Rep Nelson: Would you go through the breakdown of the FTE payments.

Chairman Kelsch: These are approximate numbers - the FTE payments would be 35536, the foundation aid payment would be 18464. For a total of 54 million dollars That does not include the tuition apportionment that we are seeing an increase of 14 million dollars.

Rep Nelson: One substitutive differences difference between this and the bill that we passed, is that we are moving the foundation payments at a higher level. That is good, it is important that we pay our teachers an adequate salary and continue to work towards that. We can't do that

without hurting the operating budget of our local school districts. This proposal does make a lot of sense, it is responsible from a financial aspect for operating school districts. It prioritizes spending for school districts for teachers and it doesn't limit the school district from going into the foundation payment and negotiating that into salary as well. From that stand point, to get this thing moving and get it over to the Senate, hopefully they will look at this from the same stand point as well.

Rep Hunsakor: I just want to share my thoughts. Our governor campaigned and promised the 3500 dollars. I think that the teachers and citizens across North Dakota thought that would be a reality. I believe that they thought that it would be the legislature's job to fulfill that promise. I strongly believe that we will be losing some teachers, who are going to lose trust in our process. I strongly believe that you can have all the tools in the classroom, you can have technology, you can have new books, if you don't have a quality teacher, the learning process will be minimized. On the other hand, you may have a minimum amount of tools, but if you have a quality teacher, there will be learning going on. My concern is with the one thousand, two thousand, I want to see the quality teachers stay in North Dakota so we can have maximum education for our kids.

Rep Brusegaard: We tried for 3500 increase, it was apparent that it was not going to happen. Legislation sometimes is the art of compromise. We are providing a 3,000 dollar salary increase, we did that so that we could free up foundation aid money, all the money is going to schools. I think that this is a bill that has a chance of passing both chambers. I want to thank the chairman and all the members of the committee for allowing this process to move forward. I know that we could have sat around the table for another two weeks and I don't think we would have seen any amendments that would have satisfied House members for the conference committee. I

understand your concern, we had running for governor that made promises but they did not have the power to fulfill.

Rep Hawken: One other thing, being able to put more money into foundation aid and having local control. This should help the school boards to negotiating with their teachers and they can do this and help us.

Rep Thoreson: All those things are true, I think that good legislation brings out the need for good compromise, I think the committee has studied this and worked hard at it. We are compromising with ourselves, because we have not gotten a whole lot from the Senate as far as compromise. This is a necessary thing to do and it will get us where we want to be. It is a start in a new direction.

Rep Hanson: Is there any part of this amendment that the Senate will resist.

Chairman Kelsch: I can't say, could be all of it. As I look at this, the House has said 3500 and the Senate said no. Went on to explain the differences. You told us to dig in our heels and fight for the 3500. We did. It is time to go home. In order to do that we needed to compromise, we have to give. It is a compromise that I think that each and every one of us can go home and be proud of. The reason I say that is because there are three priorities, in this piece of legislation. The first one is, we have said, teachers you are important to us. Did we get the 3500, we didn't promise 3500, but I did make a promise when I was running that teacher compensation was important to me and teachers were important, this is good, this is 3000 dollars, it is 4000 sustainable, but this is as good a deal. We are putting more money into foundation aid, it doesn't stop the teachers from going in and negotiating for 3500. It was hard for me to sit there today and think I was a loser, I let you down, but I didn't. We are putting more in for teachers, more in for schools and the

ultimate winners in this are the kids of North Dakota and a quality education, we have to move forward. Can I guarantee that this will pass in the Senate. NO. But we have come down here and compromised our position and we have made a move and now the ball is in their court. We moved and if there is any further delays it is not me or Lyle or Tom that is putting it on there. It is not the House.

Rep Hunsakor: I am going to back up on my remarks, to be sure that you understand and Rep Brusegaard and Hanson understand that they were intended for the whole process. You three people have gone the extra mile and maybe two and the kids of North Dakota and the teachers and people of North Dakota are thankful you three represented us.

Chairman Kelsch: I read the e-mail messages, these were from Mandan teachers and they say thanks for everything this is a move forward.

Rep Haas: I too feel that this is a step forward in the way we look at education in North Dakota. It is the beginning of the type of change that we are going to have to have in the future if we are going to be able to sustain viable school districts and curriculum for kids in the long term. I believe that one of the most important amendments that was put on this bill besides the money is the study that we will be doing in order to take up a broad comprehensive look at how we deliver that program. That is going to be the basis for how we look at the long term future of elementary and secondary education in the state of North Dakota. We have talked about this long and hard all session about this bill. The discussions were on going and I think that we have come up with the best possible solution for the next two years for funding elementary and secondary education.

COMMITTEE ACTION

Page 7

House Education Committee

Bill/Resolution Number HB 1344

Hearing Date 04-27-01

Rep Brusegaard: I move the amendments

Rep Hanson: Second.

Chairman Kelsch: Any further discussion, the clerk will call the roll on the motion on the amendment on reengrossed HB 1344. The motion passes by a vote of 14 YES 0 No and 1 Absent. I will entertain a motion.

Rep Brusegaard: I move a DO PASS AS AMENDED.

Rep Hanson: Second.

Chairman Kelsch: Any discussion, hearing none, the clerk will call the roll on a DO PASS as amended on HB 1344. The motion passes with a vote of 14 YES, 0 NO and 1 ABSENT.

Chairman Kelsch will be the carrier. I want to comment the other two members of the conference committee, Rep Brusegaard and Rep Hanson and a thank you to the committee to allowing this bill to come back down here.

Rep Mueller: we want to commend the chairman of the conference committee.

Chairman Kelsch: We will adjourn the House Education Committee.

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1344 (CONTINUED)

Senate Education Committee

☐ Conference Committee

Hearing Date 4/27/01

Tape Number	Side A	Side B	Meter #
1	X		0 - END
1		X	0 - 7.7
1	x		0 - end
1		x	0 - 38.5
Committee Clerk Signature <i>Dendra Johnson</i>			

Minutes: CHAIRMAN FREBORG called the committee to order.

Roll Call was taken with all (7) members present.

SENATOR FREBORG presented an amendment (10245.0801) for consideration. This is basically the end version of the conference committee on the bill. He explained the hoghouse amendment to the committee. The per student payments are \$2283 the first year and \$2343 for the second year. More discussion on the amendment and the various sections. The amendment contains language that says the districts have to bring their ending fund balances to fifty percent of their actual expenditures plus twenty thousand dollars by 2004. The teacher compensation package states the school district may apply for funds for the compensation they give to their teachers. This may not exceed \$1000 the first year and \$3000 the second year multiplied by the FTE's in the district. The base salary for teachers was raised from \$18,500 to \$20,000 by 2002 - 2003. It requires the school districts to report to DPI and DPI is then to file a report with the governor and the legislative council. Declining enrollment is compensated by \$150 times the

number of students by which a district's 2000-01 fall enrollment is less than that district's 1997 - 98 fall enrollment. There was much discussion on the Hold Harmless Section 15. The grants for National Teacher Certification were reduced to \$23,000.

SENATOR COOK asked if by raising the base salary, did that mean the schools had to raise all the incremental steps. SENATOR FREBORG stated this legislation is not mandating that.

SENATOR KELSH stated there are 51 districts with a base salary below \$18,500.

SENATOR WANZEK moved to remove Section 19 and 20. Seconded by SENATOR FLAKOLL. Roll Call Vote: 7 YES. 0 NO. 0 Absent. Motion Carried.

SENATOR KELSH moved to remove Section 18. Seconded by SENATOR O'CONNELL. Roll Call Vote: 7 YES. 0 NO. 0 Absent. Motion Carried.

SENATOR FALKOLL moved to change in Section 16 the appropriation of \$23,000 to \$41,500. This would cover 10 people. Seconded by SENATOR WANZEK. Roll Call Vote: 7 YES. 0 NO. 0 Absent. Motion Carried. SENATOR WANZEK hopes the legislature can follow through on this commitment.

TOM DECKER, DPI, answered questions on teacher turnover. He said the total turnover of teachers per year is 350 - 400. The new teacher turnover is about 250 per year.

The committee wants language drawn up to correct Section 3 so a school that employs a new teacher in the second year of the biennium can not apply for the second year compensation of \$3000. They feel the district should be able to collect only what they would have in the first year which is \$1000.

SENATOR FREBORG will have that language drawn up by legislative council and the committee will meet tomorrow.

The committee was in recess until 4-28-01.

Page 3
Senate Education Committee
Bill/Resolution Number HB 1344
Hearing Date 04-27-01

04-28-01

SENATOR FREBORG called the committee to order. Roll Call was taken with all (7) members present.

Committee members received the **4th Engrossment of the Reengrossed HB 1344 (10245.0900)** to study. They also received **amendments (10245.0901)** from Senator Freborg. Discussion by the committee members on the bill and amendments. Discussion on Section 15, if it should be removed.

Three (3) roll call votes were taken in the first meeting of the committee. (see attached).

SENATOR CHRISTMAN was appointed to temporarily take SENATOR WANZEK's place.

Roll Call Votes #4 - #17 were taken after the committee recessed and addressed amendment (**# 10245.0904**). (see attached).

SENATOR WANZEK returned and was present for the final two roll call votes.

Roll Call Votes #18 and #19 were taken after the second recess of the committee.

SENATOR FLAKOLL moved a DO PASS as Amended. Seconded by SENATOR COOK.

Roll Call Vote: 4 YES. 3 NO. 0 Absent. Motion Carried.

Carrier: SENATOR FLAKOLL

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4-19-1
1 of 8

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring and evaluation programs, contingent payments for declining enrollment, and bonus payments for teachers; to create and enact a new section to chapter 15.1-02 and a new section to chapter 15.1-09 of the North Dakota Century Code, relating to a school district employee compensation report and bonuses; to amend and reenact section 15-40.1-06 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code and to amend and reenact section 57-15-27 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide for a legislative council study; to provide a statement of legislative intent; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ three hundred ~~forty-five~~ forty-nine dollars and. The educational support per student for the second year of the ~~1999-2001~~ 2001-03 biennium the educational support per student must be is two thousand ~~two~~ four hundred ~~thirty eleven~~ dollars and. The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:
- a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of three-fourths fifty percent of the its actual expenditures, plus an additional twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
- a. Annual average daily membership report.
 - b. Annual school district financial report.

- 3.48
- c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. On or before September tenth of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement benefits paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If a district expends less than seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required by subsection 1. The superintendent of public instruction shall forward copies of any explanation received under this subsection to the governor and the chairman of the legislative council.

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4. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
 5. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who:
 - (1) Is licensed to teach by the education standards and practices board;
 - (2) Is employed by a school district as a class XO teacher, according to classifications of the superintendent of public instruction; and
 - (3) Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.
- Vote!
10/2/04
Education
Committee
L. Johnson*

SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School board authority - Signing bonuses - Retention bonuses.

1. The board of a school district may offer to pay a signing bonus to an individual who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Has signed a contract of employment to serve as a full-time classroom teacher in the district; and
 - c. Has not previously been employed by the board of the district as a classroom teacher or as an administrator.
2. The board of a school district may offer to pay a retention bonus to an individual who has been employed by the district as a full-time classroom teacher for at least one full school year and who agrees to continued employment by the district as a full-time classroom teacher.
3. The board may pay a bonus under this section in one lump sum at the time the contract is signed or in multiple installments over the period of time agreed to by the board and the individual.
4. A bonus paid under this section does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district.

SECTION 4. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

5058

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ three hundred ~~forty-five~~ forty-nine dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ four hundred ~~thirty~~ eleven dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 5. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 6. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, ~~other than a school district, which is~~ authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

**SECTION 7. ~~TEACHER MENTORING AND EVALUATION PROGRAMS -~~
~~APPROVAL~~ REPORT TO LEGISLATIVE COUNCIL.**

- Not in
passage
Vote
3*
1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs ~~and teacher evaluation programs~~ by school districts; and
 - b. The approval of teacher mentoring ~~and evaluation programs by the~~ board.
 2. The education standards and practices board shall present the proposal to a committee designated by the Legislative Council before July 1, 2002.

SECTION 8. APPROPRIATION - TEACHER BONUSES.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$20,800,000, or so much of the sum as may be necessary, to the superintendent of public instruction

6 of 8

for the purpose of providing a bonus payment to teachers, for the biennium beginning July 1, 2001, and ending June 30, 2003.

2.
 - a. During the first year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2001.
 - b. During the second year of the biennium, the superintendent of public instruction shall forward to each school district, special education unit, and area vocational and technology center an amount equal to \$1,300 times the number of full-time equivalent teachers employed by the entity on September 15, 2002.
 - c. The superintendent of public instruction shall distribute the moneys payable under this section at the time and in the manner other state aid payments are distributed to school districts.
3.
 - a. During the first year of the biennium, each school district, special education unit, and area vocational technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2001, subject to the provisions of this section.
 - b. During the second year of the biennium, each school district, special education unit, and area vocational and technology center shall provide a bonus of \$1,300 to each full-time teacher employed by the entity on September 15, 2002, subject to the provisions of this section.
 - c. Teachers employed less than full time are entitled to a proportionate share of the bonus amount.
4. Each school district, special education unit, and area vocational and technology center shall determine the time and manner by which the bonus payments are to be distributed.
5. A school district, special education unit, and area vocational and technology center shall treat bonus payments under this section as wages or salary for all purposes, including state and federal tax purposes and retirement purposes under chapter 15-39.1.
6. The bonus to which each teacher is entitled under this section:
 - a. Does not affect the provisions of any negotiated salary schedule agreed to by the teachers and the board of a school district, a special education unit, or an area vocational and technology center.
 - b. Is not subject to negotiation by the teachers and the board of a school district, a special education unit, or the board of an area vocational and technology center.
7. For purposes of this section, a "teacher" means an individual, other than an administrator, who:
 - a. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Is employed by a school district, a special education unit, or an area vocational and technology center as a class 70 teacher, according to classifications of the superintendent of public instruction; and

- c. Performs assigned professional activities that involve the selection, organization, presentation, and evaluation of students' learning experiences in the school environment.
8. If the superintendent of public instruction fulfills the requirements of this section without expending the entire amount appropriated for the bonuses provided in this section, the difference between the amount expended and the amount appropriated must be added to that portion of the grants - foundation aid and transportation line item designated for per student payments during the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly.

SECTION 9. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

- note 4*
1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the 2001-03 biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the biennium by an amount sufficient to provide for a ~~distribution of \$150 per student~~ *with* to school districts whose 2000-01 fall enrollment is less than their 1997-98 fall enrollment, the superintendent shall distribute \$150 per student *lost* to those school districts.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments during the first year of the biennium in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments ~~during the second year of the 2001-03 biennium~~ *lost* in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the biennium, the superintendent shall distribute \$250 per student *lost* to each school district in which the district's 2000-01 fall enrollment was less than the district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 per student to those school districts.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. No school district may receive more than \$250 per student during the biennium under this section.

SECTION 10. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.

- 8068
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
 3. The education standards and practices board shall review each application chronologically.
 4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
 5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 11. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 12. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 2 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 13. LEGISLATIVE INTENT. It is the intent of the fifty-seventh legislative assembly that each school district expend at least seventy percent of all moneys received as per student payments under section 1 or 4 of this Act for the compensation of teachers and administrators. For purposes of this section, "compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments in lieu of compensation, reportable as gross income under the Internal Revenue Code.

SECTION 14. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 5 and 6 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 04/23/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB-1344

House Education Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number _____

Action Taken remove class 70 + add in other classification
including counselors + libra.

Motion Made By Rep Hanson Seconded By Sen Freborg

Representatives	Yes	No	SENATORS	Yes	No
Chr Kelsch	✓		Sen. Freborg	✓	
U Chr Brusegaard	✓		Sen. O'Connell	✓	
Rep Hanson	✓		Sen. Wanzel	✓	

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/23/01
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House _____ Committee _____

☐ Subcommittee on _____
or _____

☒ Conference Committee

Legislative Council Amendment Number _____

Action Taken to remove section 3 regarding retention bonus

Motion Made By Rep Brusegaard Seconded By Rep Hanson

[illegible]

Total (Yes) 6 No ~~0~~

Absent 

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/23/01
Roll Call Vote #: 3

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House Education Committee

☐ Subcommittee on _____

or
☒ Conference Committee

Legislative Council Amendment Number

Action Taken See 7 delete & evaluation program approval in title
from sub sec a & delete & evaluation programs by the

Motion Made By Sen O'Connell Seconded By Rep Hanson ~~Rep Hanson~~

[illegible]

Total	(Yes)	No
10	10	0

Absent _____

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

motion fails

Date: 04/-23-01
Roll Call Vote #: 4

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House Education Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number

Action Taken sec 9
add the word lost in sub act 1 + 3rd delete

Motion Made By Rep Brusegaard Seconded By Sen Wanzel

[illegible]

Total (Yes) 6 No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/24/01
Roll Call Vote #: 5

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House Education Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number

Action Taken remove evaluation program
from sec 7

Motion Made By Sen O'Connell Seconded By Rep Brusgaard

[illegible]

Total (Yes) 6 No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/24/0
Roll Call Vote #: 6

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House Education Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number _____

Action Taken	
--------------	--

Motion Made By _____ **Seconded By** _____

[illegible]

Total (Yes) _____ No _____

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

April 26, 2001

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344

That the Senate recede from its amendments as printed on pages 1537-1543 of the House Journal and pages 1406-1412 of the Senate Journal and that Reengrossed House Bill No. 1344 be amended as follows:

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for teacher mentoring programs and contingent payments for declining enrollment; to create and enact five new sections to chapter 15-40.1, one new section to chapter 15.1-02 and one new section to chapter 15.1-09 of the North Dakota Century Code or in the alternative to create and enact five new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide for a legislative council report; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2. a. The educational support per student ~~during~~ for the first year of the 2001-03 biennium must be is two thousand one three hundred forty-five twenty-one dollars and, The educational support per student for the second year of the 2001-03 biennium ~~the educational support per student must be is~~ two thousand two hundred thirty-eight-two dollars and, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.

- b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.
 - c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. In determining the amount of payments due a school district for tuition ~~apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total; subtract the following amounts must be subtracted:~~
 - a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the its actual expenditures, plus an additional twenty thousand dollars.
4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:

- a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 6 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district

during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand twenty-one dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed two thousand forty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.

4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual compensation - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of compensation for the contract period equal to at least twenty thousand dollars.

SECTION 6. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers and administrators - Per student payments.

1. If the board of a school district expends less than seventy percent of all moneys received as per student payments under chapter 15-40.1 for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required for the school district employee compensation report in section 7 of this Act. The superintendent of public instruction shall forward copies of any explanation received in conjunction with the compensation report to the governor and the chairman of the legislative council.
2. A committee designated by the legislative council shall annually review all explanations received in conjunction with the compensation report. If the committee determines that a school district's financial circumstances would

have allowed the district to expend at least seventy percent of all moneys it received as per student payments under chapter 15-40.1 for the compensation of teachers and administrators. the committee shall notify the superintendent of public instruction regarding its decision and the superintendent shall withhold from any future state aid payments to which the district is entitled, the difference between seventy percent of the moneys received by the district as per student payments under chapter 15-40.1 and the actual percentage of the moneys received by the district as per student payments under chapter 15-40.1 which was expended for the compensation of teachers and administrators.

SECTION 7. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:

- a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
- b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;
 - (7) A class 59 school psychologist;
 - (8) A class 62 speech-language pathologist;
 - (9) A class 68 supervisor;
 - (10) A class 70 teacher or special education teacher; or
 - (11) A class 72 tutor in training.

SECTION 8. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

School district teacher signing bonus - Payment.

1. Notwithstanding any compensation agreements negotiated between the board of a school district and a teachers' organization, the board of a school district may offer and pay a signing bonus to an individual who:
 - a. Holds a baccalaureate degree or a graduate degree from an institution of higher education;
 - b. Is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board; and
 - c. Accepts a job as a classroom teacher for the first time since graduating from an institution of higher education or has not been employed as a classroom teacher or as an administrator during the preceding three years.
2. The board may pay the signing bonus in one lump sum or extend the payments over a period not to exceed five years.

SECTION 9. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ three hundred ~~forty-five~~ twenty-one dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty-eight~~ twenty-two dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 10. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 12 through 15 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;

- l. A class 68 supervisor;
- l. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand twenty-one dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed two thousand forty dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.

SECTION 13. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 12 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 14. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual compensation - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of compensation for the contract period equal to at least twenty thousand dollars.

SECTION 15. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers and administrators - Per student payments.

1. If the board of a school district expends less than seventy percent of all moneys received as per student payments under chapter 15.1-27 for the compensation of teachers and administrators, the district shall provide a detailed explanation at the time it submits the information required for the school district employee compensation report in section 7 of this Act. The superintendent of public instruction shall forward copies of any explanation received in conjunction with the compensation report to the governor and the chairman of the legislative council.
2. A committee designated by the legislative council shall annually review all explanations received in conjunction with the compensation report. If the committee determines that a school district's financial circumstances would have allowed the district to expend at least seventy percent of all moneys it received as per student payments under chapter 15.1-27 for compensation of teachers and administrators, the committee shall notify the superintendent of public instruction regarding its decision and the superintendent shall withhold from any future state aid payments to which the district is entitled, the difference between seventy percent of the moneys received by the district as per student payments under chapter 15.1-27 and the actual percentage of the moneys received by the district as per student payments under chapter 15.1-27 which was expended for the compensation of teachers and administrators.

SECTION 16. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other~~ municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "Interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 17. TEACHER MENTORING PROGRAMS - APPROVAL - REPORT TO LEGISLATIVE COUNCIL.

1. The education standards and practices board, with the advice and consent of the superintendent of public instruction, shall develop a proposal for:
 - a. The development and implementation of teacher mentoring programs by school districts; and
 - b. The approval of teacher mentoring programs by the board.
2. The education standards and practices board shall present the proposal to a committee designated by the legislative council before July 1, 2002.

SECTION 18. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student

payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of \$150 times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute \$150 times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute \$250 times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of \$250 times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than \$250 times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

SECTION 19. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$83,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:

- a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
- b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 20. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 7 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act and sections 10 and 16 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 4-25-01

Roll Call Vote #: 7

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. *HB-1344*

House . Education Committee

☐ Subcommittee on _____

or

☒ Conference Committee

Legislative Council Amendment Number _____

Action Taken move amend 10243.0635

Motion Made By Sen Friberg Seconded By Sen Wanzel

[illegible]

Total (Yes) 2 No 4

Absent Ø

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

facts

Roll Call Vote #: 8

BILL/RESOLUTION NO. *HB-1344*

Committee

Subcommittee on

Legislative Council Amendment Number

Remove sec 8 of amend 10245. 0635

Sam O'Connell

[illegible]

4

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

ent: *Paul*

Date:

Roll Call Vote #: 9

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. *HB-1344*

House



or

X

Legislative Council Amendment Number

Action Taken

Motion Made By

[illegible]

Total

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Paul

Date:

Roll Call Vote #: 10

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. *HB-1344*

House

Education

Committee

Subcommittee on

or

X

Legislative Council Amendment Number

Action Taken

Motion Made By

Seconded By

[illegible]**Total**

(Yes)

5

No

1

Absent

~~1~~

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Insert LC: .

REPORT OF CONFERENCE COMMITTEE

HB 1344, as engrossed: Your conference committee (Sens. Freborg, O'Connell, Wanzek and Reps. R. Kelsch, Brusegaard, Hanson) recommends that the **SENATE RECEDE** from the Senate amendments on HJ pages 1537-1543 and place HB 1344 on the Seventh order.

Engrossed HB 1344 was placed on the Seventh order of business on the calendar.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE) - 420

07398

(Bill Number) HB-1344 (, as (re)engrossed):

Your Conference Committee

For the Senate:

Sen Freborg
Sen O'Connell
Sen Wanzek

For the House:

Chr Kelsch
Rep Brusegaard
Rep Hanson

☐ recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)
the (Senate/House) amendments on (S/HJ) page(s) 1532 - 1543

☐ and place 1344 on the Seventh order.

☐ , adopt (further) amendments as follows, and place
_____ on the Seventh order:

☐ having been unable to agree, recommends that the committee be discharged
and a new committee be appointed.

((Re)Engrossed) 1344 was placed on the Seventh order of business on the
calendar.

DATE: 04/26/01

CARRIER: _____

LC NO. _____ of amendment

LC NO. _____ of engrossment

Emergency clause added or deleted _____

Statement of purpose of amendment _____

(1) LC (2) LC (3) DESK (4) COMM.

VR
4/27/01
10811

HOUSE

AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1344 4-27-01 HEDU.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2.
 - a. The educational support per student ~~during for~~ the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars and, The educational support per student for the second year of the 1999-2001 2001-03 biennium the educational support per student must be is two thousand two ~~hundred thirty~~ forty-three dollars and, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
 - b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
3. ~~In determining the amount of payments due a school district for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
 - a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the its actual expenditures, plus ~~an additional~~ twenty thousand dollars.
 4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
 - a. Annual average daily membership report.

- b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

- 1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
- 2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

- 1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.

2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
- b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
- c. The total amount of the increase in compensation.

3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.

- c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
 3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
 4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal, an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.
 - b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - (1) A class 22 coordinator;
 - (2) A class 37 guidance counselor or school counselor;
 - (3) A class 38 guidance counselor designate;
 - (4) A class 40 instructional programmer;
 - (5) A class 41 library media specialist;
 - (6) A class 56 pupil personnel service provider;

- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, ~~and~~ transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.
2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;

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- d. A class 40 instructional programmer;
- e. A class 41 library media specialist;
- f. A class 56 pupil personnel service provider;
- g. A class 59 school psychologist;
- h. A class 62 speech-language pathologist;
- i. A class 68 supervisor;
- j. A class 70 teacher or special education teacher; or
- k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total

amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, ~~school district,~~ park district, or ~~other municipality, other than a school district,~~ which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may ~~such~~ the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. ~~Such~~ The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations financed from bond sources ~~and, for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred

fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.

4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS - HOLD HARMLESS.

1. The superintendent of public instruction shall calculate the payment to which a school district is entitled during each year of the 2001-03 biennium under this Act.
2. The superintendent of public instruction shall calculate the payment to which a school district would have been entitled during each year of the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-06 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.
3.
 - a. If the amount to which a school district is entitled during the first year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2002.
 - b. If the amount to which a school district is entitled during the second year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$23,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.

5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
- a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. LEGISLATIVE COUNCIL STUDY - APPOINTMENT OF COMMITTEE - CONSULTANT. The legislative council shall appoint a nine-member committee consisting of members of the house of representatives and the senate to study the current structure of school districts, special education units, and vocational education units, and options for the reorganization of such entities, giving appropriate consideration to current and future funding at the state and local level, taxable valuation, mill levies, land mass, transportation, and educational curriculum. The legislative council shall employ a consultant to assist with the study. The consultant, together with the superintendent of public instruction, shall evaluate the current structure of school districts, special education units, and vocational education units, and shall, on or before May 1, 2002, present to the committee options for the reorganization of such entities. The legislative council shall present its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 20. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the legislative council for the purpose of employing a consultant to develop a proposal for the reorganization of school districts, special education units, and vocational education units, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state

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treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

Date: 4/27/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. H B-1344

House House Education

Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number 10245.0801 908

Action Taken Do Pass as amended

Motion Made By Rep Brusegaard Seconded By Rep Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson					
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 14 No 0

Absent 1

Floor Assignment Chr Kelsch

If the vote is on an amendment, briefly indicate intent:

Date: 4/27/01
Roll Call Vote #:

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB-1344

House House Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken move the amendments or reengrossed 1344

Motion Made By Rep Brusegaard Seconded By Rep Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson					
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 14 No 0

Absent 1

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1344, as reengrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Reengrossed HB 1344 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide contingent payments for declining enrollment and the distribution of differing payment amounts; to create and enact four new sections to chapter 15-40.1 and one new section to chapter 15.1-02 of the North Dakota Century Code or in the alternative to create and enact four new sections to chapter 15.1-27 of the North Dakota Century Code, relating to the compensation of teachers and a school district compensation report; to amend and reenact sections 15-40.1-06 and 57-15-27 of the North Dakota Century Code or in the alternative to amend and reenact sections 15.1-27-04 and 15.1-27-05 of the North Dakota Century Code, relating to per student payments and ending fund balances; to provide legislative intent; to provide for a legislative council study; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. If House Bill No. 1045 does not become effective, section 15-40.1-06 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-06. Declaration of legislative intent - Educational support per student - School district equalization factor - Limitations.

1. It is the intent of the legislative assembly to support elementary and secondary education in this state from state funds. For purposes of this section, state funds include all appropriations for foundation aid, tuition apportionment, supplemental per student payments, special education, vocational education, transportation aid, school district technology, the governor's school, teacher centers, and the leadership in educational administration development consortium. For purposes of distributing state funds, the superintendent of public instruction shall determine the educational cost per student. In determining the educational cost per student, the superintendent may not use:
 - a. Expenditures for capital outlay for buildings and sites, or debt service.
 - b. Expenditures from school activities and school lunch programs.
 - c. Expenditures for the cost of transportation, including the cost of schoolbuses.
2. a. The educational support per student ~~during~~ for the first year of the ~~1999-2001~~ 2001-03 biennium ~~must be~~ is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars and, The educational support per student for the second year of the~~1999-2001~~ 2001-03 biennium ~~the educational support per student must be~~ is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars and, The educational support per student is the basis for calculating grants-in-aid on a per student basis as provided in sections 15-40.1-07 and 15-40.1-08.
- b. School districts operating high schools not meeting the minimum curriculum as provided in section 15-41-24 or the teacher qualifications in section 15-41-25 must be supported in the amount of

two hundred twenty dollars, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07.

- c. School districts operating high schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1991, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-07, but those school districts are not entitled to the amounts resulting from applying the factors in that section. The amount of aid a school district is entitled to under this subsection for each high school that is not accredited must be reduced by two hundred dollars times the number of students in the school for the second school year that the high school is unaccredited, and an additional two hundred dollars per student in the unaccredited school for each additional year the school remains unaccredited. Any high school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-07 for the entire school year in which the school becomes accredited.
 - d. School districts operating elementary schools that are not accredited pursuant to the accreditation standards adopted by the superintendent of public instruction on July 1, 1992, or that become unaccredited in any succeeding school year must be supported for the first year that they become unaccredited in the amount of the educational support per student established in subdivision a, which is the basis for calculating grants-in-aid on a per student basis as provided in section 15-40.1-08, except that the amount of aid that a school district is entitled to under this subsection for each elementary school that is unaccredited must be reduced by two hundred dollars times the number of students in the school each year that the elementary school is unaccredited. Any elementary school that becomes accredited is entitled to the per student payments provided for in section 15-40.1-08 for the entire school year in which the school becomes accredited.
 3. In determining the amount of payments due a school district ~~for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of district, the superintendent of public instruction shall add the tuition apportionment, foundation aid payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible must be added together, and from that total, subtract the following amounts must be subtracted:~~
 - a. The product of thirty-two mills times the latest available net assessed and equalized valuation of property of the school district.
 - b. The amount that the unobligated general fund balance of a school district on the preceding June thirtieth is in excess of ~~three-fourths~~ fifty percent of the its actual expenditures, plus ~~an additional~~ twenty thousand dollars.

4. No school district may receive foundation payments beyond the October payment unless the following reports have been filed with the superintendent of public instruction:
 - a. Annual average daily membership report.
 - b. Annual school district financial report.
 - c. The September tenth fall enrollment report.
 - d. The personnel report forms for certified and noncertified employees.
5. No school district may receive the January foundation payment unless the taxable valuation and mill levy certifications are on file with the department of public instruction by December fifteenth.

SECTION 2. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 3 through 5 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 3. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15-38.1, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:
 - a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 4. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursement. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 3 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 5. If House Bill No. 1045 does not become effective, a new section to chapter 15-40.1 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the

board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 6. A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

School district employee compensation report.

1. Before September eleventh of each year, beginning in 2002, each school district shall provide the following information to the superintendent of public instruction, with respect to teachers and with respect to administrators:
 - a. The total amount of base salary.
 - b. The total amount of compensation reportable as gross income under the Internal Revenue Code.
 - c. Any other compensation paid or provided to or on behalf of individuals employed as teachers and as administrators.
 - d. Health insurance benefits paid to or on behalf of individuals employed as teachers and as administrators.
 - e. Retirement contributions and assessments paid on behalf of individuals employed as teachers and as administrators, and including individual shares if paid by the district.
 - f. Any other benefits paid or provided to or on behalf of individuals employed as teachers and as administrators.
2. The superintendent of public instruction shall:
 - a. Compile the information required by subsection 1 in a manner that allows for accurate comparisons based on:
 - (1) Full-time versus part-time personnel;
 - (2) A normal schoolday versus an extended schoolday; and
 - (3) A regular school calendar of approximately one hundred eighty days versus an extended school year.
 - b. Forward a copy of the compiled information to the governor and the chairman of the legislative council.
3. If any school district fails without good cause to provide the information required by this section on or before September tenth and in the manner directed by the superintendent of public instruction, the superintendent shall withhold all state aid until the information is received.
4. For purposes of this section:
 - a. "Administrator" means an individual employed by a school district in an administrative position and includes a school district superintendent, an assistant or associate superintendent, a principal,

an assistant principal, a special education director, a vocational education director, and any other individual whose position requires an administrator's credential.

b. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:

- (1) A class 22 coordinator;
- (2) A class 37 guidance counselor or school counselor;
- (3) A class 38 guidance counselor designate;
- (4) A class 40 instructional programmer;
- (5) A class 41 library media specialist;
- (6) A class 56 pupil personnel service provider;
- (7) A class 59 school psychologist;
- (8) A class 62 speech-language pathologist;
- (9) A class 68 supervisor;
- (10) A class 70 teacher or special education teacher; or
- (11) A class 72 tutor in training.

SECTION 7. AMENDMENT. Section 15.1-27-04 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-04. Per student payment. The per student payment to which each school district is entitled for the first year of the biennium is two thousand ~~one~~ two hundred ~~forty-five~~ eighty-three dollars. The per student payment to which each school district is entitled for the second year of the biennium is two thousand ~~two~~ three hundred ~~thirty~~ forty-three dollars. The per student amount is the basis for calculating state payments to school districts, as provided in sections 15.1-27-06 and 15.1-27-07.

SECTION 8. AMENDMENT. Section 15.1-27-05 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

15.1-27-05. School district equalization factor. To determine the amount of payments due a school district, the superintendent of public instruction shall add the tuition apportionment payments, per student payments, special education aid, and transportation aid, and teacher compensation payments for which a school district is eligible and from that total subtract the following:

1. The product of thirty-two mills times the latest available net assessed and equalized valuation of property in the district.

2. The amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of ~~seventy-five~~ fifty percent of its actual expenditures, plus twenty thousand dollars.

SECTION 9. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Definitions. For purposes of sections 10 through 12 of this Act:

1. "Compensation" includes all salaries, benefits, commissions, memberships, the provision of housing, the provision of vehicles, and any other payments, in lieu of payments, or services, reportable as gross income under the Internal Revenue Code.
2. "Teacher" means an individual, other than an administrator, who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board and who is employed by the board of a school district in a position classified by the superintendent of public instruction as of July 1, 2001, as:
 - a. A class 22 coordinator;
 - b. A class 37 guidance counselor or school counselor;
 - c. A class 38 guidance counselor designate;
 - d. A class 40 instructional programmer;
 - e. A class 41 library media specialist;
 - f. A class 56 pupil personnel service provider;
 - g. A class 59 school psychologist;
 - h. A class 62 speech-language pathologist;
 - i. A class 68 supervisor;
 - j. A class 70 teacher or special education teacher; or
 - k. A class 72 tutor in training.

SECTION 10. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Claim for reimbursement - Rules.

1. On or before October first of each year or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the school year to increase the compensation of teachers employed by the district.
2. The claim must include:

- a. The number of full-time equivalent teachers employed by the district as of September fifteenth;
 - b. The number of full-time equivalent teachers who will receive an increase in compensation over the amount paid during the previous school year; and
 - c. The total amount of the increase in compensation.
3. For the 2001-02 school year, the reimbursement provided for in this section may not exceed one thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2001. For the 2002-03 school year, the reimbursement provided for in this section may not exceed three thousand dollars multiplied by the number of full-time equivalent teachers employed by the district as of September 15, 2002.
 4. For purposes of this section, the claim of a district may include proportionate expenditures made by the district to compensate individuals employed as teachers by the special education unit or the area vocational and technology center to which the district belongs.
 5. The superintendent of public instruction may adopt rules regarding claims for and the payment of reimbursements under this section.

SECTION 11. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Compensation of teachers - Distribution of reimbursements. The superintendent of public instruction shall distribute approximately one-sixth of the total amount to which each school district is entitled under section 10 of this Act on or before the first day of each November, December, January, February, March, and May.

SECTION 12. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Annual salary - Minimum amount. Beginning with the 2001-02 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a level of salary for the contract period equal to at least eighteen thousand five hundred dollars. Beginning with the 2002-03 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a base salary level for the contract period equal to twenty thousand dollars.

SECTION 13. AMENDMENT. Section 57-15-27 of the North Dakota Century Code is amended and reenacted as follows:

57-15-27. Interim fund. The governing body of any county, city, school district, park district, or other municipality, other than a school district, which is authorized to levy taxes may include in its budget an item to be known as the "interim fund" which must be carried over to the next ensuing fiscal year to meet the cash requirements of all funds or purposes to which the credit of the municipality may be legally extended, for that portion of such fiscal year prior to the receipt of taxes therein. In no case may such the interim fund be in excess of the amount reasonably required to finance the municipality for the first nine months of the next ensuing fiscal year. Such The interim fund may not be in excess of three-fourths of the current annual appropriation for all purposes other than debt retirement purposes and appropriations

financed from bond sources and, ~~for school districts, an additional twenty thousand dollars.~~

SECTION 14. CONTINGENT PAYMENT - DECLINING ENROLLMENT.

1. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the first year of the 2001-03 biennium by an amount sufficient to provide for a distribution of one hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment, the superintendent shall distribute one hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.
2. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, does not exceed the estimated expenditure for per student payments during the first year of the 2001-03 biennium by the amount required for a payment under subsection 1, the superintendent may not distribute any amounts under subsection 1.
3. If the superintendent of public instruction determines that the portion of the grants-foundation aid and transportation line item designated for per student payments in House Bill No. 1013, as approved by the fifty-seventh legislative assembly, exceeds the estimated expenditure for per student payments during the second year of the 2001-03 biennium, the superintendent shall distribute two hundred fifty dollars times the number of students by which a district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment, or a lesser proportionate amount if the amount available is insufficient to provide for a distribution of two hundred fifty dollars times the number of students by which each district's 2000-01 fall enrollment is less than the district's 1997-98 fall enrollment.
4. No school district may receive payments for declining enrollments in excess of four hundred students under this section.
5. During the 2001-03 biennium, no school district may receive more than two hundred fifty dollars times the number of students by which the district's 2000-01 fall enrollment is less than that district's 1997-98 fall enrollment.

SECTION 15. DISTRIBUTION OF DIFFERENCE IN PAYMENT AMOUNTS - HOLD HARMLESS.

1. The superintendent of public instruction shall calculate the payment to which a school district is entitled during each year of the 2001-03 biennium under this Act.
2. The superintendent of public instruction shall calculate the payment to which a school district would have been entitled during each year of the 2001-03 biennium under this Act if the per student payment established in section 15-40.1-08 or section 7 of this Act for the first year of the biennium were two thousand four hundred thirty-nine dollars and for the second year

of the biennium were two thousand five hundred two dollars and if no level of teacher compensation were established in this Act.

3. a. If the amount to which a school district is entitled during the first year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2002.
- b. If the amount to which a school district is entitled during the second year of the biennium under this Act does not exceed the amount to which a school district would have been entitled under the parameters of subsection 2, the superintendent of public instruction shall forward the difference between the amounts to the school district on or before June 30, 2003.

SECTION 16. APPROPRIATION - GRANTS FOR NATIONAL TEACHER CERTIFICATION.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$23,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of making grants to assist teachers in obtaining national certification, for the biennium beginning July 1, 2001, and ending June 30, 2003.
2. An individual who is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board may file an application with the board for a grant to assist with the cost of obtaining national teacher certification after July 1, 2001.
3. The education standards and practices board shall review each application chronologically.
4. A successful applicant is eligible to receive a grant in the amount of \$1,150 to assist with the assessment costs of national teacher certification.
5. At the conclusion of each of the first four full school years after the individual obtains the national teacher certification, the individual is entitled to receive an additional \$1,500, if:
 - a. The individual served during the school year as a full-time classroom teacher in a public school in this state; and
 - b. The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs and teacher evaluation programs.

SECTION 17. TEACHER COMPENSATION PACKAGE - LEGISLATIVE COUNCIL STUDY. The legislative council shall consider studying the feasibility and desirability of implementing a teacher compensation package that recognizes four levels of teachers from beginning to advanced and which bases the compensation level for each category on the individual teacher's ability to meet or exceed district standards for content knowledge, planning and preparation for instruction, instructional delivery, student assessment, classroom management, and professional responsibility. The legislative council shall report its findings and recommendations, together with any

legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 18. LEGISLATIVE INTENT - GOALS OF SCHOOL DISTRICT REORGANIZATION. It is the intent of the fifty-seventh legislative assembly that each reorganization of school districts result in a newly formed district that has long-term sustainability from a demographic and fiscal perspective and that can offer to current students and to students in the foreseeable future academic integrity and educational opportunities designed to enhance the students' natural talents and curiosities and ultimately enhance their lives, their career choices, and their ability to contribute to the society in which they find themselves as adults. It is the further intent of the fifty-seventh legislative assembly that the state board of public school education maintain cognizance of the fact that meeting these goals requires school districts participating in a reorganization to include at least one district that offers educational services to all its students from kindergarten through grade twelve and consists of a student population equaling at least two hundred twenty-five.

SECTION 19. LEGISLATIVE COUNCIL STUDY - APPOINTMENT OF COMMITTEE - CONSULTANT. The legislative council shall appoint a nine-member committee consisting of members of the house of representatives and the senate to study the current structure of school districts, special education units, and vocational education units, and options for the reorganization of such entities, giving appropriate consideration to current and future funding at the state and local level, taxable valuation, mill levies, land mass, transportation, and educational curriculum. The legislative council shall employ a consultant to assist with the study. The consultant, together with the superintendent of public instruction, shall evaluate the current structure of school districts, special education units, and vocational education units, and shall, on or before May 1, 2002, present to the committee options for the reorganization of such entities. The legislative council shall present its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 20. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the legislative council for the purpose of employing a consultant to develop a proposal for the reorganization of school districts, special education units, and vocational education units, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 21. APPROPRIATION - SCHOOL DISTRICT COMPENSATION REPORT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of developing and implementing a school district employee compensation report as provided in section 6 of this Act, for the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 22. EFFECTIVE DATE. Subdivision b of subsection 3 of section 15-40.1-06 of the North Dakota Century Code as amended by section 1 of this Act, subsection 2 of section 15.1-27-05 of the North Dakota Century Code as amended by section 8 of this Act, and section 13 of this Act become effective on July 1, 2004."

Renumber accordingly

2001 TESTIMONY

HB 1344

Dean
Bard
HB1344



North Dakota Small Organized Schools

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**North Dakota
Small Organized
Schools**

**Legislative
Program
2001**

LEGISLATIVE PROGRAM

1. The 90% cap on state transportation costs should be eliminated and districts should be reimbursed for 100% of cost. Reimbursement for busses with a capacity of transporting 10 or more students should be increased from 67 cents to 75 cents per mile for transporting students living outside the incorporated limits of a city. Transportation services for special and vocational education should continue to be funded.
2. All schools should have access to improved distance learning technology for instructional purposes and this program should continue to be funded. School boards should have the authority to levy up to 5 mills to meet funding costs. In addition, school building fund tax monies should be allowed to be used for the purchase and maintenance of educational technology equipment for student instruction.
3. Each school district's interim fund has been established and managed to meet local conditions and needs and therefore should not be subjected to additional state-mandated restraints or controls.
4. Teacher salaries are a matter of paramount importance and it is the responsibility of each local school district to determine such salaries, in accordance with local conditions and needs, so as to attract and retain quality professional instructional personnel.
5. NDSOS supports legislation that funds special education in an adequate and equitable manner and at a level that enables school districts to meet the needs of special education students. The state should have a responsibility to fund at least 70% of the cost of special education.
6. The establishment of each school's calendar is a matter of local control. The legislative assembly should permit schools to have more flexibility to determine the length of a school day. Schools should also be given the authority to provide an additional two days of state-funded professional staff inservice training.
7. NDSOS supports legislation that would allow school boards to increase property taxes by a maximum of three percent each year after reaching the millage cap. The cap should not be less than the average statewide school district tax levy. State foundation aid should be founded on a broad-based, stable state supported system which insures basic education standards for all students no matter where they may live. These elements should be a part of any plan:
 - 70% of the cost of education should be met by the state foundation aid program.
 - There should be no increase in the millage deduct until the state reaches a level of funding that equals or exceeds 70% of the statewide average cost of education. The value of all local tax-abated real property should be included in the calculation for state foundation aid entitlements.
 - All sources of wealth should be included in the calculation for state foundation aid entitlements.
8. The association continues to believe that the changing of school district boundaries is a matter for local determination. Therefore, any legislation that permits a reorganization to be effective without a favorable vote of the patrons of the district or districts that are affected, will be opposed.
9. It is recognized that mandated educational requirements issuing from the state are necessary for the comprehensive delivery of educational services. However, it is also believed that the state should fund at 100% any new mandate that it requires, and, if no funding is made available, then school districts should not be required to comply with the mandate. Interim committees of the North Dakota Legislative Council should continue to review current practices to determine which educational mandates are no longer current or necessary and should be deleted.
10. While recognizing the importance of the Americans with Disabilities Act, handicapped access requirements, fire and life safety codes and other state and federal mandates, schools should be given a reasonable time to comply with these provisions in areas that are not inordinately hazardous. School districts should be able to obtain loan funds from state construction fund and other sources on a long-term, low-interest rate basis to meet these costs.
11. NDSOS opposes legislation that establishes charter schools or voucher systems or tax credits for private schools.

These North Dakota institutions award teaching degrees in Mathematics and Science, or offer required courses leading to these degrees:

- Bismarck State College
- Candeska Cikana Community College
- Dickinson State University
- Ft. Berthold Community College
- Jamestown College
- Lake Region State College
- Mayville State University
- Minot State University
- MSU-Bottineau
- ND State College of Science
- North Dakota State University
- Sitting Bull Community College
- Trinity Bible College
- Turtle Mountain Community College
- United Tribes Technical College
- University of Mary
- University of North Dakota
- Valley City State University
- Williston State College

For additional information about Mathematics and Science teaching in North Dakota, check with the North Dakota Mathematics and Science Alliance website at: www.ndmsa.org or the ND State Science Teachers Association, www.ndsta.k12.nd.us/

This brochure was prepared with support from Mid-continent Research for Education and Learning (McREL), Aurora, Colorado.

Teacher shortage getting worse

By BRIAN WITTE
Associated Press

BISMARCK (AP) — A worsening North Dakota teacher shortage is forcing schools to increase class size and hire teachers who are not fully qualified, a coalition of education groups said Thursday.

The North Dakota Education Association released a survey on teacher recruitment and retention that found many school districts facing a growing number of teacher vacancies.

Out of 258 school districts, 184 responded to the group's second annual survey. Forty-one school districts reported a total of 73 unfilled teaching positions at the beginning of the school year.

Areas hurting most for qualified instructors are special education, counseling, science, music and business, the NDEA survey said. Even principals are in high demand, the survey found.

The survey also found more teachers this year did not return to their schools. The number increased to 619 this year compared with 549 teachers last year.

The survey spotted another troublesome trend in the number of teachers who are retiring. In 1999, 135 teachers had retired that year. This year, the number went up to 208, a 54 percent increase.

*Minot Daily News
October 13, 2000*

HAVE YOU CONSIDERED TEACHING SCIENCE OR MATHEMATICS?

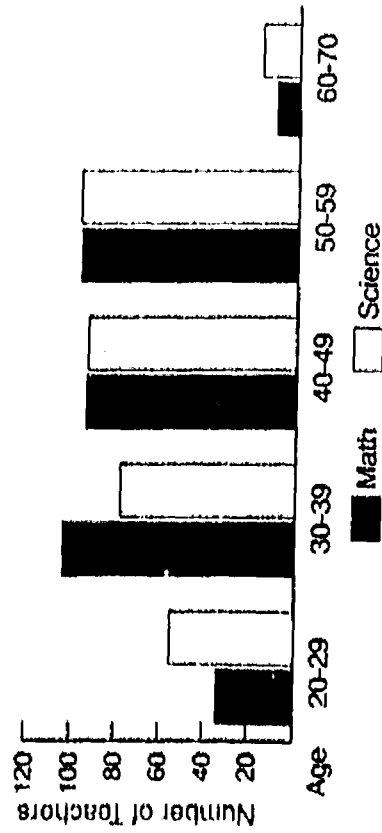
Here is information...

TRENDS TO CONSIDER:



Retirements are expected.

Age of Full Time Math/Science Teachers 1999-2000
in State Public Schools



Source: Department of Public Instruction, MISO-3 Report



Excellent employment opportunities exist.

REGION	1	2	3	4	5	6	7	8	9	10	11	Avg
Math	4.16	4.56	4.44	4.21	4.30	4.33	4.13	3.85	4.08	2.50	4.18	
Biology	3.42	4.28	3.86	3.94	4.03	4.07	3.71	3.63	4.09	3.00	3.88	
Chem	3.63	4.55	4.00	4.30	4.31	4.20	4.17	3.93	4.21	2.00	4.17	
Earth Sci	3.25	4.41	3.75	3.91	4.03	3.93	3.88	3.78	4.12	1.50	3.90	
General	3.38	4.24	4.00	3.97	3.97	4.06	3.73	3.59	3.95	3.00	3.86	
Physics	3.67	4.59	3.80	4.32	4.48	4.19	4.43	4.08	4.22	2.00	4.26	

Higher numbers indicate greater demand. North Dakota is located in Region 4.

Source: American Assoc. of Employment in Education, 2000 Jobsearch Handbook for Educators



Incentives for Mathematics and Science teachers already exist in many states and are being considered in North Dakota.

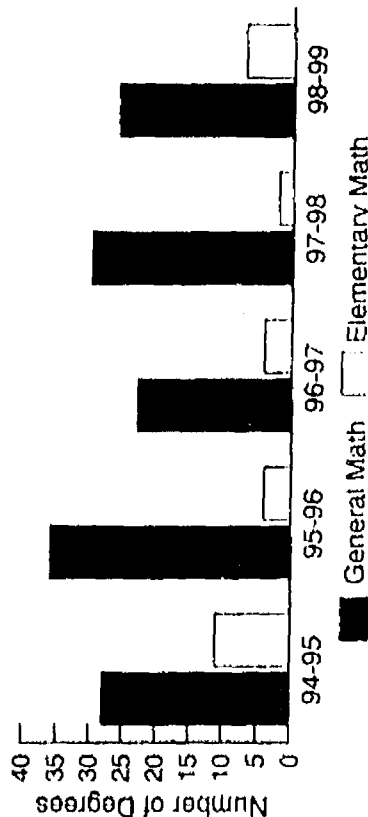
Incentives may include:

- Loan forgiveness • Signing bonuses • Housing incentives



Few Mathematics and Science teachers are graduating from ND institutions.

ND Teaching Degrees Awarded in Mathematics



Source: Programs Offered and Programs Completed at ND Institutions of Post-Secondary Education, published by the NDUS and other interviews conducted by Dr. Gerald Roth

ND Teaching Degrees Awarded in Science



Source: Programs Offered and Programs Completed at ND Institutions of Post-Secondary Education, published by the NDUS and other interviews conducted by Dr. Gerald Roth

Other Trends:

- School age population is declining in ND.
- School districts are merging in ND.
- The need for a ND work force with strong problem solving and quantitative skills is growing.

My name is Eric Henrickson. I teach third grade at Bennett Elementary in Fargo. This is my fourth year teaching. During this year I taught summer school and supervised after-school gym for 3 days a week. I did some math and figured that last year I made anywhere from \$10-\$12/hr. I have seen ads where pizza places are looking for delivery people stating they will make between \$11-\$14/hr. There is nothing wrong with delivering pizzas, but I am a professional who went to college to learn my trade. I happen to be fortunate to be in the Fargo Public School system where we have one of the higher salaries in the state, but every month my wife and I have just enough money to pay the bills.

Before I graduated college I went to a teacher's fair in Grand Forks, and I was astonished at what I saw. Many of my fellow Mayville State students signed contracts right on the spot with places like Bakersfield, California and Elko, Nevada. Many of those same people asked why should they stay in North Dakota when they can go to these places and make almost \$10,000 more a year. Last year Mayville State had 59 graduates in teacher education and only 26 stayed in state. I think a scarier statistic is that in 1973-1974 Mayville State had 173 graduates in teacher ed., but this upcoming year will only graduate 50. Ask yourself, why do you think people aren't looking at education for a career choice?

I looked at a survey that was conducted by NDEA. Students in education were asked "Are you planning to seek a teaching position in North Dakota?" 113 people said yes, and 161 people said no. They also asked what factors are causing you to search out of ND, and an overwhelming number stated salary was the main reason. These numbers are extremely important. North Dakota has a large number of educators who are near retirement. Who do you think is going to replace those teachers? It's young people like myself. My wife and I have had serious discussion about moving to a different state. I love the state of North Dakota, and it would not be easy to leave, but with teacher salaries the way they are in this state, we may not have another option.

I am tired of all the politics that is associated with this bill. Educators across the state are very proud of the job they do to educate our youth, but get frustrated when people state there will not be enough money to fund increases in teacher salaries. I do find this highly unusual because recently some government officials received raises to keep pace with other Midwest states. This is exactly what we are trying to do.

Many people will argue this money should not be set aside strictly for teacher salaries, but rather be included with our foundation aid money. Governor Schafer himself talked about the increased money that has been spent on education during his administration, and I applaud him and the legislature for doing this. With this increased money you would think that North Dakota would move up in the national rankings for teacher salaries, but it hasn't. This tells me that things need to change. House Bill 1344 would be a start in the right direction.

Governor Hoeven believes there is money available for this bill. North Dakota is filled with some of the best educators in the nation, but yet we still rank at the bottom in salaries. Does anybody else see the irony in this? It's time to step up to the plate and support North Dakota teachers. I urge your support on House Bill 1344.

Testimony for HB 1344
House Education Committee
By Michael Thomas, President
Student North Dakota Education Association

To gain a better understanding of students attending North Dakota colleges and their intentions on what they plan to do following college, I developed a survey and asked education students to state whether or not they plan to stay and teach in North Dakota following graduation. The survey was distributed to all of North Dakota's institutions of higher education with over 300 responses.

Seventy-three percent of students taking the survey said that they plan to leave North Dakota following graduation. Of those seventy-three percent, seventy percent of the students listed teacher salaries being the number one reason as to why they are leaving. Other reasons given such as moving and disliking North Dakota were somewhat popular.

When asked the question of whether or not these students who answered "no" to the initial question, would consider staying with a \$1500 salary increase, only seventeen percent replied "yes." Therefore, we would still be losing a significant amount of students. When asked them if they would consider staying if a \$3000 salary increase was implemented, sixty-one percent responded that this would be a sufficient amount to retain them.

What I found to be most disturbing out of the entire survey was that fifty-six percent of those students who said they were leaving the state are originally from North Dakota. What this tells me is that we are educating teachers for other states. With a large amount of teachers coming to the end of their careers, we must retain our current teachers, as well as students coming out of North Dakota colleges as teachers.

I have often asked myself what I will do after graduation. I love North Dakota and would love to stay here. However, I have been contacted by schools in Alaska, where I lived at one time in my life. These schools are willing to forgive my federal loans and give me a

starting salary of over \$30,000. Loan forgiveness was an important issue brought up by the students who took the survey as well. I did not even include it on the survey, but twenty-one percent of those taking the survey replied that they would like to see loan forgiveness in North Dakota.

This past weekend, I attended a student leadership conference in Charlotte, North Carolina, where discussions about salaries among the states, took place. One student from Kentucky stood and announced to the entire assembly, "We need to free North Dakota," referring to the slave-like wages given to teachers.

Teacher salary, it is by far, the number one reason that students are leaving North Dakota to teach elsewhere. Eventually, these low wages will strip North Dakota of the outstanding reputation in education that most of us take for granted. North Dakota will be forced to hire teachers who are not truly qualified to be in a classroom, because of the shortage of teachers. Think about your children or grandchildren. What type of education do you wish for them to have? Do you really care about their education? If you do, you will do what is necessary to eliminate the poverty wages that these professionals earn.

There are so many more arguments that I could make, but what it all comes down to is that North Dakota needs to begin showing its teachers that we support them. We need to show them by paying them what they are worth to our children. Show them that we do appreciate them and the job that they do.

I urge your support of HB 1344.

**North Dakota Legislature
House Education Committee
House Bill 1344**

Education funding in North Dakota has been the focus of much discussion over the last twenty years. Measure 6 in the early 1980s was going to be the way to put more money in schools across the state. It was going to fund, among other things, salary increases for public school employees. It lasted less than one year. The tax increases of the late 1980s', specifically 1989, were also an attempt to increase education funding and support. They didn't survive the referral.

We have also had lawsuits, and continuing talk of what is fair, equitable, and adequate. During all of this discuss, funding for education has not kept pace with inflation, mandates, and demand for services. Salaries for education employees have continued to decline, and while this is not the case in all districts, North Dakota as a state now ranks 49th or 50th.

House Bill 1344 is an attempt to address this issue. Is it perfect? Probably not, but it appears to be a good start. Should the basic foundation aid payments increase \$10 per year? Should the first year increase be \$2,000 per FTE staff member and the second year increase be \$1,500? What staff should be included in the definition of teacher. These will ultimately be important questions that will need answers. The real issue needs to be decided first. "Education funding and staff salaries do need to be increased if the quality we have become accustomed to is not going to be compromised."

The appropriation contained in this bill is a positive step. Our school district supports the efforts of this bill to improve education funding, and recognizes the need to improve salaries. It is not just the salaries of teachers, but the salaries for all district personnel, because they all play a vital role in delivering a quality education to our youth. The funding proposed will head us back in the right direction.

"Children are our most valuable resource, and
our greatest hope for the future."

John F. Kennedy



GRAND FORKS PUBLIC SCHOOLS

A Great Place to Grow and Learn

Office of the Superintendent
Grand Forks Educational Center
P.O. Box 6000, 2400 47th Ave. So.
Grand Forks, ND 58201-3406
Ph. (701) 787-4880 Fax (701) 772-7739

Dr. Mark Sanford, Superintendent
Mark_Sanford@fc.grand-forks.k12.nd.us

DT: January 24, 2001

TO: RaeAnn Kelsch
Darrell Nottestad

FR: Dr. Mark Sanford
Superintendent of Schools *mss*

RE: HB 1344 – Hearing 9:00 a.m. Today

The Grand Forks School Board met on January 23, 2001. During the meeting the Board discussed and endorsed HB 1344. The Board also requested legislative consideration of additional foundation aid / tuition apportionment funding in the second year of the biennium when it appears the apportionment funds and the foundation aid funds would only increase \$10 / weighted unit.

The Board views the teacher compensation bill and the teacher retirement bill as two major steps forward in the state's efforts to recruit and retain high quality staff members.

Thank you for your consideration.

Office of the
Governor
328-2200

Executive Brief

EDUCATION INITIATIVES

January 24, 2001

FUNDING INCREASES \$35 MILLION

- Under the Hoeven Initiative state aid -- foundation aid and teacher payments -- totals \$556,287,053 for the 2001-2003 biennium. That's \$35 million more than in the current two-year budget period.

TEACHER COMPENSATION FUND CREATED

- The major new initiative is creation of a \$50 million fund for teacher FTE payments within the foundation aid section of the law.
- The increase represents money available to school districts for compensation -- salary, benefits, retirement, etc. School boards retain the ability to negotiate the compensation package with teachers.
- The \$50 million allows compensation for each teacher to rise by \$2,000 in the 2001-2002 school year and another \$1,500 in 2001-2002. *(For example, if the money went just for salaries, a teacher making \$25,000 now would be at \$28,500 after two years.)*
- School districts claim the money by reporting to DPI the number of certified teachers and the amount of additional money the district wants to provide, up to the amounts identified within the bill.
- Statewide, the initiative will affect approximately 9,090 teachers and administrators with teaching certificates.

OTHER INCREASES IN FUNDING

- There is a \$13 million increase in tuition apportionment money, distributed in per pupil payments. The increase results from the tobacco settlement transfer and a change in Land Board distributions from the Common Schools Trust Fund. The \$13 million amounts to an \$80 per pupil increase.
- With general fund support, per pupil payments go from the current \$2,230 to \$2,240 in the 2001-2002 school year and then to \$2,250 in 2002-2003, a \$20 increase.
- Per pupil payments, therefore, increase a total of \$100.

EDUCATION INITIATIVES FULLY PAID FOR IN HOEVEN BUDGET

- Governor Hoeven also identified additional revenue sources - \$9 million Student Loan Trust Fund earnings. This funding is a continuing stream of money -- not a one-time transfer.
- The governor also proposes another \$10 million transfer from the Bank of North Dakota. Given the Bank's increased capitalization and anticipated earnings, the governor believes that additional transfer to the general fund is responsible and fully in keeping with the Bank's role.

WHY THE GOVERNOR IS PROPOSING THESE CHANGES

- North Dakota ranks 50th nationally in teacher salaries. If we want school districts to be able to retain and recruit well-qualified teachers, we must take a major step to improve teacher compensation. *(DPI projects an estimated 3,400 teachers out of 9,300 will be retiring over the next 10 years.)*

Testimony on HB 1344
By Dr. Larry A. Klundt on Behalf of
The North Dakota Council of Educational Leaders

Madame Chairman and members of the Committee, my name is Larry Klundt and I am the Executive Director of the North Dakota Council of Educational Leaders (NDCEL) which consists of school superintendents, secondary principals, elementary principals, County superintendents, school business officials, athletic directors, vocational directors, special education directors, and school technology directors. I am here to speak in support of HB 1344 and to recommend that some modifications may be necessary.

There are several reasons that the NDCEL supports this bill. First, it clearly defines compensation. Second, it clearly defines what "teachers" will be included. Third, it establishes a mechanism for application for reimbursement for funds after school districts and bargaining units have completed their negotiations and have reached a settlement. We believe that this reduces the impact of the arguments about local control and the state's involvement in salary issues.

This bill is quite workable, but it needs work in several areas. First, language should be included that the reimbursements are for teachers who are employed in positions that require licenses, not just because they have a license, as there are people with licenses employed in schools that do work that does not require a license such as a secretary. Second, there should be language included that sets up a mechanism for districts to apply for and receive the reimbursement the second year of the biennium

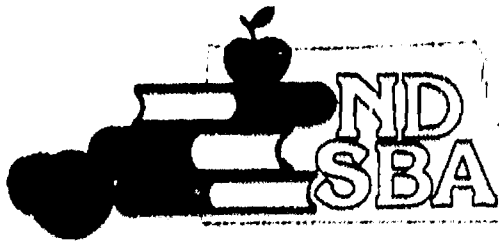
that they received the first year. Third, there should be some language indicating that the appropriation for this compensation plan is ongoing and school districts can count on it every year in the same manner as they count on foundation aid presently.

Fourth, the foundation aid portion (the per pupil payments) are not adequate to cover the cost of normal inflationary increases that school districts experience every year outside of salary and benefits of the professional staff. I believe the plan calls for a \$20 increase in foundation aid payments and an \$80 increase in the tuition apportionment payment or about \$100 per student over the next two years. This results in about \$10 million in new money for schools, but hardly covers the inflation and certainly not the declining enrollment problems. I looked at the most recent expenditures posted on the NDDPI website and found that they were for 1998-99 and that the total expenditures were \$636,149,078.21. This total includes salary and benefits for teachers, salary and benefits for support staff, other instructional costs, school administration, general administration, operation and maintenance, transportation, capital projects, extra curricular, and all other expenditures. If all of the amounts expended on the categories not covered in HB 1344 are subtracted, the remaining costs are about \$204 million. If we use an inflationary factor of 4%, it would take about \$8.2 million per year or at least \$16.5 million, minimum, to cover the costs other than compensation as outlined in HB 1344.

There are some solutions to this problem. One would be to just appropriate more money into the foundation aid portion and leave the rest alone—I don't think that is going to happen. If one were to reverse the order of the payments and make the first year reimbursement \$1,500 and the second year \$2,000 it would save about

\$500 per FTE or about \$4.5 million that could be put into foundation aid. When one considers the compensation definition it includes the "increments" that currently are obligated by negotiated contracts. If we believe that the average step is \$400, then this bill relieves the districts from using existing funds for another \$4.5 million. With the \$10 million in the bill, the \$4.5 million from reversing the reimbursement rates, and the \$4.5 million in increments, it looks as if there might be about \$19 million for the inflationary or discretionary side for school districts.

Madame Chairman and members of the Committee, it appears that this bill has some good ideas and could be workable for districts with the proper changes. I am sure that there will be other good ideas for us all to consider as we move this bill through the process. Thank you for the opportunity to express my opinions and I will be happy to answer any questions that I can.



**NORTH DAKOTA
SCHOOL BOARDS
ASSOCIATION**
INCORPORATED

Excellence in North Dakota public education through local school board governance

January 24, 2001

Chairperson Kelsch and honorable members of the Education Committee:

My name is Jon Martinson, Executive Director of the North Dakota School Boards Association. I am here to testify in favor of HB 1344.

Governor John Hoeven has set out on a bold new path recognizing the low pay teachers receive in North Dakota. He proposes \$50 million in state funds for teacher pay increases.

Let me get right to one critical question: should the legislature attempt to influence what local schools pay their teachers?

And to a second critical question: Is it possible for me (for school boards) to support local control and yet be in **favor** of this bill?

The answer to both questions is YES. Is this a new approach? Yes.
Do we need new approaches and new ideas in North Dakota. Of course.
Is this the right time for this? Absolutely!

My argument in support of this bill is not that ND ranks 50th in the nation in teacher pay. Who cares? When other states raise their salaries, it is highly probable that North Dakota will still rank 50th in the nation. North Dakota is faced with some serious issues right now and we need leaders with fresh, innovative ideas to solve them.

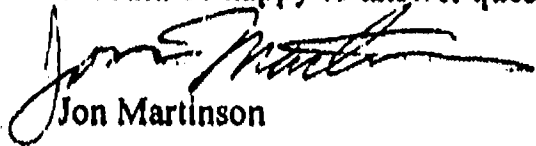
Who cares? I do.

I care about our school boards who squeeze every penny from their budget to meet their district needs. I care about heating our schools, patching the roof and paving the parking lot. And I care about our teachers. The days of advocating win-lose relationships between school boards and teachers is over. We don't have that luxury anymore. Educators have enough issues to resolve without going out of our way to create more. Therefore, within the education community, there is a new era of seeking cooperation and partnership. After all, we can not afford not to.

Is it getting increasingly difficult to get people interested in serving on school boards; and the teaching profession does not look as attractive to college students as it did years ago.

Yet, we still want our children to have the best teachers and the best education possible. So we need a new paradigm, a new model, a new approach to this issue of foundation aid and teacher pay. School boards also want good teachers--teachers who are qualified, well educated, innovative, inspiring and who love their profession.

The governor's initiative is forward looking, innovative and the best I've seen in years. I would be happy to answer questions.



Jon Martinson

Testimony on HB #1344 Support

Max Laird/NDEA

I am a bit uncomfortable here today asking for something both for those who I represent and for myself because I will be back in the classroom next year. On the other hand after spending most of my adult life as an advocate for the profession of teaching and education of children I feel I can take some pride in this proposal. I believe that what you have in front of you is an opportunity to give hope to a profession that is sorely lacking in that respect. We are daily in the headlines. Now it is about accountability. People often wonder, I would guess, What are those teachers really doing. I need to say clearly that every day that is a school is open every teacher in that facility is worried about accountability and this has been the case since public school began. We work very hard to deliver for parents and children and this legislation is an opportunity for ND as a state to step up and say yes you are professionals and you do deserve respect. Once we have done this we need to move on and say that to all the other working professional in ND who care deeply about their jobs as well and the future of this state.

Before you act on this bill I want to encourage you to review the data, collect information, discuss this with your colleagues and your constituents. It is imperative that we not propose something that will not work. I have many years invested in this solution and would not have ever suggested it if we didn't feel it first of all would work and second that it would be fair and equitable.

ND teachers based on the research we have done, regardless of our ranking should have a statewide beginning salary of \$21,000, at least a salary of \$35,000 after 15 years, and be able to achieve a wage of \$50,000 in a career. This is about competition not about the number of months someone works or what others make in other walks of life. This bill will not get us there but we must begin to set some goals that allow us to at least compete for our own ND native sons and daughters. This is a part of our economic development.

This bill offers a two part system. One part pays foundation aid on a per pupil basis. The side of the equation has become very unstable in the last few years as declining enrollment has increased. The other part of the proposal has an amount of money allocated for teacher compensation improvement on an FTE basis. The plan has enough detail but has the flexibility to allow for balancing of all the parts.

It needs to be noted that there are compromises on both sides of this bill and we are supporting this with the realization that there are those who will benefit more than others from its passage.

The key is that ND must raise the bar on teacher compensation if we are to be able to sustain the quality we have today. There a number of other bills introduced that will likely be trumpeted as solving the problem. They are more about bandaids than they are about surgery.

I would urge your very careful consideration of this legislation and a DO PASS recommendation.

Teacher shortage widespread, Education Minnesota survey shows

ST. PAUL, Minn., Jan. 11, 2001 – Minnesota's shortage of teachers may be more far-reaching than earlier forecasts have indicated, according to a new survey by Education Minnesota, the statewide educators organization.

The poll of Minnesota school superintendents, taken last month, shows only one in seven consider their districts in "good shape" for filling teacher vacancies. More than one-quarter say they face a major problem filling vacancies, while more than one-half say they face minor problems.

A majority said the problem has grown over the past five years, with more than one-third noting an increase from a year ago in the number of teaching positions still unfilled at the beginning of the school year.

The survey includes data from 268 of Minnesota's 345 school districts. Education Minnesota intends to conduct followup surveys annually.

Survey results also indicate the shortage is not limited to math, science and special education, although superintendents mentioned those most frequently. Even two longstanding surplus areas, elementary education and language arts, are causing concern for some districts.

To tackle the problem, which includes both recruitment and retention of teachers, Education Minnesota will propose several pieces of legislation, including:

- Funding for mentorship programs for all new teachers for their first three years in the profession.
- Loan forgiveness programs for new and current teachers who will commit to teach in shortage areas.

- A \$300 per pupil increase in general education funding, some of which can be used to raise the overall level of teacher salaries.
- "Parents' Right to Know" legislation to notify parents when their child is assigned to an unlicensed instructor.

Education Minnesota Co-Presidents Judy Schaubach and Sandra Peterson said it will be counterproductive to loosen teaching standards to fill vacancies, since research links student achievement to teacher qualifications. Unqualified instructors also have higher rates of turnover.

FACT SHEET: TEACHER SHORTAGE SURVEY

- The survey was conducted jointly by Education Minnesota and Cooper & Secrest, a national survey firm based in Washington, D.C.
- In December 2000, a mail survey was sent out to superintendents of all 345 public school districts in Minnesota. Of these, 268 (78 percent) filled out and returned surveys.
- 32 metro-area districts responded; 236 non-metro districts responded (see attached sheet for a list of all responding districts). A small number of surveys were returned with the district name unidentified.

THE FINDINGS:

- Only 1 in 7 superintendents (14 percent) say their district is in "good shape" for filling teacher vacancies; 84 percent say filling vacancies is a problem.
- 28 percent cite this as a major problem and 56 percent as a minor problem.
- 60 percent say their district faces an teacher shortage
- 82 percent say they are short of substitute teachers.
- Nearly three-quarters (72 percent) of *metro area* superintendents said they had more vacancies this year than in previous years, and that those vacancies were more difficult to fill.
- 60 percent of *all* districts surveyed said they had more vacancies to fill than they did five years ago. In addition, 34 percent report that the shortage has gotten worse since last school year.

Subject areas of concern:

Special Education (districts that report shortages)

Current:

- 38 percent statewide and 49 percent in metro districts.

Future:

(69 percent of all districts, 83 percent of metro districts expect shortages next year.)

Mathematics

Current:

- 29 percent statewide and 46 percent in metro districts.

Science

Current:

- 28 percent statewide and 31 percent in metro districts.

Mathematics AND Science

Future:

(63 percent of all and metro districts expect shortages in math and science next year.)

- Most prominent current subject areas of shortage:

	<u>Metro area (%)</u>	<u>Non-metro (%)</u>
Special education	49	37
Mathematics	46	27
Sciences	31	28
Technical education	9	15
World languages	9	8
Language arts	6	7
Elementary ed.	3	6

(more)

Other questions from the survey:

At the beginning of the school year, approximately how many teacher vacancies did your school district have?

	<u>Metro area (%)</u>	<u>Non-metro (%)</u>
None	34	43
1-10	43	52
11-20	11	4
21-30	--	1
31-50	3	--
50-100	9	--
Over 100	--	--

If you indicated vacancies, generally speaking, how did you deal with the vacancies?
(Circle up to three responses.)

	<u>Metro area (%)</u>	<u>Non-metro (%)</u>
Hire new teachers	69	67
Increase class size	6	8
Apply for alternative- credential teachers	51	41
Still have vacancies	14	8
Not sure	--	1

How did the number of qualified applicants for this school year compare to previous years?

	<u>Metro area (%)</u>	<u>Non-metro (%)</u>
More qualified applicants	15	5
Fewer qualified applicants	59	73
Same number of applicants	26	18
Not sure	--	4

Looking ahead to next year, what do you think is the potential for filling your teacher vacancies?

	<u>Metro area (%)</u>	<u>Non-metro (%)</u>
Will be able to hire all needed teachers	14	24
Will have difficulty in certain fields	72	66
Not sure	14	10



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Table III-1

Actual Average Beginning BA Teacher Salaries, 1997-98 and 1998-99

State	Beginning Salary 1998-99	Average Salary 1998-99	Beginning To Average Salary Ratio	Beginning Salary 1997-98	Increase In:	
					Beginning Salary	Average Salary
1 Alaska	\$32,884 a	\$48,275	68.1%	\$32,621 a	0.8%	-1.8%
2 Connecticut	31,391	50,277	62.4%	28,500	10.1%	4.7%
3 New York	30,808 g	49,686 g	62.0%	30,204 g	2.0%	2.0%
4 Washington, D.C.	30,000 a	46,275 a	62.1%	27,234 a	10.2%	7.9%
5 Delaware	29,981	43,223	69.4%	28,886	3.8%	1.8%
6 Pennsylvania	29,793	48,457	61.5%	29,581	0.7%	1.9%
7 New Jersey	29,112 a	51,692 a	56.3%	28,319	2.8%	2.8%
8 California	29,105 a	46,326	62.8%	27,852	4.5%	3.9%
9 Alabama	29,092	35,820	81.2%	26,637	9.2%	9.1%
10 Illinois	28,954 e	45,286 e	63.9%	28,183 e	2.7%	3.6%
11 Oregon	28,889 b	43,789 b	65.3%	28,381 b	0.7%	1.3%
12 Nevada	28,482 b	42,528 b	67.0%	27,119 b	5.0%	4.8%
13 Hawaii	28,316	40,416	70.1%	27,263	3.9%	5.1%
14 Massachusetts	28,055 a	44,051	63.7%	27,238 a	3.0%	2.7%
15 Georgia	27,908 a	38,993 a	71.6%	26,706 a	4.5%	4.5%
16 Michigan	27,822 a	48,711 a	57.1%	27,064 a	2.8%	2.8%
17 Maryland	27,605 c	42,545 c	64.9%	27,010 c	2.2%	2.8%
18 Texas	26,261	34,448	76.2%	25,104	4.6%	2.5%
19 Rhode Island	26,237	46,286 a	56.7%	25,228 a	4.0%	4.0%
20 Indiana	26,171	41,159	63.6%	24,745	5.8%	3.5%
21 Arizona	26,163 a	34,582 a	75.7%	24,917 a	5.0%	1.5%
22 Virginia	25,777 a	37,709	68.4%	25,272	2.0%	1.9%
23 Colorado	25,489 a	38,157	66.8%	24,867	2.5%	2.5%
24 Vermont	25,435 a	36,697	69.3%	25,183	1.0%	1.1%
25 North Carolina	25,338	36,883	68.7%	23,576	7.5%	11.3%
26 Oklahoma	25,258 d	31,107 d	81.2%	25,203 d	0.2%	1.4%
27 Missouri	25,184	33,463	75.2%	24,153	4.2%	2.7%
28 Maine	24,962 c	34,906 c	71.5%	24,411 c	2.3%	1.6%
29 Wisconsin	24,839 e	39,374 e	63.1%	24,077 e	3.2%	3.1%
30 Minnesota	24,462	39,809	61.4%	22,714	7.7%	4.3%
31 New Hampshire	24,406 a	37,405	65.2%	23,927 a	2.0%	2.0%
32 Florida	24,402	35,916	67.9%	23,885	3.0%	4.2%
33 New Mexico	24,393	32,161	76.8%	23,228	5.0%	7.1%
34 Kentucky	24,387 c	35,383 c	68.9%	23,636 c	3.8%	2.7%
35 Iowa	24,333	35,007	69.5%	22,495	8.2%	2.7%
36 South Carolina	23,827	34,506	69.1%	23,429	1.7%	2.4%
37 Washington	23,845	38,530	61.4%	23,732	-0.4%	-0.6%
38 Louisiana	23,600	32,000 a	73.4%	22,843	2.9%	2.8%
39 West Virginia	23,316 c	34,248 c	68.1%	22,529 c	3.5%	2.6%
40 Ohio	23,087	40,734	56.7%	22,535	2.4%	2.6%
41 Kansas	23,008 a	34,634 f	66.4%	22,446	2.5%	2.5%

42	Utah	22,957		34,007		67.5%	22,241		3.2%	5.0%
43	Wyoming	22,836		33,480		68.2%	22,636		0.0%	4.7%
44	Tennessee	22,645		35,490		63.8%	22,140		2.3%	2.6%
45	Nebraska	22,611		32,880		68.8%	21,949		3.0%	0.6%
46	Montana	21,676	a	31,536		68.7%	21,045	a	3.0%	3.0%
47	South Dakota	21,376		28,366		75.3%	20,274		5.4%	1.8%
48	Mississippi	21,346	b	29,550	b	72.2%	20,773	b	2.8%	3.0%
49	Arkansas	21,273	a	32,761	a	64.9%	21,000		1.3%	2.0%
50	Idaho	20,814		34,062		61.1%	20,208		3.0%	3.8%
51	North Dakota	19,136		29,002		66.0%	19,146		-0.1%	2.8%
	U.S. Average	\$26,639		\$40,574		65.7%	\$25,708		3.6%	3.3%
	Guam	\$29,318	d	\$34,435	d	85.1%	\$28,249	d	3.8%	0.9%
	Puerto Rico	\$18,000		\$24,000		75.0%	\$18,000		0.0%	0.0%
	Virgin Islands	\$22,751		\$34,764		65.4%	\$21,876		4.0%	4.4%

a=estimate or preliminary; b=AFT estimate; c=median; d=estimated to exclude fringe benefits (at 8%); e=includes employer pick-up of employee pension contribution, where applicable; f=includes extra duty pay; g=median.
 Source: American Federation of Teachers, annual survey of state departments of education.

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**Department of Research**

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Rank	State	Total Teachers	Average Salary		Percent of U.S. Average
1	New Jersey	93,102	\$51,692	a	127.4%
2	Connecticut	40,764	50,277		123.9%
3	New York	201,000	49,666	g	122.5%
4	Michigan	90,200	48,711	a	120.1%
5	Pennsylvania	108,350	48,457		119.4%
6	Alaska	7,858	48,275		119.0%
7	District of Columbia	4,115	48,275	a	119.0%
8	California	270,639	46,326		114.2%
9	Rhode Island	10,704	46,266	a	114.1%
10	Illinois	122,775	45,266	e	111.6%
11	Massachusetts	68,482	44,051		108.6%
12	Oregon	27,289	43,789	b	107.9%
13	Delaware	6,701	43,223		106.5%
14	Maryland	49,490	42,545	c	104.9%
15	Nevada	16,835	42,528	b	104.8%
16	Indiana	57,927	41,159		101.4%
17	Ohio	111,283	40,734		100.4%
18	Hawaii	10,550	40,416		99.6%
19	Minnesota	52,700	39,809		98.1%
20	Wisconsin	50,757	39,374	e	97.0%
21	Georgia	87,555	38,993	a	96.1%
22	Washington	49,316	38,530		95.0%
23	Colorado	38,976	38,157		94.0%
24	Virginia	76,791	37,709		92.9%
25	New Hampshire	12,469	37,405		92.2%
26	North Carolina	77,486	36,883		90.9%
27	Vermont	8,069	36,697		90.4%
28	Florida	128,791	35,916		88.6%
29	Alabama	46,196	35,820		88.3%
30	Tennessee	63,119	35,490		87.6%
31	Kentucky	40,381	35,383	c	87.2%
32	Iowa	33,886	35,007		86.3%
33	Maine	16,877	34,906	c	86.0%
34	Kansas	31,493	34,634	f	85.4%
35	Arizona	42,032	34,582	a	85.2%
36	South Carolina	42,120	34,506		85.0%
37	Texas	264,811	34,448		84.9%
38	West Virginia	20,856	34,248	c	84.4%
39	Idaho	14,100	34,062		83.9%
40	Utah	21,060	34,007		83.8%
41	Wyoming	6,630	33,480		82.6%
42	Missouri	61,780	33,463		82.5%
43	Nebraska	20,237	32,860		81.0%
44	Arkansas	26,971	32,781	a	80.7%
45	New Mexico	19,786	32,161		78.3%
46	Louisiana	48,928	32,000	a	78.6%
47	Montana	10,200	31,536		77.7%
48	Oklahoma	40,943	31,107	d	76.7%



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Table I-2

Beginning and Average Teacher Salary in 1998-99
Ranked by Average Salary Within Region

State	Average Salary	Beginning Salary	State	Average Salary	Beginning Salary
NEW ENGLAND			SOUTHEAST		
Connecticut	\$50,277	\$31,391	Georgia	\$38,993	\$27,908
Rhode Island	46,286	26,237	Virginia	37,709	25,777
Massachusetts	44,051	28,055	North Carolina	36,883	25,338
New Hampshire	37,405	24,406	Florida	35,916	24,402
Vermont	36,697	25,435	Alabama	35,820	29,092
Maine	34,906	24,962	Tennessee	35,490	22,645
MIDEAST			Kentucky	35,383	24,387
New Jersey	\$51,692	\$29,112	South Carolina	34,506	23,827
New York	49,686	30,808	West Virginia	34,248	23,316
Pennsylvania	48,457	29,793	Arkansas	32,761	21,273
District of Columbia	46,275	30,000	Louisiana	32,000	23,500
Delaware	43,223	29,981	Mississippi	29,550	21,346
Maryland	42,545	27,605	ROCKY MOUNTAINS		
GREAT LAKES			Colorado	\$38,157	\$25,489
Michigan	\$48,711	\$27,822	Idaho	34,062	20,814
Illinois	45,286	28,954	Utah	34,007	22,957
Indiana	41,159	26,171	Wyoming	33,480	22,836
Ohio	40,734	23,087	Montana	31,536	21,676
Minnesota	39,809	24,462	FAR WEST		
Wisconsin	39,374	24,839	Alaska	\$48,275	\$32,834
PLAINS			California	46,326	29,105
Iowa	\$35,007	\$24,333	Oregon	43,789	28,559
Kansas	34,634	23,006	Nevada	42,528	28,482
Missouri	33,463	25,164	Hawaii	40,416	28,315
Nebraska	32,880	22,611	Washington	38,630	23,645
North Dakota	29,002	19,136	OUTLYING AREAS		
South Dakota	28,386	21,376	Virgin Islands	\$34,784	\$22,751
SOUTHWEST			Guam	34,435	29,318
Arizona	\$34,582	\$26,163	Puerto Rico	24,000	18,000
Texas	34,448	26,261	U.S. AVERAGE		
New Mexico	32,161	24,393		\$40,574	\$26,639
Oklahoma	31,107	25,258			

Source: American Federation of Teachers, annual survey of state departments of education.

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The salary schedule for data with same number
 Note: Employment in special education and vocational units are the average of the school districts within each unit.
 Note: Columns for Maximum Lane Years = Data for maximum salary of the employee; right-hand lane on the salary schedule.

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2000-01 Salary Benchmark Statistics in Rank Order

00-01 Enroll	Educational Unit	1999-00			2000-01												Lane	Years
		BA Base	Rank 235	BA Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221			
113	Adams	\$17,950	186	\$19,100	194	\$150	0.84%	\$23,300	139	\$19,800	172	\$29,000	152	\$29,425	166	MA-10 or BA-50	24	
105	Anderson	\$18,000	171	\$18,800	144	\$800	4.44%	\$31,350	8	\$19,575	179	\$32,125	95	\$32,125	118	MA	24	
96	Armstrong	\$18,500	122	\$19,700	154	\$200	1.08%	\$21,500	191	\$20,200	163	\$29,225	150	\$29,225	170	MA	20	
203	Ashtabula	\$16,400	133	\$19,200	113	\$800	4.35%	\$24,000	118	\$21,200	116	\$32,800	80	\$33,350	91	MA-12	30	
10	Baker	\$14,800	235	\$16,000	228	\$1,200	8.11%	—	—	—	—	—	—	—	—	—	—	
14	Baker	\$17,250	210	\$17,250	217	\$0	0.00%	\$20,050	218	—	—	—	—	\$20,250	221	BA-8	8	
392	Baker	\$18,500	122	\$18,600	161	\$100	0.54%	\$23,700	123	\$21,550	98	\$30,050	133	\$31,975	123	MA-16	22	
1,762	Berkshire	\$23,400	2	\$24,100	2	\$700	2.99%	\$31,700	7	\$27,500	2	\$38,400	15	\$43,100	8	MA-30	14	
308	Berkshire	\$17,200	211	\$17,400	215	\$200	1.16%	\$20,650	213	\$20,400	156	\$30,650	123	\$31,150	140	MA-12	22	
129	Bell	\$16,100	230	\$16,600	227	\$500	3.11%	\$22,576	162	—	—	—	—	\$28,253	183	BA-40	17	
215	Berkshire	\$18,300	139	\$18,300	189	\$0	0.00%	\$20,400	216	\$21,306	108	\$29,400	144	\$30,600	147	MA-8	30	
1,021	Berkshire	\$20,900	9	\$21,300	13	\$400	1.91%	\$28,185	42	\$24,330	15	\$39,405	11	\$48,045	3	MA-30	30	
79	Bellows Co	\$16,400	133	\$18,400	183	\$0	0.00%	\$29,300	41	\$20,600	142	\$30,500	125	\$31,600	126	MA-16	19	
111	Berkshire	\$18,800	171	\$18,800	144	\$900	4.44%	\$21,950	119	\$20,800	130	\$27,800	169	\$27,800	191	MA or BA-40	25	
10,476	Berkshire	\$22,995	3	\$23,316	3	\$680	3.02%	\$29,958	18	\$27,584	2	\$44,134	4	\$46,539	4	MA or MA-50	25	
32	Berkshire	\$18,900	93	\$19,800	57	\$900	4.76%	—	—	—	—	—	—	—	—	—	—	
801	Berkshire	\$18,100	164	\$19,500	80	\$1,400	7.73%	\$25,500	61	\$22,310	61	\$32,075	96	\$34,270	74	MA-32	17	
114	Berkshire	\$18,500	122	\$18,500	170	\$0	0.00%	\$23,750	121	\$20,100	165	\$28,400	178	\$27,650	194	MA-15	16	
75	Berkshire	\$18,360	138	\$18,730	133	\$370	2.02%	\$22,330	167	\$20,330	158	\$25,930	182	\$26,930	206	MA	15	
445	Berkshire	\$18,000	171	\$19,500	80	\$1,500	8.33%	\$23,100	148	\$20,650	140	\$30,250	129	\$30,250	149	MA	17	
114	Berkshire	\$18,600	117	\$19,600	71	\$1,000	5.38%	\$23,600	127	\$21,400	104	\$28,200	160	\$28,200	165	MA	18	
26	Berkshire Co Sp Ed	\$18,975	90	\$19,095	120	\$120	0.63%	\$26,220	65	\$20,720	138	\$27,845	168	\$28,170	166	MA-8	16	
	Berkshire	\$17,500	203	Closed	—	—	—	—	—	—	—	—	—	—	—	—	—	
705	Carrington	\$19,400	47	\$19,400	97	\$0	0.00%	\$21,500	191	\$20,550	149	\$32,575	86	\$33,750	94	MA-15 or BA-64	21	
533	Cavalier	\$20,600	13	\$21,425	10	\$825	4.00%	\$28,315	40	\$23,409	28	\$39,309	12	\$41,293	12	MA-40 or BA-80	31	
282	Center	\$19,780	33	\$19,880	56	\$100	0.51%	—	—	—	—	—	—	—	—	—	—	
826	Central Oaks	\$20,500	10	\$21,800	7	\$1,000	4.81%	\$29,300	29	\$25,900	5	\$40,900	7	\$40,900	14	MA	27	
11	Central Elementary	\$17,500	203	\$17,500	210	\$0	0.00%	\$20,300	217	—	—	—	—	\$24,700	214	BA-24	16	
311	Central Valley	\$18,950	92	\$19,350	101	\$400	2.11%	\$31,350	8	\$21,850	79	\$35,650	37	\$36,650	57	MA	24	
399	Central Valley	\$19,200	58	\$19,800	57	\$600	3.13%	\$25,888	74	—	—	—	—	\$34,888	67	BA-32	25	
2,010	Central Valley	\$19,750	103	\$19,450	93	\$700	3.73%	\$26,650	62	\$22,700	47	\$40,100	8	\$41,500	10	MA-32	30	
213	Central Valley	\$19,200	58	\$19,450	93	\$250	1.30%	\$21,275	199	\$21,550	98	\$29,800	136	\$30,850	145	MA-24	21	
2,990	Central Valley	\$18,000	171	\$18,500	161	\$500	3.33%	\$21,275	49	\$22,227	57	\$34,540	55	\$36,344	47	MA-15	15	

2000-01 Salary Benchmark Statistics in Rank Order

00-01 Enroll	Educational Unit	1999-00			2000-01												
		BA Base	Rank 235	BA Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221	Lane	Years
332	Truman State	\$19,000	75	\$20,000	40	\$1,000	5.25%	\$23,000	150	\$25,000	36	\$36,200	31	\$37,200	42	MA - 24	25
51	Truman State	\$19,525	44	\$20,075	39	\$550	2.82%	\$20,975	209	\$22,475	59	\$31,575	110	\$32,775	106	MA - 32	21
152	Truman State	\$19,825	116	\$19,000	122	\$375	2.01%	\$23,250	143	\$21,125	118	\$30,475	126	\$30,900	144	MA - 8	23
248	Dayton	\$19,900	27	\$20,200	33	\$300	1.51%	\$21,800	186	\$22,500	53	\$34,600	51	\$35,200	59	MA - 8	31
19	Drexel	\$19,200	233	\$16,000	228	\$800	5.26%	\$20,600	218	\$17,400	193	\$23,250	190	\$26,050	212	BA - 32	18
547	Drexel	\$21,360	8	\$21,360	12	\$0	0.00%	\$25,860	75	\$26,360	4	\$33,360	75	\$33,360	90	MA	20
272	ECCEC Sp Ed	\$19,000	75	\$19,000	122	\$0	0.00%	\$21,125	202	\$21,300	108	\$32,050	98	\$33,650	86	MA - 30	21
271	Edgeley	\$18,805	99	\$19,505	79	\$700	3.72%	\$24,005	117	\$21,655	92	\$31,555	111	\$32,905	99	MA - 8	25
144	Edinburg	\$17,800	190	\$18,100	194	\$300	1.69%	\$23,300	139	\$20,100	165	\$28,700	139	\$29,700	160	MA or BA-40	25
113	Edmore	\$19,550	41	\$20,000	40	\$350	1.78%	\$24,600	101	—	—	—	—	\$32,900	100	BA - 44	26
201	Eight Mile	\$19,700	108	\$19,400	97	\$700	3.74%	\$27,412	47	\$20,852	126	\$34,233	57	\$34,233	78	MA	21
248	Egmont New Leasing	\$18,200	155	\$18,900	142	\$700	3.85%	\$22,400	165	\$21,735	88	\$27,285	174	\$27,285	198	MA	15
390	Elmhurst	\$19,700	36	\$20,000	40	\$300	1.52%	\$26,400	65	\$21,800	81	\$35,000	47	\$36,720	56	MA - 16	34
116	Emerado	\$20,516	15	\$20,926	20	\$410	2.00%	\$24,406	107	\$22,726	46	\$31,426	114	\$31,426	132	MA	21
352	Emerita	\$19,350	50	\$20,000	40	\$650	3.36%	\$24,500	102	\$21,750	85	\$33,063	78	\$33,687	82	MA - 8	20
134	Farmount	\$18,500	122	\$18,500	170	\$0	0.00%	\$23,575	134	—	—	—	—	\$29,875	157	BA - 30	26
11382	Fargo	\$20,400	18	\$20,960	19	\$560	2.75%	\$26,554	25	\$24,733	10	\$27,938	18	\$45,483	5	MA - 45	15
197	Fessenden	\$18,300	139	\$18,650	160	\$350	1.91%	\$25,250	89	\$20,576	148	\$29,370	146	\$29,370	168	MA	17
181	Foley Sharon	\$18,000	171	\$18,500	170	\$500	2.73%	\$26,150	88	\$20,500	150	\$28,150	163	\$28,150	187	MA	18
251	Fowler	\$18,500	122	\$19,000	122	\$500	2.70%	\$22,105	174	\$21,300	108	\$28,200	160	\$29,095	172	MA - 8	22
97	Fortville	\$18,300	139	\$18,500	161	\$300	1.64%	\$21,840	184	\$20,600	142	\$27,440	172	\$27,440	196	MA	20
154	Fortville	\$19,750	34	\$19,750	60	\$0	0.00%	\$25,750	75	\$22,750	44	\$34,750	50	\$39,750	71	PHD	31
192	Flint Hills	\$19,828	30	\$20,422	30	\$594	3.00%	\$25,727	79	\$21,128	119	\$33,790	65	\$33,790	83	MA	23
176	Gagne Steeler	\$18,670	96	\$19,055	121	\$185	0.96%	\$22,255	169	—	—	—	—	\$27,755	192	BA - 48	19
362	Garrison	\$18,500	171	\$18,000	198	\$0	0.00%	\$21,500	191	\$20,440	156	\$34,150	59	\$35,350	58	MA - 20	27
235	Glen Cliff	\$19,750	34	\$20,000	40	\$250	1.27%	\$22,375	166	\$23,050	34	\$31,125	116	\$34,425	72	MA - 8	25
320	Glenport	\$19,000	75	\$19,570	77	\$570	3.00%	\$24,070	115	\$21,360	106	\$30,360	127	\$33,235	94	MA - 16	25
71	Goose Valley	\$19,000	75	\$19,100	117	\$100	0.53%	\$21,100	204	\$21,800	81	\$28,200	160	\$28,500	178	MA - 8	17
62	Goodrich	\$19,300	139	\$18,800	144	\$500	2.73%	\$22,550	163	\$19,800	172	\$23,550	189	\$23,550	217	MA	11
1,010	Grafton	\$18,500	122	\$18,500	170	\$0	0.00%	\$27,000	54	\$21,000	123	\$33,600	70	\$34,800	68	MA - 32	22
8,351	Grant Forks	\$23,500	1	\$24,300	1	\$800	3.40%	\$36,200	1	\$28,300	1	\$44,400	3	\$48,500	2	MA - 30	27
142	Granville	\$18,900	218	\$17,300	216	\$400	2.37%	\$22,144	173	\$21,971	76	\$30,275	128	\$30,294	146	MA - 10	15
75	Granville	\$19,000	75	\$19,500	80	\$500	2.63%	\$25,500	81	—	—	—	—	\$27,900	190	BA - 24	22
355	Groves Co Central	\$17,900	188	\$18,550	169	\$650	3.63%	\$22,230	171	\$22,150	70	\$33,950	32	\$37,050	43	MA - 15	31
353	GST Sp Ed	\$18,650	114	\$19,500	90	\$850	4.56%	\$23,175	147	\$24,040	16	\$34,025	61	\$39,775	15	MA - 32	26
93	Harvey	\$19,700	108	\$19,000	122	\$300	1.50%	\$24,900	96	—	—	—	—	\$24,850	215	BA	14

2000-01 Salary Benchmark Statistics in Rank Order

00-01 Enrol	Educational Unit	1999-00			2000-01												Years	
		BA Base	Rank 235		BA Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221	Lane	
318	Harrison	\$18,800	100		\$19,100	117	\$300	1.60%	\$23,200	146	\$20,600	142	\$35,900	36	\$35,900	53	MA or BA-48	31
556	Hartley	\$18,000	171		\$18,700	154	\$700	3.89%	\$26,940	56	\$20,480	152	\$34,580	54	\$36,220	50	MA-32	26
270	Hendon	\$18,100	164		\$18,500	161	\$500	2.76%	\$21,712	190	\$21,604	94	\$30,050	133	\$31,252	136	MA-16	25
161	Hendon North Providence	\$17,700	193		\$17,800	204	\$100	0.56%	\$20,725	211	\$20,300	159	\$28,425	157	\$28,425	179	MA or BA-45	25
808	Hendon	\$19,800	31		\$20,800	21	\$1,000	5.05%	\$26,040	71	\$23,900	17	\$36,499	27	\$37,999	36	MA-16	26
196	Hendon	\$21,200	7		\$21,700	8	\$500	2.36%	\$24,350	110	\$24,700	11	\$33,350	75	\$33,350	91	MA	19
406	Hendinger	\$18,000	171		\$19,500	80	\$1,500	8.33%	\$24,450	104	\$21,300	108	\$32,400	89	\$32,850	101	MA-10	32
475	Hillsboro	\$20,600	13		\$21,400	11	\$800	3.88%	\$27,650	45	\$24,775	9	\$37,150	23	\$39,025	26	MA-24	31
154	Hope	\$19,250	55		\$19,750	60	\$500	2.60%	\$23,350	135	---	---	---	---	\$31,325	135	BA-48	24
2,671	Jonestown	\$19,700	36		\$19,800	57	\$100	0.51%	\$33,650	3	\$21,780	83	\$37,620	20	\$40,263	18	MA-16	18
364	Kennett	\$16,275	153		\$18,775	152	\$500	2.74%	\$26,915	72	\$21,325	107	\$29,995	135	\$30,505	146	MA-8	19
93	Kensal	\$17,550	202		\$17,850	203	\$300	1.71%	\$25,526	80	\$19,850	170	\$28,240	159	\$28,740	176	MA-12	20
364	Kilbuck	\$19,000	75		\$19,400	97	\$400	2.11%	---	---	\$21,600	95	---	---	---	---	---	---
726	Kindred	\$19,200	58		\$19,500	71	\$300	1.56%	\$28,420	38	\$22,736	45	\$35,084	45	\$35,084	61	MA	19
157	Kulm	\$21,815	4		\$22,165	4	\$350	1.60%	\$26,915	72	\$23,665	20	\$29,665	141	\$29,665	162	MA	17
303	Lake Region Sp. Ed.	\$18,750	103		\$19,450	93	\$700	3.73%	\$26,550	62	\$22,700	47	\$40,100	8	\$41,600	10	MA-32	30
295	Lancaster	\$18,700	108		\$18,700	154	\$0	0.00%	\$21,850	181	\$20,700	139	\$29,250	149	\$30,200	150	MA-16	21
396	Lancaster	\$18,800	100		\$19,300	103	\$500	2.66%	\$24,375	109	---	---	---	---	\$32,800	103	BA-52	27
589	Lansdown	\$20,650	11		\$20,650	23	\$0	0.00%	\$29,150	31	\$23,475	23	\$33,475	73	\$35,025	63	MA-32	21
63	Larkin	\$18,300	139		\$18,500	161	\$300	1.64%	\$21,840	184	\$20,600	142	\$27,440	172	\$27,440	196	MA	20
37	Lansford	\$18,000	171		\$19,200	113	\$1,200	6.67%	\$22,800	155	\$20,800	130	\$27,600	171	\$28,800	174	MA-8	20
583	Lancaster	\$19,950	26		\$20,300	31	\$350	1.75%	\$26,930	57	\$23,220	30	\$34,950	48	\$37,430	37	MA-32	25
202	Lands	\$19,100	67		\$19,600	71	\$500	2.62%	\$24,150	114	\$22,100	72	\$33,100	77	\$33,100	56	MA	23
251	Ludgerwood	\$18,200	155		\$18,400	183	\$200	1.10%	\$21,262	200	---	---	---	---	\$31,354	134	BA-30	21
375	Lundon	\$18,000	171		\$18,500	170	\$500	2.78%	\$25,125	94	\$20,050	167	\$32,800	80	\$33,150	95	MA-8	31
680	Lusdon	\$19,000	75		\$19,500	80	\$500	2.63%	\$26,700	61	\$21,750	85	\$32,040	99	\$34,020	81	MA-16	24
99	Luttrell	\$18,100	164		\$18,500	170	\$400	2.21%	\$25,500	81	\$20,900	125	\$27,900	167	\$29,900	155	MA-40	21
28	Luttrell	\$16,000	231		\$16,000	228	\$0	0.00%	---	---	---	---	---	---	---	---	---	---
55	Lone Tree	\$16,550	224		\$16,650	225	\$100	0.60%	\$24,390	108	---	---	---	---	\$26,790	200	BA-40	26
233	Madison	\$18,500	122		\$18,500	80	\$1,000	5.41%	\$25,500	81	\$22,125	71	\$31,125	116	\$31,500	129	MA-5	19
3,495	Madison	\$19,500	46		\$19,500	71	\$100	0.51%	\$29,155	30	\$21,952	77	\$37,342	21	\$40,900	14	MA-30	23
232	Madison	\$21,000	8		\$21,000	16	\$0	0.00%	\$29,400	28	\$23,300	36	\$33,800	64	\$34,900	65	MA-8	20
22	Madison	\$18,400	133		\$18,800	144	\$400	2.17%	\$20,530	215	---	---	---	---	\$28,315	181	BA-36	20
192	Maribel	\$20,157	20		\$21,165	14	\$1,008	5.02%	\$30,155	17	\$23,565	22	\$38,565	14	\$39,765	20	MA-27 or BA-72	25
212	Marble Valley	\$19,900	27		\$20,300	31	\$400	2.01%	\$24,150	112	\$21,500	101	\$31,650	104	\$31,650	125	MA or BA-30	24
715	Marion	\$18,200	155		\$19,200	113	\$1,000	5.49%	\$23,200	120	\$22,272	63	\$35,328	42	\$36,056	51	MA-15	15

2000-01 Salary Benchmark Statistics in Rank Order

00-01 Enroll	Educational Unit	1999-00		2000-01										Rank	Lane	Years	
		BA Base	Rank 235	2A Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221		
109	Marion	\$18,100	164	\$18,500	170	\$400	2.21%	\$23,000	156	\$20,600	142	\$28,100	164	\$28,100	188	MA	27
168	Mar	\$18,132	163	\$19,000	122	\$868	4.79%	\$23,500	129	\$21,250	114	\$31,600	107	\$33,445	88	MA - 8	26
664	May-Park CG	\$19,700	36	\$19,975	52	\$275	1.40%	\$26,845	59	\$25,575	6	\$36,567	26	\$40,741	17	MA - 30	19
135	McCluskey	\$19,000	75	\$19,250	111	\$250	1.32%	\$30,233	16	\$20,750	135	\$31,763	102	\$32,148	117	MA - 10	20
667	McKenzie Co	\$19,790	32	\$21,140	15	\$1,350	6.82%	\$28,440	37	\$24,852	8	\$41,262	5	\$41,262	13	MA	15
170	Medusa	\$19,750	103	\$19,900	122	\$250	1.33%	\$21,125	202	—	—	—	—	\$29,500	165	BA - 32	21
34	Menoken	\$17,700	193	\$19,300	103	\$1,600	9.04%	\$26,800	60	—	—	—	—	\$28,300	182	BA - 40	16
210	Medford	\$18,485	130	\$19,175	116	\$690	3.73%	\$21,055	205	\$21,760	84	\$32,570	87	\$33,040	98	MA-12 or SA-54	24
328	McCluskey	\$19,175	64	\$19,400	97	\$225	1.17%	\$23,400	131	\$22,900	40	\$32,500	88	\$32,500	111	MA	41
337	Marion	\$18,540	98	\$19,000	122	\$160	0.85%	\$21,450	195	\$22,500	56	\$31,250	115	\$31,250	137	MA	25
32	Madison	\$18,300	139	\$19,300	103	\$1,000	5.46%	\$23,700	123	\$20,300	159	\$26,300	180	\$26,300	204	MA	15
148	Madison-2A-3	\$17,700	211	\$18,200	182	\$1,000	5.81%	\$22,050	175	\$19,500	175	\$25,500	183	\$25,500	207	MA or BA-40	19
7,175	Madison	\$20,650	11	\$21,850	6	\$1,200	5.81%	\$32,338	5	\$25,128	7	\$39,656	10	\$45,337	6	MA - 24	24
260	Madison	\$20,425	17	\$20,425	29	\$0	0.00%	\$26,050	69	—	—	—	—	\$32,775	165	BA - 55	27
269	Madison	\$18,200	155	\$19,000	122	\$800	4.40%	—	—	—	—	—	—	—	—	—	—
233	Madison	\$18,000	171	\$18,000	198	\$0	0.00%	\$23,400	131	\$22,600	53	\$34,600	51	\$35,000	64	MA - 8	31
121	Madison	\$18,000	171	\$18,400	183	\$400	2.22%	\$22,300	168	—	—	—	—	\$25,875	208	BA - 40	15
235	Madison	\$18,300	139	\$18,600	161	\$300	1.64%	—	—	—	—	—	—	—	—	—	—
349	Madison	\$17,450	207	\$17,450	214	\$0	0.00%	\$21,950	178	\$18,850	189	\$29,865	153	\$29,565	164	MA-16 or BA-48	25
155	Madison	\$19,150	65	\$19,500	50	\$350	1.83%	\$30,975	13	\$21,300	108	\$32,775	84	\$32,775	106	MA or BA-32	28
256	Madison	\$18,300	139	\$18,700	154	\$400	2.19%	\$24,100	114	\$21,700	89	\$31,600	107	\$33,100	96	MA - 24	25
27	Madison	\$19,000	75	\$19,250	111	\$250	1.32%	\$22,350	39	—	—	—	—	\$29,850	153	BA - 32	25
350	Madison for the blind	\$19,285	52	\$19,635	66	\$350	1.81%	\$29,835	20	\$22,600	50	\$35,580	39	\$39,110	22	PHD or MA-50	21
33	Madison for the blind	\$19,285	52	\$19,635	66	\$350	1.81%	\$29,835	20	\$22,600	50	\$35,580	40	\$39,110	22	PHD or MA-50	21
378	Madison YCC	\$19,285	52	\$19,635	66	\$350	1.81%	\$29,835	20	\$22,600	50	\$35,580	41	\$39,110	22	PHD or MA-50	21
121	Madison	\$21,600	5	\$22,050	5	\$450	2.08%	\$24,850	96	\$24,450	14	\$36,450	28	\$36,850	46	MA-8 or SA-56	31
248	Madison	\$19,100	68	\$19,625	59	\$525	2.75%	\$21,750	188	\$23,425	25	\$32,350	90	\$32,350	112	MA	22
198	Madison	\$18,900	93	\$19,500	80	\$600	3.17%	\$23,500	129	\$23,875	18	\$31,075	118	\$31,075	142	MA	22
224	Madison	\$19,000	75	\$20,000	40	\$1,000	5.26%	\$25,175	92	\$23,450	24	\$36,350	29	\$36,925	45	MA - 5	24
230	Madison	\$19,100	68	\$19,675	54	\$575	3.07%	\$23,275	142	\$24,553	13	\$36,553	25	\$37,817	33	MA - 18	25
373	Madison	\$19,225	57	\$19,650	55	\$425	2.21%	\$24,150	112	\$22,800	42	\$33,600	70	\$35,800	55	MA - 25	20
397	Madison	\$18,500	117	\$19,000	122	\$500	2.15%	\$23,100	148	\$20,500	150	\$31,770	101	\$31,770	124	MA	29
745	Madison	\$19,100	68	\$19,500	54	\$400	4.19%	\$23,750	121	\$23,200	31	\$33,650	58	\$33,650	96	MA	25
86	Madison United	\$17,350	209	\$18,000	198	\$650	3.75%	\$25,150	93	\$20,750	136	\$32,300	51	\$32,850	101	MA - 8	22
202	Madison	\$18,000	171	\$18,000	198	\$0	0.00%	\$21,750	188	\$21,000	123	\$31,500	112	\$32,000	120	MA - 8	29
78	Madison Central 28 (Pool)	\$17,700	193	\$18,500	161	\$800	5.08%	\$22,600	161	—	—	—	—	\$27,600	195	BA - 32	21

2000-01 Salary Benchmark Statistics in Rank Order

00-01 Enroll	Educational Unit	1999-00				2000-01												Rank	Lane	Years
		BA Base	Rank 235	BA Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221					
190	North Central 65 (Rogers)	\$20,400	18	\$20,800	21	\$400	1.95%	\$25,750	75	\$23,800	19	\$37,725	19	\$37,725	35	MA		23		
187	North Sargent	\$18,865	97	\$19,000	122	\$140	0.74%	\$23,600	150	\$21,550	98	\$38,750	13	\$28,750	175	MA or BA-45		19		
121	North Shore	\$17,500	203	\$17,500	210	\$0	0.00%	\$23,650	119	\$19,500	181	\$35,600	38	\$37,000	44	MA-32		27		
390	North Valley V.O.C.	\$16,900	218	\$17,200	218	\$300	1.76%	\$28,700	23	\$19,000	185	\$31,500	112	\$32,000	120	MA-15		26		
485	Northwest Oaks	\$19,100	68	\$19,525	78	\$425	2.23%	\$24,625	100	\$23,425	25	\$33,625	69	\$34,275	73	MA-10		25		
359	Northwood	\$18,500	117	\$18,930	141	\$330	1.77%	\$24,430	106	\$20,430	155	\$28,430	156	\$31,430	131	MA-32 or BA-60		21		
305	Oak Grove	\$18,700	108	\$19,300	103	\$600	3.21%	\$25,090	95	\$22,385	60	\$32,810	79	\$33,385	89	MA-10		21		
555	Oakes	\$19,650	41	\$20,640	25	\$990	5.04%	\$34,240	2					\$37,840	32	BA-60		23		
388	Oliver-Mercer Sp Ed	\$20,000	21	\$20,000	40	\$0	0.00%	\$28,700	32	\$22,265	64	\$35,315	43	\$39,030	25	MA-45		21		
61	Oriska	\$16,720	222	\$17,120	222	\$400	2.39%	\$20,720	212	\$18,720	191	\$25,620	184	\$26,420	202	MA-16 or BA-48		24		
19	Ozark	\$18,300	139	\$19,300	103	\$1,000	5.46%	\$23,700	123	\$20,300	159	\$26,300	180	\$26,300	204	MA		16		
146	Page	\$19,500	43	\$19,600	71	\$0	0.00%	\$22,710	156	\$21,660	91	\$31,600	107	\$32,310	114	MA-8		22		
454	Park River	\$19,700	36	\$20,200	33	\$500	2.54%	\$32,300	4	\$22,000	75	\$34,600	51	\$34,600	70	MA		28		
328	Parshall	\$18,150	162	\$18,800	144	\$650	3.56%	\$23,650	125	\$20,650	140	\$33,450	72	\$36,030	52	MA-8 or BA-48		29		
265	Peace Garden Sp Ed	\$18,100	164	\$19,500	80	\$1,400	7.73%	\$25,500	81	\$22,310	61	\$32,075	96	\$34,210	74	MA-32		17		
156	Pemona	\$20,000	21	\$20,500	26	\$500	2.50%	\$29,950	19	\$23,200	31	\$32,650	85	\$35,875	54	BA-40		26		
24	Pennock-Ludie	\$18,300	139	\$18,800	144	\$500	2.73%	\$23,000	150					\$24,400	216	BA-32		15		
163	Pine-Suctman	\$18,200	155	\$18,500	170	\$300	1.65%	\$24,300	98	\$20,150	164	\$26,450	177	\$26,450	201	MA		19		
24	Plaza	\$16,500	226	\$17,000	223	\$500	3.03%	\$26,450	64	\$18,500	192	\$27,950	166	\$28,250	184	MA-8		22		
25	Plaza Valley	\$16,000	231	\$16,900	225	\$900	5.63%	\$21,400	197					\$23,200	218	BA-36		20		
128	Powers Lane	\$18,100	164	\$18,100	194	\$0	0.00%	\$20,650	213	\$19,600	175	\$28,525	155	\$28,525	177	MA or BA-40		22		
	Reader	\$16,600	223	Closed																
98	Regent	\$18,100	164	\$18,600	161	\$500	2.76%	\$21,000	207	\$21,600	95	\$28,000	165	\$28,000	189	MA		17		
96	Ritane	\$17,650	197	\$18,500	170	\$850	4.82%	\$22,500	164	\$19,750	174	\$27,750	170	\$27,750	193	MA		21		
187	Ritatorion	\$17,600	199	\$19,300	103	\$1,700	9.66%	\$21,425	196	\$23,300	29	\$33,925	62	\$34,525	71	MA-8		26		
320	Rothman	\$19,200	58	\$19,750	60	\$550	2.86%	\$27,170	52	\$23,150	33	\$37,990	17	\$37,990	31	MA		29		
534	Rothman Co V.O.C.	\$19,150	65	\$20,150	36	\$1,000	5.22%	\$26,050	69	\$23,050	34	\$33,400	74	\$37,400	39	MA-30		18		
14	Rothson	\$17,750	192	\$19,000	122	\$1,250	7.04%	\$22,750	157	\$20,875	127	\$27,250	175	\$27,250	159	MA or BA-40		18		
216	Rovette	\$19,050	74	\$20,000	40	\$950	4.99%	\$25,250	95	\$22,800	42	\$30,150	131	\$31,500	129	MA-24		22		
141	Rosevelt	\$18,300	139	\$18,500	170	\$200	1.09%	\$22,000	177	\$21,100	120	\$24,600	188	\$24,600	215	MA		11		
665	Rugby	\$18,200	155	\$18,500	170	\$300	1.66%	\$28,500	36	\$20,300	150	\$42,200	5	\$42,200	9	MA-16		35		
538	Rural Class Co Sp Ed	\$18,575	90	\$18,975	138	\$0	0.00%	\$23,340	138	\$21,135	117	\$30,540	124	\$31,180	129	MA-10		18		
345	Sargent Central	\$18,750	103	\$19,000	122	\$250	1.33%	\$21,250	201					\$32,050	119	BA-42		24		
155	Sanger	\$17,100	215	\$17,600	207	\$500	2.92%	\$24,450	104	\$18,800	190	\$30,930	121	\$30,930	143	MA		20		
198	Scholar	\$17,775	191	\$20,000	40	\$2,225	12.52%	\$24,500	102	\$21,500	101	\$28,500	142	\$29,600	163	MA		15		
74	Shige	\$17,700	193	\$18,000	198	\$300	1.69%	\$24,800	98	\$19,600	175	\$26,400	178	\$26,400	203	MA		12		

2000-01 Salary Benchmark Statistics in Rank Order

1999-00										2000-01									
BA Enroll	Educational Unit	BA Base	Rank 235	BA Base	Rank 231	\$ Inc.	% Inc.	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221	Lane	Years		
44	Sheldon	\$17,400	208	\$17,700	206	\$300	1.72%	\$22,250	170	\$18,900	166	\$25,200	184	\$25,800	209	MA - 15	19		
136	Shenwood	\$16,350	227	\$17,300	223	\$650	3.98%	\$23,300	139	\$19,000	165	\$30,200	130	\$31,200	138	MA - 8	15		
145	Shenone	\$16,800	220	\$17,550	209	\$750	4.48%	\$21,050	206	\$19,550	160	\$25,150	186	\$25,150	211	MA or BA-40	17		
365	Sherene Valley Sp Ed	\$16,450	132	\$18,950	139	\$500	2.71%	\$27,286	50	\$21,650	93	\$33,778	66	\$34,678	69	MA - 15	17		
35	Sims*	\$15,100	234	\$15,100	231	\$0	0.00%	---	---	---	---	---	---	---	---	---	---		
195	Sober	\$15,350	50	\$19,350	101	\$0	0.00%	\$23,350	135	\$22,850	41	\$31,650	104	\$31,650	125	MA	23		
542	Sours Valley Sp Ed	\$15,570	113	\$15,610	70	\$540	5.53%	\$29,623	24	\$22,552	55	\$35,914	35	\$40,747	16	PhD or MA-60	23		
274	South Heart	\$13,300	139	\$20,000	40	\$1,700	9.29%	\$25,400	88	---	---	---	---	---	---	---	---		
136	South Prairie	\$15,500	117	\$19,000	122	\$400	2.15%	\$21,000	207	\$20,600	142	\$29,400	144	\$29,400	167	MA or BA-32	23		
239	South Valley Sp Ed	\$17,950	186	\$18,250	191	\$300	1.67%	\$24,155	111	\$19,890	169	\$28,295	148	\$33,720	85	MA - 30	25		
325	Southeast Area VOC	\$19,090	73	\$19,450	92	\$370	1.94%	\$31,150	10	---	---	---	---	---	---	---	---		
308	Southern	\$17,900	188	\$18,500	170	\$600	3.35%	\$23,250	143	\$20,300	159	\$31,050	119	\$32,750	109	BA - 32	27		
14	Spamwood	\$16,800	220	\$17,500	210	\$700	4.17%	\$31,150	10	---	---	---	---	---	---	---	---		
282	St John	\$19,000	75	\$19,600	71	\$600	3.16%	\$25,200	51	\$22,700	47	\$32,300	91	\$32,300	115	MA	25		
124	St Thomas	\$15,700	108	\$15,100	117	\$400	2.14%	\$23,600	124	\$21,600	95	\$34,200	58	\$34,200	79	MA	29		
425	Stanley	\$19,300	75	\$19,000	122	\$0	0.00%	\$27,500	46	\$20,900	130	\$32,800	80	\$32,800	103	MA	25		
53	Stanton	\$17,500	203	\$17,500	210	\$0	0.00%	\$28,000	43	\$19,250	184	\$29,750	138	\$29,750	159	MA	15		
121	Starkweather	\$19,200	58	\$19,500	80	\$300	1.56%	\$27,100	53	\$21,100	120	\$30,700	122	\$31,100	141	MA - 8	25		
263	Steele-Dawson	\$15,650	114	\$16,900	142	\$250	1.34%	\$22,900	154	\$21,300	113	\$32,800	80	\$32,800	103	MA or BA-45	24		
37	Stearns	\$16,557	225	\$17,557	208	\$1,000	6.04%	\$22,556	160	---	---	---	---	---	---	---	---		
233	Stredburg	\$20,000	21	\$21,500	9	\$1,500	7.50%	\$28,500	35	\$23,634	21	\$31,650	104	\$31,650	125	MA	24		
439	Sturley	\$17,600	199	\$18,200	192	\$600	3.41%	\$22,700	159	\$20,450	154	\$30,950	120	\$31,400	133	MA - 8	22		
72	Sylvester	\$17,000	217	\$17,200	218	\$200	1.18%	\$18,700	221	---	---	---	---	---	---	---	---		
121	Tappen	\$17,650	197	\$18,050	197	\$400	2.27%	\$21,850	181	\$20,050	167	\$24,850	187	\$25,650	210	MA or BA-48	31		
129	Taylor	\$17,600	199	\$18,700	154	\$1,100	6.25%	\$21,900	180	\$21,100	120	\$29,100	151	\$29,100	171	MA	21		
518	Thornton	\$15,000	75	\$19,000	122	\$0	0.00%	\$27,250	51	\$20,750	135	\$37,250	22	\$37,250	41	MA	31		
311	Tioga	\$15,400	47	\$20,100	37	\$700	3.61%	\$29,550	26	\$22,500	56	\$38,250	16	\$38,250	30	MA	31		
207	Turtle Lake-Mercer	\$20,500	16	\$20,500	26	\$0	0.00%	\$25,450	86	\$21,900	78	\$32,250	94	\$37,330	40	MA - 24	33		
73	Turtle-Pettigrove	\$15,300	139	\$18,800	144	\$500	2.73%	\$21,850	181	---	---	---	---	---	---	---	---		
45	Twin Buttes	\$16,000	171	not settled	---	---	---	---	---	---	---	---	---	---	---	---	---		
273	Underwood	\$18,480	131	\$18,880	159	\$200	1.08%	\$22,040	175	\$20,850	129	\$29,470	143	\$29,900	155	MA - 8	20		
573	United	\$20,000	21	\$20,100	37	\$100	0.50%	\$21,300	198	\$21,400	104	\$44,600	2	\$44,600	7	MA-8 or MA	33		
67	Upham	\$17,200	211	\$17,200	218	\$0	0.00%	\$13,250	220	\$19,450	183	\$29,700	139	\$29,700	160	MA	25		
282	Upper Valley Sp Ed	\$19,000	75	\$19,500	80	\$500	2.63%	\$27,740	78	\$21,740	87	\$32,300	91	\$33,340	93	MA - 16	24		
154	Valley	\$19,525	44	\$19,925	53	\$400	2.05%	\$31,800	6	\$23,425	25	\$35,300	44	\$36,300	48	MA - 16	25		
1,250	Valley City	\$19,500	122	\$19,700	63	\$1,200	6.49%	\$31,150	12	\$21,670	96	\$37,036	24	\$38,636	27	MA - 32	14		

2000-01 Salary Benchmark Statistics in Rank Order

1999-00																	2000-01																
00-01 Enroll	Educational Unit	BA Base	Rank 235	BA Base	Rank 231	\$ Inc	% Inc	BA Lane Max	Rank 221	MA Base	Rank 193	MA Lane Max	Rank 190	Schedule Maximum	Rank 221	Lane	Years																
431	Valley City VOC	\$18,610	100	\$19,300	103	\$500	2.69%	\$30,444	14	\$21,230	115	\$36,284	30	\$36,284	49	MA	14																
467	Vena	\$19,400	47	\$20,000	40	\$600	3.09%	\$26,985	55	\$22,200	68	\$34,530	45	\$37,770	34	MA - 32	23																
72	Verona	\$19,200	58	\$19,900	54	\$700	3.65%	\$27,720	44					\$30,100	151	BA-50 (no max)	25																
1586	Wadsworth	\$18,200	155	\$18,800	144	\$600	3.30%	\$29,443	77	\$21,829	80	\$33,908	63	\$37,418	38	MA - 45	19																
301	Wainala	\$19,250	55	\$19,500	80	\$250	1.30%	\$22,200	112	\$21,500	101	\$31,850	100	\$32,350	112	MA - 8	24																
226	Warwick	\$18,000	171	\$20,500	26	\$2,500	13.89%	\$25,450	86	\$22,500	56	\$33,750	67	\$34,250	77	MA - 15	25																
409	Wardburn	\$19,845	29	\$20,645	24	\$800	4.03%	\$27,340	48	\$22,245	65	\$34,090	50	\$34,090	90	MA	24																
5025	West Fargo	\$19,288	72	\$20,100	40	\$812	4.18%	\$30,400	15	\$24,600	12	\$45,650	1	\$49,250	1	MA - 30	31																
151	West River Sp Ed	\$19,720	36	\$20,200	33	\$500	2.54%	\$26,230	67	\$22,200	68	\$31,700	103	\$32,200	116	MA - 15	20																
197	Westmore	\$17,700	215	\$17,750	205	\$50	0.28%	\$22,750	197	\$18,950	167	\$27,950	175	\$29,350	169	MA-24 or BA-45	20																
164	White Street	\$16,300	226																														
62	Widorse Adams	\$20,000	21	\$21,000	15	\$1,000	5.00%	\$23,400	131	\$23,000	36	\$29,800	136	\$29,800	156	MA	16																
2493	Widowson	\$18,400	133	\$18,400	163	\$0	0.00%	\$26,650	33	\$22,080	73	\$35,920	33	\$38,250	28	MA - 16	19																
86	Widow City	\$16,300	228	\$16,300	189	\$2,000	12.27%	\$23,220	145	\$19,620	171	\$30,070	132	\$30,070	152	MA	25																
333	Widow Sp Ed	\$18,400	133	\$18,400	183	\$0	0.00%	\$28,650	33	\$22,080	73	\$35,920	33	\$38,250	28	MA - 16	19																
175	Widowson-Lawrence	\$19,900	93	\$19,000	122	\$1,000	5.05%	\$21,500	191	\$22,355	65	\$34,255	56	\$34,255	76	MA																	
75	Wing	\$18,300	139	\$18,500	170	\$200	1.08%	\$20,900	210	\$20,800	130	\$28,400	158	\$28,400	180	MA																	
264	Widow	\$18,250	154	\$18,350	168	\$100	0.55%	\$21,850	166	\$20,655	128	\$36,030	46	\$36,730	62	MA																	
66	Widow	\$19,000	75	\$21,000	16	\$2,000	10.53%	\$28,850	58	\$23,000	36	\$28,850	154	\$28,850	173	MA	19																
313	Widow	\$18,725	107	\$19,300	103	\$575	3.07%	\$23,350	136	\$20,800	130	\$25,350	147	\$25,350	167	MA-30 or BA-50	28																
82	Yellowknife	\$17,150	214	\$17,150	214	\$0	0.00%			\$19,470	152																						
55	Zeeland	\$18,950	121	\$18,950	132	\$400	2.12%			\$19,600	175																						

99-00 AVERAGES \$18,642 \$19,186 \$518 2.75% \$24,325 \$24,526 \$21,124 \$31,456 \$31,998 23.41
 00-01 AVERAGES \$19,186 \$544 2.92% \$24,526 \$507 2.47% \$21,123 \$32,413 \$32,842 22.69
 % Increase (99-00 to 00-01) 2.92% 2.47% 2.63% 3.04% 2.98%

Note: 99-00 BA Base average calculated on 235 education units. 00-01 averages based on 231 reports received to date.
 Note: Tapped experience steps are half steps.

Notes - Base Only	
Salver - BA Base	MA - BA Base
Border Central - BA Base	Sims - BA Base
Center - BA Base	Atie Street - BA Base
Widow - BA & MA Base	Widow - BA & MA Base
Widow - BA Base	Widow - BA & MA Base
Widow - BA Base	Widow - BA & MA Base

Lowest Salary - No Salary Schedule or Base	
\$21,500 Hope Creek	\$19,500 Widow
\$19,500 Bowline Lake	\$9,110 Widow (Sp Ed)
\$21,500 ESI	\$16,500 Widow
\$16,500 ESI	\$25,000 Widow
\$20,750 ESI	\$19,200 Widow
\$20,750 Horse Creek	\$22,500 Widow
\$27,500 Widow	\$19,110 Widow
\$19,720 Widow	\$20,500 Widow

Reorganizations for Fall 2001	
Essence-Bowen	
Longhorn Area (Longhorn Union District)	
Widow Regent	
Widow-Taylor	
Widow (Newport Granite Union)	

... May 1994
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Salary and Fringe Benefit Survey

North Dakota Schools

Annual Report

2000-01

North Dakota Education Association
PO Box 5005, Bismarck ND 58502-5005 701-223-0450

NDEA INTRODUCTION

This salary and fringe benefit survey booklet is a joint effort of the North Dakota Education Association and the North Dakota School Boards Association and is shared by the two organizations.

A survey instrument is sent to local school district business managers. The NDSBA collects and enters the data. NDSBA enters the responses as they are reported on the returned questionnaires. If there was no response, the item appears as a zero. This booklet is a copy of the responses as entered by NDSBA.

NEGOTIATORS SHOULD CONSULT NDEA'S ANNUAL RESEARCH BOOKLET "ANALYSIS OF SALARY SCHEDULES IN NORTH DAKOTA SCHOOLS - ANNUAL REPORT 2000-01" FOR UPDATED TEACHER AVERAGE SALARY AND FRINGE BENEFIT DATA.

This booklet is divided into five separate categories.

- ⇒ **Section A** treats the enrollment and teacher census data
- ⇒ **Section B** presents the dollar value of teacher fringe benefits for 1999-2000
- ⇒ **Section C** presents the same fringe data for 2000-01
- ⇒ **Section D** deals with data about administrators other than the chief administrator
- ⇒ **Section E** presents data about the chief administrator or superintendent.

The symbols used at the top of each column are explained on the next page.

SECTION A -- ENROLLMENT AND TEACHER DATA

ENROL..... Total enrollment in the district
ELEM..... K-8 enrollment
SECN..... 9-12 enrollment
CNTACT..... Student contact days
CNTRACT..... Teacher contract days
TCHR..... Total teachers in district (*full-time equivalent*)
EX..... Average years experience (*total*) of the teachers
HRS..... Average post-graduate hours per teacher
LAS YR..... Average nine-month salary paid teachers during 1999-2000 school year (*excluding fringe benefits, pay for extra class assignments, and extensions of contracts*)
THS YR..... Average nine-month salary paid teachers during 2000-01 school year (*excluding fringe benefits, pay for extra class assignments, and extensions of contracts*)
EXT..... Number of teachers on extended contracts
C..... Cafeteria plan
F..... Flex plan

SECTION B -- DOLLAR VALUE OF TEACHER FRINGE (1999-2000)

HEALTH..... Health insurance, excluding dental and visual
LIFIN..... Life insurance
DNTAL..... Dental
VISUL..... Visual
OTHIN..... Other insurance
ANNUI..... Annuities
OTHER..... Other fringes
TCRET..... Amount or percentage the district pays toward the teachers' portion of contributions to TFFR.

SECTION C -- DOLLAR VALUE OF TEACHER FRINGE (2000-01)

HEALTH..... Health insurance, excluding dental and visual
LIFIN..... Life insurance

DENTALDental

VISULVisual

LTDLong Term Disability

ANNUIAnnuities

OTHEROther fringes

TCRETAmount or percentage the district pays toward the teachers' portion of contributions to TFFR.

SSIn addition to TFFR, is professional staff covered by Social Security?

SECTION D -- ADMINISTRATOR DATA

.....Total number of administrators in district (including superintendents & assistants, principals & assistants, special education directors, vocational education directors, etc.)

XPAverage total years of experience for administrators

CLTotal number of classes taught by administrators

ELMINMinimum salary for elementary principal

ELMAXMaximum salary for elementary principal

SEMINMinimum salary for secondary principal

SEMAXMaximum salary for secondary principal

ASMINMinimum salary for assistant administrator

ASMAXMaximum salary for assistant administrator

SECTION E -- CHIEF ADMINISTRATOR DATA

ADSALAnnual salary for chief administrator

AUTOMAnnual value of automobile allowance

HOUSEAnnual value of residence provided

UTILIAnnual value of utilities provided

OTHINAnnual value of other insurance provided

ANNUIAnnual value of annuity provided

TFFRAmount or percentage the district pays toward the administrators' portion of contributions to TFFR.

MISCAnnual value of other benefits

ENROLLMENT AND TEACHER DATA

SECTION A

SCHOOL DISTRICT	ENROL	ELEM	SECN	CNTACT	CNTRCT	TCHR	EX	HRS	LAS YR	THS YR	EXT	C	F
ADAMS	113	71	42	173	180	12	19.9	35	23375	23900	0	N	Y
ALEXANDER	104	53	51	174	180	15	16	20	22800	24350	0	Y	Y
ANAMOOSE	96	60	36	173	180	13	13.65	29.35	24411	24497	0	N	Y
APPLE CREEK	0	0	0	175	180	4	20	0	25760	25750	0	N	Y
ASHLEY	203	131	72	173	180	20	14	23	22433	23242	2	N	Y
BAKKER	-	-	-	-	-	-	-	-	16350	-	-	-	-
BALDWIN	-	-	-	-	-	-	-	-	0	-	-	-	-
BEACH	395	213	182	173	182	34	11	29	23050	25584	4	N	Y
BELCOURT	1762	1179	583	180	188	106	14	0	33676	34267	6	N	N
BELFIELD	308	185	123	180	180	23	17	43.5	25181	25687	2	N	Y
BELL	209	128	81	173	180	12	13	27	24097	22751	0	Y	N
BERTHOLD	215	143	72	173	180	23	15.26	31	23493	23645	0	N	Y
BEULAH	1021	639	382	175	184	66	15	43.82	33038	33813	3	N	N
BILLINGS COUNTY	79	79	0	180	180	13.4	20	44	26800	28981	0	N	N
BISBEE-EGELAND	111	67	44	173	180	15	16	33.14	24196	24337	1	Y	N
BISMARCK	10450	6875	3575	173	183	749.8	0	0	33367	34724	34	N	N
BORDER CENTRAL	31	18	13	174	182	7	14	7	23657	24757	0	N	Y
BOTTINEAU	802	557	245	173	182	60.2	20.34	49.18	28979	30825	7	Y	Y
BOWBELLS	113	73	40	173	182	14.25	14	21	21870	21275	0	Y	N
BOWDON	75	75	0	175	180	10	6.15	10	20500	18000	2	N	N
BOWLINE BUTTE	2	2	0	175	180	1	5	0	19500	19500	0	N	N
BOWMAN	447	287	160	180	180	26	16.5	42.5	25175	25260	0	N	Y
BURKE CENTRAL	115	0	0	173	180	21	19.6	45.7	25811	26233	0	Y	Y
BURLEIGH CO SPEC ED	55	0	0	175	180	3	3	0	22018	22300	0	N	N
CARRINGTON	706	483	223	173	180	48.23	13	0	26497	27500	3	Y	Y
CAVALIER	633	395	238	173	185	48	17.88	56.64	32421	33409	0	Y	Y
CENTER	279	159	120	173	180	27	11.5	9	28277	28206	2	Y	Y
CENTRAL CASS	826	447	379	173	185	50.3	15.5	37.3	29473	30526	9	Y	Y
CENTRAL ELEM	11	11	0	173	180	1	16	24	24300	24700	0	Y	N
CENTRAL VALLEY	310	212	98	173	180	18	17	40	27711	29134	1	Y	Y
DAKOTA PRAIRIE	399	224	175	173	182	32.5	18.06	39.3	29517	30298	1	Y	Y
DEVILS LAKE	2028	1319	709	173	183	159.1	16.02	38.56	27918	29478	15	N	N
DICKEY-LAMOURS SP ED	1488	0	0	175	180	13.6	15	43	25546	26293	5	Y	N
DICKINSON	2927	1965	962	173	182	212.5	14.56	33.56	31442	32239	10	N	Y
DIVIDE COUNTY	332	211	121	173	180	29.91	16.94	53.74	29017	28879	7	N	Y
DODGE	51	51	0	173	180	5	16	28	27126	27056	0	N	Y
DRAKE	152	88	64	175	180	17.12	16.83	33.57	24852	24707	2	N	N
DRAYTON	243	155	88	173	180	23	20	25	30165	29862	1	Y	Y

SECTION A

ENROLLMENT AND TEACHER DATA

SCHOOL DISTRICT	ENROL	ELEM	SECN	CNTRCT	TCHR	EX	HRS	LAS YR	THS YR	EXT	C	F
DRISCOLL	22	13	9	173	6.8	14	21	15424	20000	0	N	N
DUNSEITH	566	384	182	175	52	10	18.25	27647	28010	2	N	Y
EARL	10	10	0	173	1.14	5	7	20500	21500	0	N	N
EAST CENTRAL SPEC ED	149	0	0	175	8.48	19.18	57.4	28681	29702	0	N	N
EDGELEY	272	177	95	173	25	15.6	27.88	23274	23128	3	Y	Y
EDINBURG	143	68	55	173	15	22	38	28365	27886	0	N	Y
EDMORE	113	66	47	180	17	20	28	28791	28631	3	Y	Y
EIGHT MILE (TRENTON)	202	119	83	173	24	11	15	25450	25135	0	Y	Y
ELGIN/NEW LEIPZIG	253	151	102	173	26.2	13	24	21041	22634	2	N	N
ELLENDALE	397	279	118	176	30	14.28	18.42	25847	27636	4	N	N
EMERADO	121	121	0	173	11.6	7	10	21427	21174	0	Y	N
ENDERLIN	351	215	136	173	27.8	17.37	23.31	26354	27252	3	Y	Y
EUREKA	-	-	-	-	-	-	-	0	-	-	-	-
FAIRMOUNT	135	86	49	175	12.2	14	25	23158	25937	0	N	Y
FARGO	11404	7900	3504	173	799	23	60	34782	36006	0	N	Y
FESSENDEN	197	86	111	173	22.41	17.83	40.54	26017	26517	2	Y	N
FINLEY-SHARON	178	116	62	175	19	15	31	24582	24239	3	Y	Y
FLASHER	250	159	91	173	20.1	11	30	20555	21260	2	Y	Y
FORDVILLE	96	46	50	173	9	15	32	24000	24500	0	Y	Y
FORT RANSOM	24	24	0	175	3	11.6	18.6	22717	23939	0	N	N
FORT TOTTEN	170	0	170	175	21	13.17	29.52	25470	28039	2	Y	N
FORT YATES	209	149	60	173	26	14	34	23732	25986	0	N	Y
GACKLE-STREETER	174	92	82	173	18.5	11.13	32.75	24785	25589	1	Y	Y
GARRISON	365	231	134	173	30.5	12.65	41.28	25782	26318	8	N	Y
GLEN ULLIN	235	155	80	173	21.3	16.05	35.52	27162	26409	1	Y	Y
GLENBURN	318	181	137	175	28	10	20	23049	24007	0	N	Y
GOLDEN VALLEY	71	23	48	173	5	16.56	34	23112	23809	0	N	Y
GOODRICH	62	42	20	173	10	15	23	21465	22300	0	N	Y
GRAFTON	1025	687	338	175	63	19	0	0	29953	0	Y	Y
GRAND FORKS	8450	5817	2533	176	735	12	0	34995	36142	25	N	N
GRANVILLE	142	100	42	175	19	18	25	25728	25500	2	Y	Y
GRENORA	78	40	38	174	13	17	31	25136	24486	0	N	Y
GRIGGS CO CENTRAL	355	225	130	175	27.42	15.97	42	27139	28446	3	N	Y
GST SPECIAL ED	0	0	0	175	22	13	15.5	31114	31267	0	Y	Y
HALLIDAY	92	54	38	173	8	9.75	13.75	19255	19595	1	N	Y
HANKINSON	317	201	116	173	22.5	17.7	31.3	27982	28911	0	Y	Y
HARVEY	559	359	200	175	43.96	21.02	41.12	28735	31320	5	N	N
HATTON	276	183	93	175	19.5	20.5	33	25928	27165	0	N	Y

ENROLLMENT AND TEACHER DATA

SECTION A

SCHOOL DISTRICT	ENROL	ELEM	SECN	CNTACT	CNTRCT	TCHR	EX	HRS	LAS YR	THS YR	EXT	C	F
HAZELTON-MOFFIT	161	100	61	173	181	20	10	12	23000	22000	0	N	N
HAZEN	810	507	303	175	180	50.33	15.5	33	30272	31120	7	Y	Y
HEBRON	195	126	69	173	180	17.52	10.95	27.2	26359	25656	1	Y	Y
HETTINGER	408	247	161	173	180	33.73	17.22	25.57	25806	26603	2	Y	Y
HILLSBORO	480	311	169	174	182	30.5	15.4	35	29675	31307	2	Y	N
HOPE	154	45	109	173	180	16	13	32	25335	26731	1	N	Y
HORSE CREEK	4	4	0	173	180	1	5	0	20000	20600	0	N	N
JAMESTOWN	2795	1311	1484	173	180	198.7	17.47	70.64	30960	32038	0	N	N
KENMARE	363	224	139	175	180	32	15	24	26750	27400	5	Y	Y
KENSAL	91	60	31	173	180	10	14.5	27.4	23019	22110	0	N	Y
KILLDEER	363	231	132	173	182	33	15.8	20.9	26048	26076	2	Y	Y
KINDRED	727	505	222	173	180	48	13.49	24.74	29023	28884	5	N	Y
KULM	154	95	59	175	180	15.7	18.3	29.6	28102	30860	0	N	N
LAKE REGION SPEC ED	0	0	0	175	183	27	16	0	28353	30259	3	Y	N
LAKOTA	292	196	96	175	183	23	15	22	24645	25917	4	Y	Y
LAMOURE	396	256	140	173	180	28	11.31	21.83	25180	23606	1	Y	Y
LANGDON	580	348	232	175	182	43.39	19	46	31723	32242	4	N	Y
LANKIN	63	63	0	173	180	7.7	13.13	41.6	24592	23682	0	Y	N
LANSFORD	36	36	0	174	180	4.9	9.6	22	20106	22229	0	Y	N
LARIMORE	583	352	231	173	183	40.79	14.12	32.44	26944	28460	4	N	Y
LEEDS	201	123	78	173	180	18.45	18.57	40.67	27134	27686	2	Y	Y
LIDGERWOOD	248	155	93	173	180	19	13	24	26556	26300	1	Y	Y
LINTON	375	257	118	173	181	29.6	19.36	43.4	25957	26465	4	Y	Y
LISBON	687	446	241	173	183	48.5	14.7	29.2	25886	26299	8	Y	Y
LITCHVILLE	99	99	0	175	180	11.3	17.34	57.07	25096	25224	0	N	Y
LITTLE HEART	-	-	-	-	-	-	-	-	0	-	-	-	-
LONE TREE	55	55	0	180	180	7	13	25	21560	21071	0	N	Y
LONE TREE SPEC ED	300	0	0	175	180	4	8.75	24	24609	24912	1	N	N
MADDOCK	233	148	85	174	180	19.86	12.33	28.33	24192	24594	5	N	Y
MANDAN	3572	2395	1177	173	181	243	15.52	32.99	27690	28878	28	Y	Y
MANDAREE	231	151	80	176	183	34	5.5	6	24532	24928	2	N	N
MANNING	0	0	0	0	0	1	0	0	18688	25000	0	N	N
MANTADOR	22	22	0	172	180	4	9	10	17600	15509	3	N	N
MANVEL	190	190	0	173	182	14	11	23	26245	27894	0	N	Y
MAPLE VALLEY	215	83	132	173	180	18	2	35	25425	28312	1	Y	Y
MAPLETON	111	111	0	173	180	9.65	16.82	44.82	25120	27850	0	N	N
MARION	110	30	80	175	180	10.32	16.09	25	25653	24962	0	Y	Y
MARMARTH	14	14	0	173	180	2	0	0	20626	22580	0	N	N

SECTION A

ENROLLMENT AND TEACHER DATA

SCHOOL DISTRICT	ENROL	ELEM	SECN	CNTACT	CNTRCT	TCHR	EX	HRS	LAS YR	THS YR	EXT	C	F
MAX	168	119	49	173	182	15	16	23.3	24342	25630	0	N	Y
MAY-PORT CG	664	415	249	173	181	47	19	45	32178	30731	4	Y	Y
MCCLUSKY	135	83	52	175	180	14.65	17.41	25.67	26808	26182	1	Y	Y
MCKENZIE	9	4	5	173	180	1	10	19	19900	21500	0	N	N
MCKENZIE COUNTY	644	413	231	173	181	49.84	19.49	43.62	32819	34953	6	Y	Y
MEDINA	172	112	60	173	180	19	13.8	25.6	23643	24591	2	N	Y
MENOKEN	35	35	0	175	180	4	12.3	10	21995	24500	0	N	N
MIDKOTA	210	119	91	180	180	20	18.85	41.9	28694	29436	0	Y	Y
MIDWAY	328	218	110	173	180	26	15	42	27052	27338	1	Y	Y
MILNOR	340	245	95	173	182	18.79	19.58	29.89	25255	27097	0	N	Y
MILTON-OSNABROCK	51	28	23	173	180	10	21	44	23270	24706	0	N	N
MINNEWAUKAN	146	102	43	173	180	14	25	36	23600	24500	0	N	N
HINOT	6986	4854	2132	173	184	555.8	13.99	38.23	32659	35543	24	N	Y
MINTO	258	175	83	173	181	18	6	39	28678	25731	0	N	N
MOHALL	270	152	118	173	180	26	18.8	15	27960	28389	1	Y	Y
MONTFIORE	233	145	88	173	180	25	11	0	25000	24000	0	N	Y
MONTPELIER	117	83	34	175	180	11.6	8.15	19.1	22334	22297	0	Y	Y
MOFF	238	162	76	174	180	17	18.6	30	25445	26345	1	N	N
MT PLEASANT	357	232	125	175	182	31	13.4	18	23330	21726	0	Y	Y
MUNICH	155	106	49	173	180	15	17.4	31	25860	26558	1	Y	Y
N CENTRAL #28	78	47	31	175	180	12.93	13	33	22200	22900	1	Y	N
N CENTRAL #65	189	103	86	173	180	21	12.1	30.2	29551	28561	0	N	N
NAPOLEON	263	178	85	173	180	26	15	33.72	24235	24186	2	Y	Y
NASH	29	29	0	173	180	5	20	0	27867	25470	0	N	N
NAUGHTON	5	5	0	175	180	2	15	2.27	19065	23488	2	N	N
NECHE	121	82	39	175	183	16	15	39	30000	25435	0	Y	Y
NEDROSE	242	242	0	173	180	19	12	23	25386	26707	0	Y	N
NESSON	197	115	82	176	182	18	16.61	30.88	25157	24319	3	Y	Y
NEW ENGLAND	228	0	0	173	180	19.42	16	32	20653	33974	1	Y	Y
NEW PUBLIC	221	221	0	174	183	22	12.5	31.5	27050	30476	2	N	N
NEW ROCKFORD	369	251	118	173	183	28.5	9.5	22	26806	25433	1	N	Y
NEW SALEM	396	256	140	175	181	29	17.2	38.51	24884	26600	4	N	Y
NEW TOWN	749	553	196	175	182	67	10.04	24.24	25416	25828	4	N	Y
NEWBURG UNITED	85	53	32	173	180	12.8	16	35	25696	25436	1	N	Y
NEWPORT (TOWNER)	203	119	84	173	181	17.1	12.65	25.42	21808	22502	1	Y	Y
NORTH SARGENT	188	140	48	173	180	17	10.5	19.6	22058	23272	0	Y	Y
NORTH SHORE	119	89	30	175	182	13.97	13	30.47	28511	29048	0	N	N
NORTH VALLEY VO-TECH	310	0	310	173	187	8	15	42	25075	26013	6	Y	N

ENROLLMENT AND TEACHER DATA

SECTION A

SCHOOL DISTRICT	ENROL	ELEM	SECN	CNTACT	CNTRCT	TCHR	EX	HRS	LAS YR	THS YR	EXT	C	F
NORTHERN CASS	494	368	126	175	180	35.1	16.31	35	27678	28743	0	Y	Y
NORTHWOOD	360	238	122	173	183	28	21.63	34	25263	26671	3	Y	Y
OAKES	548	372	176	175	183	32	17.97	28.29	29099	29350	0	N	Y
OBERON	45	45	0	173	180	7	16	27	21887	22606	0	N	N
OJIWA INDIAN SCHOOL	362	362	0	178	180	28	7	15	24325	25786	2	N	N
OLIVER-MERCER SP ED	0	0	0	175	181	23	13	55	29868	29868	0	N	Y
ORISKA	58	58	0	173	182	9	13.56	26.33	22428	22954	9	N	N
PAGE	135	87	48	174	180	13	10.8	24	25064	25399	2	N	Y
PARK RIVER	454	0	0	173	182	25	18	27	28450	28450	1	N	Y
PARSHALL	330	226	104	173	182	25.9	16.2	36	27647	28515	0	Y	Y
PEACE GARDEN SPEC ED	0	0	0	172	182	4.6	22	55	31930	32816	4	Y	Y
PEMBINA	154	105	49	173	180	16	13	26.5	27980	28144	0	Y	N
PETTIBONE	24	24	0	173	180	4.5	14.67	28.89	21533	22767	0	Y	N
PINGREE-BUCHANAN	152	104	48	173	180	14	13.5	20	22703	20026	0	Y	N
PLAZA	24	24	0	174	182	5	9.8	37.6	23682	20736	0	Y	N
PLEASANT VALLEY	25	25	0	173	180	3	10	9	20500	20000	1	N	Y
POWERS LAKE	128	70	58	173	180	14.45	20	0	26000	27243	1	N	N
REGAN	15	15	0	173	182	2	3.5	1	18637	25000	0	N	N
REGENT	98	56	42	180	180	13	17	24	23381	21890	0	N	Y
RHAME	96	59	37	173	180	15	11.6	24	22691	21399	3	Y	N
RICHARDTON	185	50	135	175	180	17	12.35	27.06	25575	27445	2	Y	Y
RICHLAND	323	167	156	173	180	28	14.78	21.64	25093	23680	27	N	N
ROBINSON	14	14	0	175	180	1.53	16.75	18.75	20536	23750	1	N	N
ROLETTE	216	143	73	173	180	8.7	13.14	24	24483	25762	1	Y	Y
ROOSEVELT	139	69	70	173	180	5	11.89	20	22259	20548	1	N	Y
RUGBY	681	394	287	175	180	15	15.95	24	29654	29642	5	N	Y
RURAL CASS CO SP ED	268	0	0	0	185	19.8	12.98	34.12	27009	27101	1	Y	Y
SARGENT CENTRAL	349	237	112	175	180	24	14	32	28300	29171	3	N	N
SAWYER	161	96	65	175	180	17.15	11.9	23.9	22901	24111	0	Y	N
SCRANTON	200	112	88	173	180	18.93	10.9	31.23	23854	24432	1	N	Y
SELEFRIDGE	74	52	22	173	180	11.3	7	19	20875	20905	8	N	Y
SHEETS	0	0	0	0	0	0	0	0	0	0	0	-	-
SHELDON	45	45	0	173	180	3.71	19.14	30	22579	23029	0	Y	Y
SHERWOOD	129	74	55	175	180	16	14.5	18.5	22183	24815	2	N	N
SHEYENNE	150	113	47	173	180	0	9	20	21787	22000	0	N	N
SHEYENNE VALLEY SP ED	0	0	0	175	182	21.8	12.45	44	0	30476	0	N	Y
SIMS	34	34	0	174	180	6	11.8	38.1	17017	19745	0	N	N
SOLEN	204	153	51	173	182	30	5.5	17	23542	23240	3	Y	Y

ENROLLMENT AND TEACHER DATA SECTION A

<u>SCHOOL DISTRICT</u>	<u>ENROL</u>	<u>ELEM</u>	<u>SECN</u>	<u>CNTACT</u>	<u>CNTRCT</u>	<u>TCHR</u>	<u>EX</u>	<u>HRS</u>	<u>LAS YR</u>	<u>THS YR</u>	<u>EXT</u>	<u>C</u>	<u>F</u>
SOURIS VALLEY SPC ED	15095	0	0	180	182	17	19.8	35.4	35134	37729	9	Y	N
SE AREA VO-TECH	202	0	202	175	187	9	7	24	26500	28129	2	N	Y
SOUTH HEART	272	129	143	173	182	21	12.6	33	26646	26935	1	Y	N
SOUTH PRAIRIE	135	135	0	173	182	11.3	12	24	23055	23240	12	Y	N
SOUTH VALLEY SPEC ED	471	238	179	175	180	39	11	30	23033	24440	0	Y	Y
SOUTH WEST SPEC ED	0	0	0	0	0	0	0	0	0	0	0	N	N
SOUTHERN (CANDO)	311	195	116	173	180	23	19	32	26468	26420	2	N	Y
SPIRITWOOD	15	15	0	172	180	3	20	30	25450	25717	0	N	N
ST JOHN	283	193	90	173	180	21	12	36	24250	25600	3	Y	Y
ST THOMAS	138	92	46	175	180	12	15	41	25489	26171	6	Y	Y
STANLEY	425	249	176	173	182	35.06	14.86	32.79	25066	25103	7	N	N
STANTON	92	58	34	173	180	12	11	22	22111	23902	0	N	Y
STARKWEATHER	118	78	40	173	180	11	17	22	26731	28227	1	Y	Y
STEELE-DAWSON	263	172	91	173	180	28	15.83	26.35	26710	26001	3	Y	Y
STERLING	37	37	0	175	180	3.6	7	29	18839	18361	0	N	N
STRASBURG	233	145	88	174	180	16.36	13.47	22	25226	27056	0	Y	Y
SURREY	443	266	177	175	182	32.75	9.49	21.06	21836	22554	1	Y	Y
SWEET BRIAR	7	7	0	175	180	1	3	8	18200	19110	0	N	N
SYKES	72	56	16	173	180	10.2	12.6	26.75	21613	21811	0	N	N
TAPPEN	121	89	29	175	180	14	6.5	10.6	18575	19088	2	N	Y
TAYLOR	130	130	0	175	180	11.4	12.14	25.71	23814	25607	0	Y	Y
THOMPSON	514	339	175	173	180	38	13.5	31	25712	25264	1	Y	N
TIOGA	311	125	186	173	180	28.07	13.68	35.52	26540	28139	3	N	N
TURTLE LAKE-MERCER	206	136	70	175	180	21	21	30	27027	27143	2	Y	Y
TUTTLE	75	17	58	173	180	7	17	30	25118	26100	0	N	N
TWIN BUTTES	-	-	-	-	-	-	-	-	26365	-	-	-	-
UNDERWOOD	291	182	109	173	180	27	13.79	23	25548	25063	2	Y	N
UNION	5	5	0	173	180	1	20	8	20000	20600	1	N	N
UNITED	673	465	208	173	181	52	11.8	27.79	23811	26157	2	N	Y
UPHAM	67	39	28	175	180	10.5	16	30	20460	22913	1	Y	Y
UPPER VALLEY SPED ED	481	0	0	0	182	30.8	12	44	25691	26455	0	Y	Y
VALLEY	168	113	55	173	180	15.16	18	48	26698	28130	0	Y	N
VALLEY CITY	1253	816	437	180	182	74	17	30	30700	32737	5	Y	Y
VALLEY CITY VO-TECH	150	0	150	175	182	10.67	7.97	68.88	20725	25150	1	N	N
VELVA	467	302	165	173	180	31	19	52	28905	28908	2	N	N
VERONA	72	38	34	173	180	8.5	31	41	26358	27559	2	N	Y
WAHPETON	1598	1034	564	180	183.5	106	16	33	30170	30568	0	Y	Y
WALHALLA	298	192	106	173	180	29	13	22	28008	29356	0	Y	Y

ENROLLMENT AND TEACHER DATA SECTION A

<u>SCHOOL DISTRICT</u>	<u>ENROL</u>	<u>ELEM</u>	<u>SECN</u>	<u>CNTACT</u>	<u>CNTRCT</u>	<u>TCHR</u>	<u>EX</u>	<u>HRS</u>	<u>LAS YR</u>	<u>THS YR</u>	<u>EXT</u>	<u>C</u>	<u>F</u>
WARWICK	221	171	50	173	183	21	15	40	23000	28175	1	Y	N
WASHBURN	410	241	169	172	182	29	16	24	28226	29413	2	Y	Y
WEST FARGO	5065	3503	1562	174	187	331.6	14.74	38.02	33828	33093	5	N	Y
WEST RIVER SPEC ED	0	0	0	0	0	3	16	33	25500	27866	0	N	Y
WESTHOPE	167	99	68	173	180	22	15.8	42.5	21743	24609	3	Y	Y
WHITE SHIELD	-	-	-	-	-	-	-	-	22973	-	-	-	-
WILDROSE-ALAMO	61	39	22	180	180	10.5	11	25	23545	25165	0	N	N
WILLISTON	2487	1505	982	175	182	189.7	17	30	30015	30000	1	Y	Y
WILLOW CITY	88	57	31	173	182	12	9.15	21	21908	23158	1	Y	Y
WILMAC SPEC ED	5800	0	0	180	182	25	13	12	30967	31542	0	Y	Y
WIMBLEDON-COURTENAY	174	115	58	173	180	15.85	19	37	30650	30561	0	N	N
WING	80	44	36	175	180	10.5	12.45	26.18	25167	24720	0	N	N
WISHEK	264	167	97	173	180	23.64	13.89	34.1	21199	23200	5	N	Y
WOLFORD	66	46	20	173	180	10.4	15	24	22994	23870	0	N	N
WYNDMERE	313	207	106	173	180	23	16.7	37.8	25072	25891	0	Y	Y
YELLOWSTONE	80	80	0	173	180	10	24.7	43.9	27826	29573	0	N	N
ZEELAND	65	40	25	173	180	11	9.5	30	22050	2500	0	N	N

DOLLAR VALUE OF TEACHER FRINGE (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISDL	OTHIN	ANNUI	OTHR	TCRET	SS
ADAMS	2550	0	0	0	0	0	0	100%	Y
ALEXANDER	3150	0	0	0	0	0	0	0%	Y
ANAMOOSE	2300 OR ANNU	0	0	0	0	1400	0	100%	Y
APPLE CREEK	0	0	0	0	0	0	0	0%	Y
ASHLEY	4185 FAM	0	0	0	-.74%/LTD	0	0	\$600	Y
BAKKER	1500	0	0	0	0	0	0	0%	Y
BALDWIN	0	0	0	0	0	0	0	0%	N
BEACH	2100	0	0	0	0	0	0	-	-
BELCOURT	4227	0	0	0	0	0	0	\$1480	Y
BELFIELD	2106	0	0	0	-.33%/LTD	0	0	100%	Y
BELL	2058	0	0	0	0	0	0	0%	Y
BERTHOLD	2600 OR ANNU	0	0	0	0	0	0	0%	Y
BEULAH	5945 OR ANNU	0	0	0	-.0666/LTD	2000	0	0%	Y
BILLINGS COUNTY	2106 OR ANNU	0	320	112	-.41%/LTD	2106	0	100%	Y
BISBEE-EGELAND	2366	0	0	0	0	0	0	0%	Y
BISMARCK	4878	43.20	168	165	-.6%/LTD	0	0	0%	Y
BORDER CENTRAL	2514	0	0	0	0	0	0	0%	N
BOTTINEAU	2000	0	0	0	0	0	0	100%	Y
BOMBELLS	2700 OR ANNU	0	0	0	0	2700	0	0%	Y
BOWDON	4262 FAM	0	0	0	0	0	0	100%	Y
BOWLINE BUTTE	1500	0	0	0	0	0	0	100%	Y
BOWMAN	2600	23.04	638.16	0	-.55%/LTD	0	0	100%	Y
BURKE CENTRAL	2500	0	0	0	0	0	0	0%	Y
BURLEIGH CO SPEC ED	2640	0	0	0	0	0	0	0%	Y
BUTTE	1805	0	0	0	0	0	0	100%	Y
CARRINGTON	3800	0	0	0	-.33%/LTD	0	0	100%	Y
CAVALIER	3019 OR OTHER	0	0	0	0	0	2348	100%	Y
CENTER	2507	33.60	0	0	300	0	75	2.50%	Y
CENTRAL CASS	2507 OR ANNU	0	266.40	0	-.32%/LTD	2773	0	0%	Y
CENTRAL ELEM	0	0	0	0	0	0	0	100%	Y
CENTRAL VALLEY	2507	0	296.40	120	-.66%/LTD	0	0	100%	Y
FAKOTA PRAIRIE	2507	0	0	0	0	0	0	0%	Y
DEVILS LAKE	2106	45	296.40	99.60	-.19%/LTD	0	0	0%	Y
DICKEY-LAMORE SP ED	2190	0	266.40	0	0	0	0	0%	Y
DICKINSON	4163	78	0	0	-.47%/LTD	0	0	0%	Y
DIVIDE COUNTY	2556	50.40	296.40	0	-.28%/LTD	0	500	6.75%	Y
DODGE	0	0	0	0	0	2000	0	0%	Y
DRAKE	2507	0	0	0	0	0	0	100%	Y

DOLLAR VALUE OF TEACHER FRINGE (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VLCTL	OTHIN	ANNUI	OTHFR	TCRET	SS
DRAYTON	2400	0	0	0	\$90/LTD	0	0	100%	Y
DRISCOLL	0	0	0	0	0	0	0	0%	N
DUNSEITH	2510 OR ANNU	0	0	0	0	2510	0	100%	Y
EARL	0	0	0	0	0	0	0	0%	N
EAST CENTRAL SPEC ED	3100	771.60	24	0	.38%/LTD	0	0	100%	Y
EDGELEY	3100 OR ANNU	99	0	0	\$126/LTD	3100	0	0%	Y
EDINBURG	4000	0	0	0	0	0	0	100%	Y
EDMORE	2700	0	0	0	.37%/LTD	0	0	0%	Y
EIGHT MILE (TRENTON)	1910 OR ANNU	0	145	145	0	3000	0	100%	Y
ELGIN/NEW LEIPZIG	0	0	0	0	3411	0	0	0%	Y
ELLENDALE	4456	0	0	0	0	0	0	0%	Y
EMERADO	2293	0	0	0	0	0	0	0%	Y
ENDERLIN	2900	0	150	0	0	0	0	100%	Y
EUREKA	0	0	0	0	0	0	0	100%	Y
FAIRMOUNT	2138 OR ANNU	0	0	0	0	2138	0	1.55%	-
FARGO	4509	51	538.90	145.50	.252%/LTD	0	0	100%	Y
FESSENDEN	2600	0	0	0	0	0	0	100%	Y
FINLEY-SHARON	4080	0	0	0	.46%/LTD	0	0	100%	Y
FLASHER	3100 OR ANNU	0	0	0	0	3100	0	3.00%	Y
FORDVILLE	1750	0	0	0	0	0	0	0%	Y
FORT RANSOM	2119	18.84	0	0	0	0	0	0%	N
FORT TOTTEN	3200	0	200	0	0	0	0	0%	Y
FORT YATES	4200	0	276	0	0	0	0	0%	Y
GACKLE-STREETER	2000	0	0	0	.53%/LTD	0	0	0%	Y
GARRISON	2710 FAM	20.40	0	0	.32%/LTD	0	0	100%	Y
GLEN ULLIN	0	0	0	0	\$133/LTD	0	3261	0%	Y
GLENBURN	1800	0	0	0	0	0	0	0%	Y
GOLDEN VALLEY	4110 FAM	0	0	0	0	0	0	0%	Y
GOODRICH	0	0	0	0	0	0	0	0%	N
GRAFTON	0	0	0	0	0	0	0	0%	Y
GRAND FORKS	2900	25	0	0	\$125/LTD	0	0	0%	-
GRANVILLE	2238 OR ANNU	18.60	0	0	0	2238	0	0%	Y
GRENORA	2890	0	0	0	0	0	0	0%	Y
GRIGGS CO CENTRAL	2507	126	0	0	.30%/LTD	0	0	100%	Y
GST SPECIAL ED	2700	25.10	296.40	85.20	.49%/LTD	0	0	100%	Y
HALLIDAY	2550 OR ANNU	0	0	0	0	2550	0	0%	Y
HANKINSON	3580	0	0	0	\$144/LTD	0	0	0%	Y
HARVEY	2543	42.67	0	0	.66%/LTD	0	0	100%	Y

DOLLAR VALUE OF TEACHER PENS (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DEATH	VISUL	OTHIN	ANNUI	OTHR	TCRET	SS
HATTON	4600	0	0	0	.66%/LTD	0	0	4.65%	Y
HAZELTON-MOFFIT	4250	0	0	0	0	0	0	0%	Y
HAZEN	5735	0	80	0	\$21/LTD	0	0	3.00%	Y
HEBRON	2100	144	0	0	.004%/LTD	0	0	0%	Y
HETTINGER	2628	0	0	0	.66%/LTD	0	2628	100%	Y
HILLSBORO	3100	0	275	135	0	2100	0	0%	Y
HOPE	3300	0	0	0	0	0	0	0%	Y
HORSE CREEK	5400	0	0	0	0	0	0	0%	Y
JAMESTOWN	4702	26.40	0	0	\$189/LTD	0	0	0%	Y
KENMARE	3420	0	0	0	0	0	0	0%	Y
KENSAL	2711	18.84	0	0	.29%/LTD	0	0	\$1225	Y
KILLDEER	3696	0	0	0	0	2498	0	0%	Y
XINDRED	2048	0	241.20	0	.013/LTD	0	0	3.00%	Y
KULM	0	0	0	0	0	0	0	0%	N
LAKE REGION SPEC ED	2106	21.60	279.60	93.60	.39%/LTD	0	0	0%	Y
LAKOTA	1700	31.20	0	0	0	0	0	0%	Y
LAMOURE	2800	0	0	0	0	0	0	0%	Y
LANGDON	2799	26	0	0	.66%/LTD	2800	400	0%	Y
LANKIN	1750	0	0	0	0	0	0	0%	Y
LANSFORD	3300	0	0	0	0	3300	0	0%	Y
LARIMORE	2500	0	0	0	.61%/LTD	0	0	0%	Y
LEEDS	1400	0	0	0	0	0	0	0%	Y
LIDGERWOOD	2366	18.84	0	0	0	0	0	\$1550	Y
LINTON	4600	0	0	0	.66%/LTD	0	0	100%	-
LISBON	3600	18.84	0	0	.33%/LTD	0	0	0%	Y
LITCHVILLE	2940	0	144	0	.33%/LTD	0	0	100%	Y
LITTLE HEART	0	0	0	0	0	0	0	0%	-
LONE TREE	2300	0	0	0	0	0	2300	3.625%	Y
LONE TREE SPEC ED	3410	100	0	0	\$100/LTD	0	0	100%	Y
MADDOCK	2400	0	0	0	0	0	0	0%	Y
MANDAN	5040	47	0	0	.56%/LTD	0	0	0%	Y
MANDAREE	2110	170.40	296.40	99.60	0	0	0	0%	Y
MANNING	0	0	0	0	0	0	0	0%	Y
MANTADOR	938	25	0	0	0	0	200	0%	Y
MARVEL	2507	0	0	0	.25%/LTD	0	1800	0%	N
MAPLE VALLEY	2507	0	0	0	0	600	0	0%	N
MAPLETON	2048	0	241.20	120	.41%/LTD	0	0	100%	Y
MARION	2711	50	144	0	.33%/LTD	0	394	0%	N

DOLLAR VALUE OF TEACHER FRINGE (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISUL	OTHIN	ANNUI	CTHFR	TCRET	SS
MARMARTH	0	0	0	0	0	0	0	0%	N
MAX	2366 OR ANNU	0	0	0	-622%/LTD	1200	40	0%	Y
MAY-PORT CG	4000	0	0	0	0	0	0	2-25%	Y
MCCLUSKY	2200	0	0	0	0	0	0	0%	Y
MCKENZIE	0	0	0	0	0	0	0	0%	Y
MCKENZIE COUNTY	4890	0	0	0	0	0	0	0%	Y
MEDINA	2650 OR ANNU	0	0	0	0	2650	MEALS	.775%	Y
MENOKEN	3000	0	0	0	0	0	0	0%	Y
MIDKOTA	4200	0	0	0	0	0	0	0%	Y
MIDWAY	3000 OR OTHER	0	0	0	0	0	0	0%	Y
MILNOR	2900 OR ANNU	0	0	0	0	0	3000	0%	Y
MILTON-OSNABROCK	2000	0	0	0	0	900	0	100%	Y
MINNEWAUKAN	2400	0	296.40	0	0	0	0	0%	Y
MINOT	4405	16.80	0	0	-62%/LTD	0	0	100%	Y
MINTO	2533	0	0	0	0	0	0	0%	Y
MOHALL	4395 FAM	0	0	0	0	0	0	\$1000	Y
MONTEFIORE	1800	0	0	0	0	0	0	0%	Y
MONTPELIER	2449 OR ANNU	51	0	0	0	2449	0	0%	Y
MOTT	5422	0	0	0	0	0	0	0%	Y
MT PLEASANT	2602	8.40	0	0	0	0	200	0%	N
MUNICH	2400 OR ANNU	0	0	0	0	0	0	0%	Y
N CENTRAL #28	2106 OR ANNU	0	0	0	0	2400	0	0%	Y
N CENTRAL #65	1800	0	0	0	0	2106	0	0%	Y
NAPOLEON	2800	62.20	0	0	0	0	0	0%	Y
NASH	0	0	0	0	\$126/LTD	0	0	\$450	Y
NAUGHTON	SINGLE	0	0	0	0	1800	0	0%	Y
NECHE	2366 OR ANNU	0	241.20	94.80	0	0	0	0%	N
NEDROSE	2897 OR ANNU	0	0	0	.7%/LTD	2366	0	0%	Y
NESSON	0	0	0	0	0	600	0	100%	Y
NEW ENGLAND	0	0	0	0	.225%/LTD	0	0	0%	Y
NEW PUBLIC	4740 FAM	0	0	0	0	0	6500	0%	Y
NEW ROCKFORD	2850	24	300	0	0	0	0	100%	Y
NEW SALEM	1600 OR ANNU	0	0	0	0	0	0	100%	Y
NEW TOWN	2500	0	0	0	0	1600	0	\$1550	Y
NEWBURG UNITED	2900 OR ANNU	0	0	0	0	0	0	0%	Y
NEWPORT (TOWNER)	2375 OR ANNU	0	0	0	0	2900	0	0%	Y
NORTH SARGENT	1828 OR ANNU	0	0	0	0	2000	0	0%	Y
NORTH SHORE	2600	0	0	0	0	1828	0	100%	Y

DOLLAR VALUE OF TEACHER PRORATE (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VLSUL	OTHIN	ANNUI	OTHR	TCRET	SS
NORTH VALLEY VO-TECH	4300	25.20	0	0	0	0	0	100%	Y
NORTHERN CASS	2478 OR ANNU	0	250	0	.25%/LTD	1000	0	100%	Y
NORTHWOOD	2100 OR ANNU	0	605	0	0	2100	0	100%	Y
OAKES	3567	25	0	0	0	0	0	0%	Y
OBIRON	6623	0	0	0	0	0	0	\$1400	Y
OJIBWA INDIAN SCHOOL	2506	480	241.20	108	0	0	0	-	Y
OLIVER-MERCER SPEC ED	3000 OR ANNU	0	241.20	120	0	3000	0	3.00%	Y
ORISKA	0	0	0	0	0	2800	0	100%	N
PAGE	2500	0	0	0	0	0	0	0%	Y
PARK RIVER	4340 FAM	0	0	0	\$270/LTD	0	0	0%	Y
PARSHALL	2850	0	0	0	\$120/LTD	0	0	0%	Y
PEACE GARDEN SPEC ED	2000	0	0	0	0	0	0	100%	Y
PEMBINA	3300 FAM	50.40	0	0	0	0	0	0%	Y
PETTIBONE	2800	0	0	0	0	0	0	0%	N
PINGREE-BUCHANAN	2190	0	0	0	0	0	0	0%	Y
PLAZA	2100	0	0	0	0	0	0	3%	Y
PLEASANT VALLEY	3500	0	0	0	0	0	0	3.125%	N
POWERS LAKE	2600	0	0	0	0	0	0	100%	N
REEDER	2048	0	0	0	-.99%/LTD	0	0	0%	N
REGAN	0	0	0	0	0	0	0	100%	Y
REGENT	3648	0	0	0	\$102/LTD	0	1400	0%	N
RHAME	1950	0	0	0	0	0	0	0%	N
RICHARDTON	2750 OR ANNU	81	0	0	.6%/LTD	1025	0	100%	Y
RICHLAND	2048	0	0	0	0	0	0	0%	N
ROBINSON	2507	0	0	0	0	0	0	0%	Y
ROLETTE	2367	31.20	0	0	0	0	0	0%	N
ROOSEVELT	2500 OR ANNU	0	0	0	0	0	0	0%	N
RUGBY	2200	0	0	0	-.435%/LTD	2500	0	0%	Y
RURAL CASS CO SPEC ED	2048 OR ANNU	0	289.20	0	-.29%/LTD	2337	0	100%	Y
SARGENT CENTRAL	4950 OR ANNU	0	0	0	0	1350	0	0%	N
SAWYER	2250	0	0	0	-.29%/LTD	0	0	0%	Y
SCRANTON	2500 OR ANNU	0	0	0	0	2300	0	100%	Y
SELFREDGE	2507 OR ANNU	21.36	771.60	0	0	2507	0	0%	Y
SHEETS	0	0	0	0	0	0	0	0%	N
SHELDON	2000	0	0	0	0	0	0	0%	-
SHERWOOD	5460	52.32	0	243.60	0	0	0	3.875%	Y
SHEYENNE	2500	0	0	0	0	0	0	0%	Y
SHEYENNE VALLEY SP ED	0	0	0	0	0	0	0	100%	Y

DOLLAR VALUE OF TEACHER FRINGE (99-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISUL	OTHIN	ANNUJ	OTHR	TCRET	SS
SIMS	2700 OR ANNU	0	0	0	0	2700	0	\$900	Y
SOLEN	3100 OR ANNU	0	0	0	0	3100	0	100%	Y
SOURIS VALLEY SPEC ED	3300	50.50	0	0	0	0	0	0%	Y
SE AREA VO-TECH	4222 OR ANNU	25.20	0	0	0	1600	0	0%	Y
SOUTH HEART	3000	0	0	0	0	0	0	0%	Y
SOUTH PRAIRIE	2976	0	0	0	0	0	0	0%	Y
SOUTH VALLEY SPEC ED	3000 OR ANNU	18.84	0	0	0	3000	0	100%	Y
SOUTH WEST SPEC ED	0	0	0	0	0	0	0	0%	Y
SOUTHERN (CANDO)	2122	0	334.98	0	0	0	0	0%	Y
SPIRITWOOD	0	0	0	0	0	0	243	0%	Y
ST JOHN	0	0	0	0	0	0	0	100%	Y
ST THOMAS	4334 OR ANNU	0	0	0	0	1912	0	0%	Y
STANLEY	4750	0	0	0	0	0	0	0%	Y
STANTON	5440 FAM	0	0	0	0	0	0	0%	Y
STARKWEATHER	2106	63.84	0	0	0	0	0	0%	Y
STEELE-DAWSON	2280 FAM	0	0	0	0	0	0	0%	Y
STERLING	1200	0	0	0	0	0	0	0%	Y
STRASBURG	2366	0	0	0	0	0	600	0%	Y
SURREY	1920 OR ANNU	0	0	0	0	0	0	0%	Y
SWEET BRIAR	0	0	0	0	.23%/LTD	1920	0	100%	Y
SYKES	2100 OR ANNU	0	0	0	0	0	0	0%	N
TAPPEN	1570	0	0	0	0	2100	0	100%	Y
TATE TOPA TRIBAL	2518	0	0	0	0	0	0	0%	Y
TAYLOR	2750 OR ANNU	18.84	0	0	0	2750	0	0%	Y
THEODORE JAMERSON	2793	77.31	480.88	0	0	0	0	0%	Y
THOMPSON	1500	0	150	0	.12%/LTD	0	0	0%	Y
TIOGA	2130	0	0	0	0	1161	0	0%	Y
TURTLE LAKE-MERCER	2507	0	0	0	0	0	0	0%	Y
TUTTLE	2800	0	0	0	0	0	0	0%	Y
TWIN BUTTES	2048	0	0	0	0	0	0	0%	Y
UNDERWOOD	1900	0	296.40	120	\$300/LTD	0	50	0%	Y
UNION	0	0	0	0	0	0	0	100%	Y
UNITED	2602 FAM	0	0	0	0	0	0	0%	Y
UPHAM	2900 OR ANNU	0	0	0	0	0	0	0%	Y
UPPER VALLEY SPEC ED	4170	0	0	0	.395%/LTD	2900	0	100%	Y
VALLEY	3850 FAM	70	0	0	0	1631 OR ANNU	0	0%	Y
VALLEY CITY	5413	4.50	194.64	0	.65%/LTD	0	0	100%	Y
VALLEY CITY VO-TECH	4140	96	0	350	.44%/LTD	0	0	100%	Y

DOLLAR VALUE OF TEACHER FRINGE (93-00) SECTION B

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISUL	OTHIN	ANNUI	OTHER	TCRET	SS
VELVA	2900	0	0	0	0	0	0	0%	Y
VERONA	2190	0	0	0	0	0	0	0%	N
WAHPETON	4720	38	0	0	-.22%/LTD	1101	0	100%	Y
WALHALLA	2507	0	0	0	0	0	0	0%	Y
WARWICK	2000	2.60	0	0	-.4%/LTD	2000	0	100%	Y
WASHBURN	2362	0	0	0	0	2362	0	0%	Y
WEST FARGO	4591	36	322	98	-.32%/LTD	0	0	100%	Y
WEST RIVER SPEC ED	2850	69	0	0	-.81%/LTD	2850	0	0%	Y
WESTHOPE	2400	21	0	0	0	2400	0	100%	Y
WHITE SHIELD	0	0	0	0	0	0	0	-	-
WILDROSE-ALAMO	1800	0	0	0	0	1800	0	0%	Y
WILLISTON	3565	35	0	0	0	0	0	100%	Y
WILLOW CITY	2190	0	0	0	-.60%/LTD	0	0	100%	Y
WILMAC SPEC ED	3566	0	0	0	0	0	0	100%	Y
WIMBLEDON-COURTENAY	2850	0	0	0	0	0	0	0%	Y
WING	3250	0	0	0	0	0	0	0%	Y
WISHEK	2600	0	0	0	0	0	0	0%	Y
WOLFORD	0	0	0	0	0	0	0	\$1205	Y
WYNDMERE	2840	0	0	0	\$10/LTD	0	600	0%	Y
YELLOWSTONE	2366	0	0	0	0	0	0	0%	-
ZEELAND	2507	0	0	0	0	0	225	0%	Y
							0	0%	N

DOLLAR VALUE OF TEACHER FRINGE (00-01) SECTION C

SCHOOL DISTRICT	HELTH	LIFIN	DNTAL	VISUL	LTD	ANNUI	OTHR	TCRET	SS
ADAMS	2750	0	0	0	0	0	0	100%	Y
ALEXANDER	3150	0	0	0	0	0	0	0%	Y
ANAMOOSE	2300 OR ANNU	0	0	0	0	1400	0	100%	Y
APPLE CREEK	0	0	0	0	0	0	0	0%	N
ASHLEY	4385 FAM	0	0	0	.74%	0	0	\$600	Y
BAKKER	-	-	-	-	-	-	-	-	-
BALDWIN	-	-	-	-	-	-	-	-	-
BEACH	2100	0	0	0	0	0	0	\$1480	Y
BELCOURT	5162	0	0	0	.30%	0	0	100%	Y
BELFIELD	2106	0	0	0	0	0	0	0%	Y
BELL	2303	0	0	0	0	0	0	0%	Y
BERTHOLD	2000 OR ANNU	0	0	0	-.05428%	2000	0	0%	Y
BEULAH	6036 OR ANNU	0	0	0	0	1100	0	0%	Y
BILLINGS COUNTY	2106 OR ANNU	0	317	120	.45%	2106	0	100%	Y
BISBEE-EGELAND	2532	0	0	0	0	0	0	0%	Y
BISMARCK	5252	54	168	165	.60%	0	0	0%	Y
BORDER CENTRAL	2646	0	0	0	0	0	0	0%	Y
BOTTINEAU	2350	16	0	0	0	0	0	0%	N
BOWBELLS	2700 OR OTHER	0	0	0	0	0	2700	100%	Y
BOWDON	4262	0	0	0	0	0	0	0%	Y
BOWLINE BUTTE	1500	0	0	0	0	0	0	0%	-
BOWMAN	5200	31	638	0	.54%	0	0	0%	Y
BURKE CENTRAL	2500	0	0	0	0	0	0	0%	Y
BURLEIGH CO SPEC ED	2888	0	0	0	0	0	0	0%	Y
CARRINGTON	3800	0	0	0	.33%	0	0	100%	Y
CAVALIER	2824	0	0	0	0	0	0	100%	Y
CENTER	2646	33.50	0	0	0	0	0	5.50%	Y
CENTRAL CASS	2646 OR ANNU	0	284.40	0	.32%	2930	0	0%	Y
CENTRAL ELEM	0	0	0	0	0	0	0	100%	Y
CENTRAL VALLEY	2646	0	316.80	120	.667%	0	0	100%	Y
DAKOTA PRAIRIE	2646	0	0	0	0	0	0	0%	Y
DEVILS LAKE	2106	45	316.80	99.60	.19%	0	0	0%	Y
DICKEY-LAMOURE SP ED	2398	0	284.40	0	0	0	0	0%	Y
DICKINSON	4163	0	0	0	.47%	0	0	0%	Y
DIVIDE COUNTY	2556	0	0	0	.29%	0	500	6.75%	Y
DODGE	0	0	0	0	0	2300	0	0%	Y
DRAKE	2646	0	0	0	0	0	0	100%	Y
DRAYTON	2400	0	0	0	.66%	0	0	100%	Y

DOLLAR VALUE OF TEACHER FRINGE (00-01) SECTION C

SCHOOL DISTRICT	HELTH	LIFIN	DNTAL	VISUL	LTD	ANNUI	OTHR	TCREI	SS
DRISCOLL	0	0	0	0	0	0	0	0	N
DUNSEITH	2761 OR ANNU	0	0	0	0	2761	0	100%	E
EARL	0	0	0	0	0	0	0	0	E
EAST CENTRAL SPEC ED	3100	24	771.60	0	.41%	0	0	100%	E
EDGELEY	3100 OR ANNU	102	0	0	\$125	3100	0	0	E
EDINBURG	4000	0	0	0	0	0	0	100%	E
EDMORE	2900	0	0	0	.37%	0	0	0	E
EIGHT MILE (TRENTON)	2750 OR ANNU	0	0	0	0	7200	0	100%	E
ELGIN/NEW LEIPZIG	6036	0	0	0	.03%	0	0	0	E
ELLENDALE	6583	0	0	0	0	0	0	0	E
EMERADO	2402 OR ANNU	0	0	0	0	2402	0	0	E
ENDERLIN	3100	0	150	0	0	0	0	100%	E
EUREKA	-	-	-	-	-	-	-	-	E
FAIRMOUNT	2138 OR ANNU	0	0	0	0	2138	0	100%	E
FARGO	4728	51	605	0	.252%	0	0	100%	E
FESSENDEN	2800	0	0	0	0	0	0	100%	E
FINLEY-SHARON	4200	0	0	0	.46%	0	0	100%	E
FLASHER	3100 OR ANNU	0	0	0	0	3100	0	3.00%	E
FORDVILLE	1750	0	0	0	0	0	0	0	E
FORT RANSOM	2254	26.31	0	0	0	0	0	0	E
FORT TOTTEN	3200	0	200	0	0	0	0	0	E
FORT YATES	4476	0	0	0	0	0	0	0	E
GACKLE-STREETER	2000	0	0	0	.53%	0	0	0	E
GARRISON	3018	20.40	0	0	.32%	0	0	100%	E
GLEN ULLIN	0	0	0	0	.47%	0	2915	0	E
GLENBURN	1800	0	0	0	0	0	0	0	E
GOLDEN VALLEY	4110	0	0	0	0	0	0	0	E
GOODRICH	2646	0	0	0	0	0	0	0	E
GRAFTON	3250	0	0	0	0	0	0	0	E
GRAND FORKS	3081	25	0	0	\$125	0	0	0	E
GRANVILLE	2232 OR OTHER	18.60	0	0	0	0	0	0	E
GRENORA	3600	0	0	0	0	0	0	0	E
GRIGGS CO CENTRAL	2646	126	0	0	.30%	0	0	0	E
GST SPECIAL ED	2700	25.20	316.80	85.20	.49%	0	0	0	E
HALLIDAY	6246 OR ANNU	0	0	0	0	6246	0	0	E
HANKINSON	3580	0	0	0	\$120	0	0	0	E
HARVEY	3410	0	0	0	.66%	0	0	0	E
HATTON	4600	0	0	0	.66%	0	0	0	E

DOLLAR VALUE OF TEACHER FRINGE (00-01) SECTION C

SCHOOL DISTRICT	FELTH	LIFIN	DNTAL	VISUL	LTD	ANNUI	OTHFR	TCRET	SS
HAZELTON-MOFFIT	4500	0	0	0	0	0	0	0%	N
HAZEN	5283	0	80	0	\$210	0	0	6%	Y
HEBRON	2100	144	0	0	.40%	0	0	9%	Y
HETTINGER	2748	0	0	0	.667%	0	2748	100%	Y
HILLSBORO	3100	0	317	148	0	0	0	0%	Y
HOPE	3420	0	0	0	0	0	0	100%	Y
HORSE CREEK	5400	0	0	0	0	0	0	0%	Y
JAMESTOWN	6293	26.40	0	0	\$189	0	0	0%	Y
KENMARE	3420	0	0	0	0	0	0	0%	Y
KENSAL	3018	18.48	0	0	.29%	0	0	\$1225	Y
KILLDEER	3696	0	0	0	0	2498	0	0%	Y
KINDRED	2322	0	258	0	.27%	0	0	3.00%	Y
KULM	0	0	0	0	0	0	0	0%	Y
LAKE REGION SPEC ED	2106	24	296.40	99.60	.39%	0	0	0%	Y
LAKOTA	1700	31.20	0	0	0	0	0	0%	Y
LAMOURE	2800	0	0	0	0	2800	0	0%	Y
LANGDON	2966	26	0	0	.567%	0	400	0%	Y
LANKIN	1750	0	0	0	0	0	0	0%	Y
LANSFORD	3300	0	0	0	0	0	0	0%	N
LARIMORE	6880	0	0	0	.61%	3300	0	0%	Y
LEEDS	1500	0	0	0	0	1050	0	0%	Y
LIDGERWOOD	2532	18.84	0	0	0	0	0	\$1550	Y
LINTON	4600	0	0	0	\$100	0	0	100%	Y
LISBON	3600	28.80	0	0	.20%	0	0	0%	Y
LITCHVILLE	2940	0	144	0	.33%	0	0	100%	Y
LITTLE HEART	-	-	-	-	-	-	-	0%	Y
LONE TREE	2500	50.40	267.60	120	0	0	0	3.625%	Y
LONE TREE SPEC ED	3410	0	0	0	.6%	0	0	100%	Y
MADDOCK	2550	0	0	0	0	0	0	0%	N
MANDAN	5040	38	0	0	.56%	0	0	0%	Y
MANDAREE	2484	170.40	316.80	99.60	0	0	0	0%	Y
MANNING	0	0	0	0	0	0	0	0%	Y
MANTADOR	1350	37.20	0	0	0	0	125	0%	N
MANVEL	221	0	0	0	.2%	150	0	0%	N
MAPLE VALLEY	2646	0	0	0	0	600	0	0%	Y
MAPLETON	2322	0	258	120	.41%	0	0	100%	N
MARION	3018	50	144	0	\$84	0	481.25	0%	Y
MARMARTH	0	0	0	0	0	0	0	0%	Y

DOLLAR VALUE OF TEACHER RANGE (00-01) SECTION C

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISUL	LTD	ANNUI	OTHR	TCRET	SS
MAX	2303 OR ANNU	0	277.20	112.8	.8%	1500	45/SEK HR	0%	Y
MAY-PORT CG	4400	0	0	0	0	0	0	2.25%	Y
MCCLUSKY	2200	0	0	0	0	0	0	0%	Y
MCKENZIE	0	0	0	0	0	0	0	100%	Y
MCKENZIE COUNTY	4890	0	0	0	0	0	0	0%	Y
MEDINA	2750 OR ANNU	0	0	0	0	2750	0	.775%	Y
MENOKEN	3000 OR ANNU	0	0	0	0	3000	0	0%	Y
MIDKOTA	4200	0	0	0	0	0	0	0%	Y
MIDWAY	3000 OR OTHER	0	0	0	0	0	0	0%	Y
MILNOR	2900 OR ANNU	0	0	0	0	0	3000	0%	Y
MILTON-OSNABROCK	2000	0	0	0	0	900	0	100%	Y
MINNEWAUKAN	2509	0	316.80	141.60	0	0	0	100%	N
MINOT	4893	17	0	0	0	0	0	0%	Y
MINTO	2700	0	0	0	0	0	0	\$1000	Y
MOHALL	4645	31.20	0	0	.37%	0	0	0%	Y
MONTETIORE	2040	0	0	0	0	0	0	0%	Y
MONTPELIER	2449 OR ANNU	51	0	0	0	2449	0	0%	Y
MCTT	6100	0	0	0	0	0	0	0%	Y
MT PLEASANT	2602	0	0	0	0	0	0	0%	Y
MUNICH	2532 OR ANNU	0	0	0	0	2532	0	0%	Y
N CENTRAL #28	2106 OR ANNU	0	0	0	0	2106	0	0%	Y
N CENTRAL #65	0	0	0	0	0	0	0	0%	Y
NAPOLEON	2800	0	0	0	-.03%	0	0	0%	Y
NASH	0	0	0	0	\$190	0	0	5450	Y
NAUGHTON	0	0	0	0	0	1800	0	0%	Y
NECHE	3600 OR ANNU	0	0	0	0	0	0	0%	Y
NEDROSE	3117 OR ANNU	0	256.18	0	169	3600	0	0%	Y
NESSON	4388 OR ANNU	0	0	0	0	600	0	100%	Y
NEW ENGLAND	6840	0	0	0	0	4388	0	0%	Y
NEW PUBLIC	4740	0	0	0	0	0	0	0%	Y
NEW ROCKFORD	2850	24	321	0	0	0	0	100%	Y
NEW SALEM	1600 OR OTHER	0	0	0	0	0	100	51550	Y
NEW TOWN	3117	0	0	0	0	0	0	0%	Y
NEWBURG UNITED	3100 OR ANNU	0	0	120	0	3100	0	0%	Y
NEWPORT (TOWNER)	2500 OR ANNU	0	0	0	0	2500	0	0%	Y
NORTH SARGENT	3240 OR ANNU	0	0	0	0	1250	0	0%	Y
NORTH SHORE	2600	0	0	0	0	0	0	100%	Y
NORTH VALLEY VO-TECH	4300	25.20	0	0	0	0	0	100%	Y

DOLLAR VALUE OF TEACHER FEE (00-01) SECTION C

SCHOOL DISTRICT	HEALTH	LIFIN	DNTAL	VISUL	LTD	ANNUI	OTHFR	TCRET	SS
NORTHERN CASS	2478 OR ANNU	0	250	0	-24%	1000	0	100%	Y
NORTHWOOD	2500 OR ANNU	0	605	0	7	2500	0	100%	Y
OAKES	3551	25	0	0	0	0	0	0%	Y
OBERON	6915	0	0	0	0	0	0	\$1500	Y
OJIBWA INDIAN SCHOOL	3440	474	258	108	0	0	0	0%	Y
OLIVER-MERCER SPEC ED	3521	0	279	190	0	0	0	6.00%	Y
ORISKA	0	0	0	0	\$130.80	2800	0	100%	N
PAGE	2500	0	0	0	0	0	0	0%	Y
PARK RIVER	4340	0	0	0	0	0	0	0%	Y
PARSHALL	2850	0	0	0	\$96	0	0	0%	Y
PEACE GARDEN SPEC ED	2350	16	0	0	0	0	0	100%	Y
PEUBINA	3300	0	0	0	0	0	100	0%	Y
PETTIBONE	3000	0	0	0	0	0	0	0%	N
PINGREE-BUCHANAN	2398	0	0	0	0	0	0	0%	Y
PLAZA	2400	0	0	0	0	0	0	0%	N
PLEASANT VALLEY	4400	0	0	0	0	0	0	1.125%	N
POWERS LAKE	2600 CR FLEX	0	0	0	0	0	0	100%	N
REGAN	0	0	0	0	0	0	0	0%	Y
REGENT	FAMILY	0	0	0	0	0	2100	0%	Y
RHAME	1950	0	0	0	0	0	0	0%	N
RICHARDTON	2750 OR ANNU	0	0	0	0	1025	0	100%	Y
RICHLAND	2284	0	0	0	0	0	0	0%	N
ROBINSON	2646	0	0	0	0	0	0	0%	Y
ROLETTE	2532	31.20	0	0	0	0	0	0%	N
ROOSEVELT	6036 OR ANNU	3.14	0	0	0	0	0	0%	Y
RUGBY	2200	0	0	0	0	4038	2500	100%	Y
RURAL CASS CO SPEC ED	2299 OR ANNU	0	284.80	0	-435%	0	0	0%	Y
SARGENT CENTRAL	5050 OR ANNU	0	0	0	0	2299	0	100%	N
SAWYER	2250	0	0	0	0	1350	0	0%	Y
SCRANTON	2500 OR ANNU	0	0	0	0	0	0	0%	Y
SELEFRIDGE	2646 OR ANNU	22.56	824.40	0	0	2300	0	100%	Y
SHEETS	0	0	0	0	0	220.50	0	0%	Y
SHELDON	2200	0	0	0	0	0	0	0	Y
SHERWOOD	5985	48.72	243.60	0	0	0	0	3.875%	Y
SHEYENNE	2500	0	0	0	0	0	0	0%	Y
SHEYENNE VALLEY SP ED	4000	25	0	0	0	0	0	100%	Y
SIMS	2700 OR ANNU	0	0	0	0	0	0	0%	Y
SOLEEN	6024	0	0	0	0	2700	0	\$900	N
						0	0	100%	Y

DOLLAR VALUE OF TEACHER PFRINGE (00-01) SECTION C

SCHOOL DISTRICT	HELTH	LIFIN	DNTAL	VISUL	LTD	ANNU	OTHFR	TCRET	SS
SOURIS VALLEY SPEC ED	3500	50.40	0	0	0	0	0	0%	Y
SE AREA VO-TECH	4222 OR ANNU	0	0	0	0	1608	0	0%	Y
SOUTH HEART	0	0	0	0	0	0	3000	0%	Y
SOUTH PRAIRIE	2976	0	0	0	0	0	0	0%	Y
SOUTH VALLEY SPEC ED	3000 OR ANNU	19	0	0	0	3000	0	100%	Y
SOUTH WEST SPEC ED	-	-	-	-	-	-	-	-	-
SOUTHERN (CANDO)	2192	0	348.12	0	0	0	0	0%	Y
SPIRITWOOD	0	0	0	0	0	2500	0	0%	Y
ST JOHN	0	0	0	0	0	0	NEALS	100%	Y
ST THOMAS	4334 OR ANNU	0	0	0	0	1912	0	0%	Y
STANLEY	4800 OR OTHER	0	0	0	0	0	4500	0%	Y
STANTON	6055	0	0	0	0	0	0	0%	Y
STARKWEATHER	2106	64	0	0	0	0	0	0%	Y
STEELE-DAWSON	2280	60	0	0	0	0	0	0%	Y
STERLING	0	0	0	0	0	0	600	0%	Y
STRASBURG	2532	0	0	0	0	0	0	0%	Y
SURREY	1920 OR ANNU	0	0	0	.23%	1920	0	100%	Y
SWEET BRIAR	0	0	0	0	0	0	0	0%	N
SYKES	2450 OR ANNU	0	0	0	0	2450	0	100%	Y
TAPPEN	1500	0	0	0	0	0	0	0%	Y
TAYLOR	2750 OR ANNU	18.84	0	0	0	2750	0	0%	Y
THOMPSON	1500	0	150	0	0	2*	0	0%	N
TIOGA	3700 OR ANNU	0	0	0	0	3700	0	0%	Y
TURTLE LAKE-MERCER	2646	0	0	0	0	0	0	0%	Y
TUTTLE	3000	0	0	0	0	0	0	0%	Y
TWIN BUTTES	-	-	-	-	-	-	-	-	-
UNDERWOOD	1900	0	0	0	0	0	0	100%	Y
UNION	0	0	0	0	0	0	0	0%	Y
UNITED	2602	0	0	0	.4%	0	0	0%	Y
UPHAM	2900 OR ANNU	0	0	0	.395%	2900	0	100%	Y
UPPER VALLEY SPEC ED	4220 OR ANNU	0	0	0	.41%	1531	0	0%	Y
VALLEY	3850	70	0	0	.56%	0	0	0%	Y
VALLEY CITY	6433	54	0	0	.32%	0	0	100%	Y
VALLEY CITY VO-TECH	4440	96	206.40	350	.44%	0	0	100%	Y
VELVA	2900	0	0	0	0	0	0	0%	Y
VERONA	2398	0	0	0	0	0	0	0%	Y
WAHPETON	5973 OR ANNU	0	0	0	.22%	0	0	100%	Y
WALHALLA	2646	0	0	0	0	0	0	0%	Y

DOLLAR VALUE OF TEACHER RANGE (00-01)										SECTION C	
<u>SCHOOL DISTRICT</u>	<u>HEALTH</u>	<u>LIFIN</u>	<u>DNTAL</u>	<u>VISUL</u>	<u>LTD</u>	<u>ANNUI</u>	<u>OTHER</u>	<u>TCRET</u>	<u>SS</u>		
WARWICK	SINGLE OR ANNU	0	0	0	\$220.50	0	0	100%	Y		
WASHBURN	2362 OR ANNU	0	0	0	0	2362	0	0%	Y		
WEST FARGO	4721	36	346	118	.31%	0	0	100%	Y		
WEST RIVER SPEC ED	3050 OR ANNU	0	0	0	.8%	3050	0	0%	Y		
WESTHOPE	2400 OR ANNU	0	0	0	0	2400	0	100%	Y		
WHITE SHIELD	-	-	-	-	-	-	-	-	-		
WILDRGSE-ALAMO	1800	0	0	0	0	0	0	0%	Y		
WILLISTON	3865	67.20	0	0	0	0	0	100%	Y		
WILLOW CITY	2398	0	0	0	-.66%	0	0	100%	Y		
WILMAC SPEC ED	0	0	0	0	0	0	0	100%	Y		
WIMBLEDON-COURTENAY	2646	0	317	142	0	0	0	0%	Y		
WING	3550	0	0	0	0	0	0	0%	Y		
WISHEK	2600	0	0	0	0	0	0	0%	Y		
WOLFORD	0	0	0	0	0	0	0	\$1205	Y		
WYNDMERE	2990	0	0	0	0	1000	0	0%	N		
YELLOWSTONE	2532	0	0	0	\$123.72	0	0	0%	Y		
ZEELAND	2646	0	0	0	0	0	242.50	0%	N		

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASMAX
ADAMS	3	26	2	10900	10900	9667	9667	2000	2000
ALEXANDER	2	16	4	38000	38000	38000	38000	0	0
ANAMOOSE	1.07	12	12	0	0	0	0	0	0
APPLE CREEK	0	0	0	0	0	0	0	0	0
ASHLEY	3	9	5	28000	28000	32000	32000	0	0
BAKKER	-	-	-	-	-	-	-	-	-
BALDWIN	-	-	-	-	-	-	-	-	-
BEACH	4	2	0	37000	37000	43000	43000	0	0
BELCOURT	13	12	2	36558	50419	48866	67392	43338	59758
BELFIELD	2.7	24	1	30000	35000	35000	40000	0	0
BELL	1	3	2	34500	34500	0	0	0	0
BERTHOLD	2	3	2	16960	16960	36050	36050	0	0
BEULAH	4	19	0	59764	59764	51514	53164	0	0
BILLINGS COUNTY	1	0	1	33500	33500	0	0	0	0
BISBEE-EGELAND	3	18	1	7828	7828	36600	36600	0	0
BISMARCK	37	0	0	50976	61577	59272	71880	67256	80312
BORDER CENTRAL	1	8	3	0	0	0	0	0	0
BOTTINEAU	3	16	0	46400	46400	56965	56965	0	0
BOWBELLS	2	3	4	0	0	20713	20713	0	0
BOWDON	2	12	0	0	0	0	0	0	0
BOWLINE BUTTE	0	0	0	0	0	0	0	0	0
BOWMAN	10	26	1	45888	45888	49400	49400	0	0
BURKE CENTRAL	1.1	0	0	1760	1760	0	0	0	0
BURLEIGH CO SPEC ED	1	30	0	0	0	0	0	12570	12570
CARRINGTON	3	52	0	42000	42000	47000	47000	0	0
CAVALIER	3	16	0	45975	45975	48050	48050	0	0
CENTER	4	9	3	33172	33172	37650	37650	0	0
CENTRAL CASS	3	28.7	0	51906	51906	57298	57298	0	0
CENTRAL ELEM	0	0	0	0	0	0	0	0	0
CENTRAL VALLEY	2	24	2	20000	20000	41550	41550	0	0
DAKOTA PRAIRIE	3	13.5	0	43301	43301	48147	48147	0	0
DEVILS LAKE	9	11.4	0	42250	55975	62625	62625	44550	55975
DICKEY-LAMOURE SP ED	1	20	0	0	0	0	0	0	0
DICKINSON	13	5.65	0	49329	61640	52671	62456	59640	63140
DIVIDE COUNTY	3	30.33	0	0	0	48500	48500	0	0
DODGE	1	19	FULL	10000	10000	0	0	0	0
DRAKE	2	21	1	24822	35808	24822	35808	0	0
DRAYTON	2	22	0	0	0	41241	41241	0	0

ADMINISTRATOR DATA SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASMAX
DRISCOLL	1.3	18	4	0	0	8745	8745	0	0
DUNSEITH	3	10	0	37000	53000	37000	53000	37000	53000
EARL	0	0	0	0	0	0	0	0	0
EAST CENTRAL SPEC ED	1	24	0	0	0	0	0	0	0
EDGELEY	3	4.33	2	24500	24500	23430	23430	0	0
EDINBURG	2	12.5	.5	1000	1000	7000	7000	0	0
EDMORE	1.87	23	8	35397	35397	34250	34250	0	0
EIGHT MILE (TRENTON)	2.5	11	3	42000	42000	32593	32593	0	0
ELGIN/NEW LEIPZIG	2.75	9	10	33540	33540	33000	33000	33574	33574
ELLENDALE	3	16	0	41660	41660	42754	42754	0	0
EMERADO	1	3	2	40700	40700	0	0	0	0
ENDERLIN	3	9.67	3	39100	39100	45000	45000	0	0
EUREKA	-	-	-	-	-	-	-	-	-
FAIRMOUNT	3	7.3	9	28366	28366	35000	35000	0	0
FARGO	68	25	0	54750	66445	66445	74257	83290	95307
FESSENDEN	2.72	15.25	2	17530	18200	24624	24624	0	0
FINLEY-CHARON	2	18	0	42300	42300	0	0	0	0
FLASHER	3	8	7	29484	29484	39858	39858	0	0
FORDVILLE	2	3	4	0	0	31500	31500	0	0
FORT RANSOM	1	30	0	5975	5975	0	0	0	0
FORT TOTEN	6	16.16	0	0	0	50903	50903	0	0
FORT YATES	3	4	0	40000	50000	40000	50000	0	0
GACKLE-STREETER	2	5	4	15500	15500	19750	19750	0	0
GARRISON	3	7.33	0	37669	37669	41048	41048	0	0
GLEN ULLIN	3	15.7	6	31827	31827	43466	43466	0	0
GLENBURN	3	10	4	41173	41173	41283	41283	0	0
GOLDEN VALLEY	1	11	0	0	0	0	0	0	0
GOODRICH	2	0	4	24350	24350	0	0	0	0
GRAFTON	5	19	2	56111	66277	47403	47403	45575	45575
GRAND FORKS	40	0	0	49625	69625	58700	78700	0	0
GRANVILLE	1.5	16	0	0	0	16800	16800	0	0
GRENORA	3	28	11	31800	31800	40300	40300	0	0
GRIGGS CO CENTRAL	3	18.33	4	41800	41800	39700	39700	0	0
GST SPECIAL ED	2	22	0	0	0	0	0	0	0
HALLIDAY	2	15	3	3000	3000	7000	7000	0	0
HANKINSON	2	9	6	37500	37500	46460	46460	0	0
HARVEY	3	14	0	49913	49913	49913	49913	0	0
HATTON	3	21.67	4.5	38227	38227	42118	42118	0	0

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASHIN	ASMAX
HAZELTON-MOFFIT	2	10	0	C	0	0	0	0	0
HAZEN	4	26.5	0	57728	57728	58437	58437	0	0
HEBRON	3	20.3	7	37315	37315	35805	35805	0	0
HETTINGER	3	17.66	2	44505	44505	46575	48575	0	0
HILLSBORO	3	15	0	58362	58362	57082	57082	0	0
HOPE	2	0	0	45000	45000	0	0	0	0
HORSE CREEK	1	12	0	0	0	0	0	0	0
JAMESTOWN	20	0	0	48000	66671	50000	67472	61800	61800
KENMARE	3	21	0	34000	34000	44255	44255	0	0
KENSAL	2	27.5	6	0	0	41000	41000	42850	42850
KILLDEER	3	9.7	4	37786	37786	40900	40900	0	0
KINDRED	3	13.33	0	45000	45000	52400	52400	0	0
KULM	3	26.3	8	38108	38108	43530	43530	0	0
LAKE REGION SPEC ED	1	21	0	0	0	0	0	0	0
LAKOTA	4	16	2	34000	34000	43000	43000	30000	30000
LAMOURE	3	4	2	34000	34000	37000	37000	0	0
LANGDON	3	20	0	42000	42000	48250	49444	0	0
LANKIN	.3	17	0	6000	6000	0	0	0	0
LANSFORD	1	31	4	0	0	0	0	0	0
LARIMORE	3	5.34	0	38500	38500	48000	48000	0	0
LEEDS	3	10	9	40489	40489	45000	45000	0	0
LIDGERWOOD	3	6	8	36745	36745	35000	35000	0	0
LINTON	2	14.5	0	36555	36555	0	0	0	0
LISBON	3	11	0	51450	51450	47250	47250	0	0
LITCHVILLE	.84	14	0	14000	14000	0	0	0	0
LITTLE HEART	-	-	-	-	-	-	-	-	-
LONE TREE	1	10	0	0	0	0	0	0	0
LONE TREE SPEC ED	1	32	0	0	0	0	0	0	0
MADDOCK	3	26.33	5	39108	39108	33000	33000	0	0
MANDAN	13	24.31	0	54055	59401	60278	64240	52959	64597
MANDAREE	5	12.66	0	35000	41600	35000	46800	0	0
MANNING	0	0	0	0	0	0	0	0	0
MANTADOR	1	2	2	14000	20500	0	0	0	0
MANVEL	1	24	1	0	0	0	0	0	0
MAPLE VALLEY	3	23	3	36740	36740	49180	49180	0	0
MAPLETON	1	22	0	51422	51422	0	0	0	0
MARION	1.5	18	1	0	0	40768	40768	0	0
MARMARTH	0	0	0	0	0	0	0	0	0

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASMAX
MAX	2	15	FULL	5158	5158	0	0	0	0
MAY - PORT CG	3	10	0	40000	40000	57160	57160	0	0
MCCLUSKY	2	9.5	5.25	9488	9488	23500	23500	0	0
MCKENZIE	0	0	0	0	0	0	0	0	0
MCKENZIE COUNTY	3	17.33	0	45600	45600	54800	54800	0	0
MEDINA	2	23.5	1	4745	4745	0	0	0	0
MENOKEN	1	10	6	3900	3900	0	0	0	0
MIDKOTA	3	28.33	3	43509	43509	43509	43509	0	0
MIDWAY	3	20	5	40314	40314	39083	39083	0	0
MILNOR	2.14	18	2	0	0	37000	37000	0	0
MILTON-OSNABROCK	2	3	0	3750	3750	3275	3275	0	0
MINNEWAUKAN	3	28	8	27698	27698	34200	34200	0	0
MINOT	31	24.5	0	53252	62992	55379	70783	73205	73205
MINTO	3	31	6	36025	36025	53170	53170	0	0
MOHALL	2.37	23.3	5	32600	32600	36800	36800	0	0
MONTEFIORE	3	25	1	36750	36750	41000	41000	0	0
MONPELIER	2.4	3.5	6	38000	38000	36000	36000	0	0
MOTT	3	4	3	40000	40000	35500	35500	0	0
MT PLEASANT	4	10	7	33500	33500	35500	35500	22500	22500
MUNICH	3	8	8	1400	1400	16500	16500	0	0
N CENTRAL #28	3	2.67	9	6000	6000	12000	12000	0	0
N CENTRAL #65	2	31	0	23005	23005	23005	23005	0	0
NAPOLEON	2	20.5	1	46000	46000	46000	46000	0	0
NASH	0	0	0	0	0	0	0	0	0
NAUGHTON	1	0	0	0	0	0	0	0	0
NECHE	3	7	4	36300	36300	22500	22500	0	0
NEDROSE	1	27	2	0	0	0	0	0	0
NESSON	3	6.66	8	32638	32638	36740	36740	0	0
NEW ENGLAND	3	21	3	37000	37000	54247	54247	0	0
NEW PUBLIC	2	12	0	51500	51500	0	0	0	0
NEW ROCKFORD	3	8	3	36750	36750	37350	37350	0	0
NEW SALEM	3	9.67	5	33540	33540	42015	42015	0	0
NEW TOWN	5	14	0	50858	50858	48864	48864	0	0
NEWBURG UNITED	2	5	5	3150	3150	23250	23250	0	0
NEWPORT (TOWNER)	2	11.3	6	29935	29935	42280	42280	0	0
NORTH SARGENT	3	9	5	36825	36825	33000	33000	0	0
NORTH SHORE	1.25	29	5	24700	24700	0	0	0	0
NORTH VALLEY VO-TECH	1	20	C	0	0	0	0	0	0

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASMAX
NORTHERN CASS	3	15	0	45000	45000	48000	48000	0	0
NORTHWOOD	3	9	1	35175	35175	33540	33540	0	0
OAKES	4	14.5	0	44948	44948	44520	44520	0	0
OBERON	1	15	2	9141	9141	0	0	0	0
OJIBWA INDIAN SCHOOL	2	4	0	77000	77000	0	0	52220	52220
OLIVER-MERCER SPEC ED	0	0	0	0	0	0	0	0	0
ORISKA	2	17	8	23902	23902	0	0	0	0
PAGE	1.5	14	0	45000	45000	0	0	0	0
PARK RIVER	3	0	1	48200	48200	50000	50000	0	0
PARSHALL	3	21.5	1	32500	36500	35000	45000	0	0
PEACE GARDEN SPEC ED	2	25	0	0	0	0	0	0	0
PEMBINA	3	7	4	15765	15765	22500	22500	45000	45000
PETTIBONE	2	4	0	1500	1500	0	0	0	0
PINGREE-BUCHANAN	2	15	1	29950	29950	0	0	0	0
PLAZA	1	4	50%	4075	4075	0	0	0	0
PLEASANT VALLEY	2	14	FULL	0	0	0	0	0	0
POWERS LAKE	1.22	28	9	6605	6606	19760	19760	0	0
REGAN	0	0	0	0	0	0	0	0	0
REGENT	2	28.5	9	31000	31000	0	0	0	0
RHAME	3	6.33	50%	0	0	0	0	0	0
RICHARDTON	2	17	2	0	0	0	0	0	0
RICHLAND	3	10	2	43000	43000	37000	37000	0	0
ROBINSON	1	11	2	3125	3125	50000	50000	0	0
ROLETTE	1.7	28.6	50%	33350	33350	0	0	0	0
ROOSEVELT	4	1.6	1	7514	7514	44500	44500	0	0
RUGBY	3	17	0	50824	50824	41000	41000	41000	41000
RURAL CASS CO SPEC ED	0	0	0	0	0	54583	54583	0	0
SARGENT CENTRAL	3	9	3	42500	42500	0	0	0	0
SAWYER	3	14	6	11933	11933	40000	40000	0	0
SCRANTON	3	10.3	3	2000	2000	34719	34719	0	0
SELFRIDGE	2	3	0	25000	28000	38000	38000	0	0
SHEETS	-	-	-	-	-	42000	46000	0	0
SHELDON	1	19	0	0	0	0	0	0	0
SHERWOOD	3	12	10	4423	4423	21077	21077	0	0
SHEYENNE	3	13	4	30000	30000	26000	26000	0	0
SHEYENNE VALLEY SPEC ED	1	21	0	0	0	0	0	0	0
SIMS	1	5	5	0	0	0	0	0	0
SOLENN	3	5	0	50000	50000	50000	50000	0	0

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT	#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASMAX
SOURIS VALLEY SPEC ED	1	0	0	0	0	0	0	0	0
SE AREA VO-TECH	1	0	0	0	0	0	0	40000	40000
SOUTH HEART	2	14	2	23200	23200	44238	44238	0	0
SOUTH PRAIRIE	1	4	0	0	0	0	0	0	0
SOUTH VALLEY SPEC ED	1	1	0	0	0	0	0	0	0
SOUTH WEST SPEC ED	-	-	-	-	-	-	-	-	-
SOUTHERN (CANDO)	3	17	1	31312	31312	45500	45500	0	0
SEIRITWOOD	1	7	3	15000	15000	0	0	0	0
ST JOHN	5	25	4	38000	38000	46500	46500	35000	38000
ST THOMAS	3	20	3	4775	4775	45280	45280	0	0
STANLEY	3	16	5	40500	40500	45000	45000	0	0
STANTON	2	7	1	2300	2300	0	0	0	0
STARKWEATHER	2	19	4	1600	1600	24450	24450	0	0
STEELE-DAWSON	3	28	5	30000	30000	40000	40000	0	0
STERLING	1	0	0	4500	4500	0	0	0	0
STRASBURG	3	16.3	13	36543	36543	45000	45000	0	0
SURREY	3	7.33	0	36890	36890	41890	41890	0	0
SWEET BRIAR	0	0	0	0	0	0	0	0	0
SYKES	2	13	.50	3450	3450	8000	8000	0	0
TAPPEN	3	8.5	3	750	750	5000	5000	0	0
TAYLOR	1	4	0	29000	29000	0	0	0	0
THOMPSON	3	4.33	2	36870	36870	39400	39400	0	0
TIOGA	2.58	12.33	8	41400	41400	50055	50055	0	0
TURTLE LAKE-MERCER	2.5	26	9	38060	38060	33000	33000	0	0
TUTTLE	2	5	4	0	0	32000	32000	0	0
TWIN BUTTES	-	-	-	-	-	-	-	-	-
UNDERWOOD	2	14.5	0	39390	39390	0	0	0	0
UNION	0	0	0	0	0	0	0	0	0
UNITED	3	21.3	1	40000	55000	40000	55000	0	0
UPHAM	1	19	0	17475	17475	14630	14630	0	0
UPPER VALLEY SPEC ED	1	7	0	0	0	0	0	0	0
VALLEY	3	13.7	10	35000	35000	35000	35000	0	0
VALLEY CITY	7	20	0	48150	52109	50290	54784	0	0
VALLEY CITY AREA VO-TECH	1	1	0	0	0	0	0	0	0
VELVA	3	28	3	43470	43470	47817	47817	0	0
VERONA	1.5	23	13	40740	40740	40256	40256	0	0
WAHPETON	10	12.5	0	0	0	0	0	0	0
WALHALLA	3	10	2	43000	43000	36500	36500	0	0

ADMINISTRATOR DATA

SECTION D

SCHOOL DISTRICT

#	XP	CL	ELMIN	ELMAX	SEMIN	SEMAX	ASMIN	ASHAX
2	10	2	20500	20500	42150	42150	0	0
3	19	4	45000	45000	46550	46550	0	0
16	22.9	3	60956	71370	71675	75725	79000	79000
2	16	0	0	0	0	0	41175	41175
1	29	1	1250	1250	29154	29154	0	0
-	-	-	-	-	-	-	-	-
3	4	8	2000	2000	2000	2000	0	0
10	3	0	43000	50500	50225	59125	53750	53750
1.5	19	2	0	0	34000	34000	0	0
1	26	0	0	0	0	0	0	0
3	21	8	0	0	0	0	0	0
3	22	11	1030	1030	3600	3600	0	0
3	3	3	15813	15813	29929	29929	0	0
.74	22.6	9	8700	8700	1500	1500	0	0
2	12.5	0	41341	41341	44100	44100	0	0
1	1	2	0	0	0	0	0	0
1	10	1	0	0	0	0	0	0

WARWICK

WASHBURN

WEST FARGO

WEST RIVER SPEC ED

WESTHOPE

WHITE SHIELD

WILDROSE-ALAMO

WILLISTON

WILLOW CITY

WILMAC SPEC ED

WIMBLEDON-COURTENAY

WING

WISHEK

WOLFORD

WYNDMERE

YELLOWSTONE

ZEELAND

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT	ADSAI	AUTOM	HOUSE	UTILI	OTHIN	ANNUI	TFFR	MISC
ADAMS	43000	0	0	0	0	0	3613	395/DUES
ALEXANDER	54000	0	0	0	3150	0	0	600/DUES
ANAMCOSE	41500	0	0	0	6584	0	100%	465/DUES
APPLE CREEK	0	0	0	0	0	0	0	0
ASHLEY	52000	0	0	0	4385	0	600	694/DUES
BAKKER	-	-	-	-	-	-	-	-
BALDWIN	-	-	-	-	-	-	-	-
BEACH	62000	0	0	0	2426	2574	\$1480	694/DUES
BELCOURT	82654	4200	0	0	5162	0	100%	0
BELFIELD	28000	3600	1320	1000	2106	0	0	0
BELL	0	0	0	0	0	0	0	0
BERTHOLD	25440	0	3000	0	5986	OR 5986	3286	3786
BEULAH	70075	0	0	0	6036	0	5431	0
BILLINGS COUNTY	0	0	0	0	0	0	0	0
BISBEE-EGELAND	27900	0	0	0	2962	0	0	312/DUES
BISMARCK	105000	900	0	0	6761	0	8128	1024/DUES
BORDER CENTRAL	49000	0	2100	0	2646	0	0	600/DUES
BOTTINEAU	69340	0	0	0	2366	0	100%	600/DUES
BOWBELLS	51500	0	3000	0	6880	0	0	395/DUES
BOWDCN	0	0	0	0	0	0	0	0
BOWLINE BUTTE	0	0	0	0	0	0	0	0
BOWMAN	36669	667	0	0	5067	0	6163	450/DUES
BURKE CENTRAL	54998	1500	0	0	2712	0	0	800/DUES
BURLEIGH CO SPEC ED	0	0	0	0	0	0	0	0
CARRINGTON	66851	0	0	0	7101	0	100%	152:
CAVALIER	74238	0	0	0	0	0	100%	0
CENTER	63450	0	3000	0	6055	0	100%	694/DUES
CENTRAL CASS	68534	0	4800	0	7625	0	0	684/DUES
CENTRAL ELEM	0	0	0	0	0	0	0	0
CENTRAL VALLEY	57250	0	0	0	7960	0	100%	650/DUES
DAKOTA PRAIRIE	61592	0	0	0	0	0	4773	385/DUES
DEVILS LAKE	76350	0	0	0	2568	0	0	650/DUES
DICKEY-LAMORE SP ED	56920	CAR	0	0	745.20	0	100%	480/DUES
DICKINSON	85000	0	0	0	4241	0	0	694/DUES
DIVIDE COUNTY	60000	0	0	0	6192	0	6.75%	1165/DUES
DODGE	0	0	0	0	0	0	0	0
DRAKE	33261	0	0	0	6880	0	4475	405/DUES
DRAYTON	44140	0	0	0	4940	0	7396	0

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT	ADSAL	AUTOM	HOUSE	UTILI	OTHIN	ANNUI	TFFR	MISC
DRISCOLL	30000	0	0	0	0	0	0	1000
DUNSEITH	53000	0	0	0	2761	OR 2761	100%	0
EARL	0	0	0	0	0	0	0	0
EAST CENTRAL SPEC ED	42384	\$.25/MI	0	0	7728	0	3561	630/DUES
EDGELEY	50000	0	0	0	6138	0	3875	2326
EDINBURG	44600	0	0	0	0	0	100%	395/DUES
EDMORE	66890	0	0	0	0	0	0	0
EIGHT MILE (TRENTON)	55000	0	3600	2500	2750	2500	100%	2000
ELGIN/NEW LEIPZIG	55500	0	0	0	6036	4301	0	156/LTD
ELLENDALE	54538	0	0	0	6583	0	0	900
EMERADO	40700	0	0	0	2402	0	3154	475/DUES
ENDERLIN	60500	0	0	0	3561	0	100%	694/DUES
EUREKA	-	-	-	-	-	-	-	-
FAIRMOUNT	49440	0	0	0	6863	0	100%	1050/DUES
FARGO	114002	0	0	0	5626	OR 5000	16.8%	0
FESSENDEN	48000	0	0	0	5000	0	100%	405/DUES
FINLEY-SHARON	54700	0	0	0	2853	0	4596	565/DUES
FLASHER	50000	1000	4800	2000	6583	2375	4029	694/DUES
FORDVILLE	43000	0	0	0	2243	0	100%	405/DUES
FORT RANSOM	0	0	0	0	0	0	0	0
FORT TOTTON	65564	3000	0	0	7470	0	5082	1300/DUES
FORT YATES	55000	0	0	0	2694	0	4263	0
GACKLE-STREETER	46500	0	4200	2500	0	0	7.75%	550/DUES
GARRISON	55541	0	0	0	6056	0	9332	8540
GLEN ULLIN	50662	0	0	0	0	0	0	480/DUES
GLENBURN	40000	0	6000	2193	6263	0	3100	700/DUES
GOLDEN VALLEY	41600	1300	0	0	728.40	3287	3224	830/DUES
GOODRICH	42900	0	0	0	5878	0	0	400/DUES
GRAFTON	71000	0	0	0	2366	0	5503	694/DUES
GRAND FORKS	121075	7500	0	0	4952	10500	0	300/DUES
GRANVILLE	43245	0	3600	0	6004	0	7.75%	390/DUES
GRENOIRA	50900	0	0	112.80	2646	0	0	0
GRIGGS CO CENTRAL	58000	\$.31/MI	0	0	7180	0	9754	405/DUES
GST SPECIAL ED	55375	0	0	0	7912	0	9388	500/DUES
HALLIDAY	50000	0	0	2000	6246	0	3375	939/DUES
HANKINSON	58300	0	0	0	6000	0	4480	405/DUES
HARVEY	59328	0	0	0	3410	0	7.75%	1000/DUES
HATTON	53692	0	0	0	7560	0	9021	800/DUES

SECTION E

CHIEF ADMINISTRATOR DATA

SCHOOL DISTRICT

	<u>ADSA</u>	<u>AUTOM</u>	<u>HOUSE</u>	<u>UTILI</u>	<u>OTHIN</u>	<u>ANNUI</u>	<u>TFRR</u>	<u>MISC</u>
HAZELTON-MOFFIT	61080	0	2400	0	4500	0	0	0
HAZEN	76538	0	0	0	2435	0	13.75%	694/DUES
HEBRON	51500	0	0	0	350	0	0	405/DUES
HETTINGER	59023	0	0	0	3072	0	9916	530/DUES
HILLSBORO	60610	0	0	0	8994	0	4697	950/DUES
HOPE	26950	0	1500	1600	3150	0	4300	200/DUES
HORSE CREEK	0	0	0	0	0	0	0	0
JAMESTOWN	92000	0	0	0	6319	0	7.75%	674/DUES
KENMARE	56255	0	0	0	3420	0	1225	0
KENSAL	42850	0	3600	3000	3037	0	3321	405/DUES
KILLDEER	63000	0	0	0	283	0	0	1000/DUES
KINDRED	75500	0	0	0	2580	0	0	650/DUES
KULM	49620	0	0	0	0	0	0	405/DUES
LAKE REGION SPEC ED	56000	0	0	0	2745	0	7.75%	320/DUES
LAKOTA	64823	0	0	0	7704	0	5024	1000/DUES
LAMOURE	53000	0	0	0	6036	0	0	800/DUES
LANGDON	60000	0	0	0	2992	0	7.75%	6814
LANKIN	0	0	0	0	0	0	0	0
LANSFORD	0	0	0	0	0	0	0	0
LARIMORE	60000	0	0	0	4657	0	4650	694/DUES
LEEDS	70280	\$.25/MI	2400	0	0	0	1550	405/DUES
LIDGERWOOD	46300	0	0	0	6602	0	7788	580/DUES
LINTON	55660	0	0	0	FULL BC/BS	0	0	DUES
LISBON	66750	600	0	0	3763	3000	5608	694/DUES
LITCHVILLE	28050	1500	0	0	2126	0	2174	325/DUES
LITTLE HEART	0	0	0	0	0	0	0	0
LONE TREE	0	0	0	0	3410	0	7.75%	1000/DUES
LONE TREE SPEC ED	0	0	0	0	0	0	0	405/DUES
MADDOCK	27800	3200	0	0	6495	0	674	3200/DUES
MANDAN	87000	4000	0	0	7679	0	7.75%	674/DUES
MANDAREE	64636	0	0	0	0	0	0	0
MANNING	0	0	0	0	0	0	0	0
MANTADOR	0	0	0	0	6880	0	0	175/LTD
MANVEL	70002	0	0	0	6880	0	0	405/DUES
MAPLE VALLEY	55000	0	3600	2200	6447	0	100%	395/DUES
MAPLETON	51422	0	2400	0	2166	0	2174	566
MARION	28050	1500	0	0	0	0	0	0
MARMARTH	0	0	0	0	0	0	0	0

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT	ADSAL	AUTOM	HOUSE	UTILI	OTHIN	ANNUI	TFFR	MISC
MAX	49140	0	0	0	2603	OR 1500	3808	0
MAY-PORT CG	69705	0	0	0	2000	0	6971	694/DUES
MCCLUSKY	23500	0	1800	0	6986	0	1821	0
MCKENZIE	0	0	0	0	0	0	100%	0
MCKENZIE COUNTY	58700	1200	0	0	4890	0	0	1124/DUES
MEDINA	48300	0	4200	1600	3750	1200	10%	DUES
MENOKEN	0	0	0	0	0	0	0	0
MIDKOTA	58500	3000	0	0	0	0	0	4200
MIDWAY	48000	0	4500	0	3000	0	0	750/DUES
MILNOR	56960	0	0	0	6036	0	0	405/DUES
MILTON-OSNABROCK	43613	1500	2400	0	6480	0	3882	600/DUES
MINNEWAUKAN	25066	0	0	0	5789	0	0	500/DUES
MINOT	106996	3600	0	0	5061	0	8292	0
MINTO	37965	3960	0	0	6940	0	0	405/DUES
MOHALL	59415	\$-25/MI	0	0	6911	0	0	700/DUES
MONTEFIORE	62500	0	0	0	6036	0	4844	550/DUES
MONTPELIER	28000	0	0	0	0	0	0	0
MOTT	45000	0	0	0	6100	0	100%	0
MT PLEASANT	55800	0	0	0	2611	0	7.75%	0
MUNICH	24850	0	0	0	5204	0	7.75%	0
N CENTRAL #28	24000	3600	2400	0	0	1053	0	560/DUES
N CENTRAL #65	58633	0	3600	0	4231	0	0	0
NAPOLEON	57500	0	0	0	190/LTD	6450	4906	719/DUES
NASH	0	0	0	0	0	0	0	0
NAUGHTON	0	0	0	0	0	0	0	0
NECHE	29000	0	0	0	0	0	0	0
NEDROSE	50000	0	0	0	2397	0	100%	0
NEESON	50000	0	3000	0	6898	0	3875	535/DUES
NEW ENGLAND	35000	720	0	0	6840	0	0	0
NEW PUBLIC	65000	0	0	0	6880	0	100%	DUES
NEW ROCKFORD	44753	0	0	0	7728	0	7519	794/DUES
NEW SALEM	55500	0	0	0	1600	0	1650	DUES
NEW TOWN	62000	0	3850	0	7036	0	4805	694/DUES
NEWBURG UNITED	23250	0	0	2000	3950	0	0	600/DUES
NEWPORT (TOWNER)	47345	0	0	0	2500	0	0	825/DUES
NORTH SARGENT	29000	0	0	0	0	2700	0	DUES
NORTH SHORE	44000	\$-25/MI	0	0	0	0	0	0
NORTH VALLEY VO-TECH	54540	0	0	0	6050	0	9164	2000/DUES

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT	ADSA	AUTOM	HOUSE	UTILI	OTHIN	ANNUI	TFFR	MISC
NORTHERN CASS	61100	0	0	0	6746	0	5133	480/DUES
NORTHWOOD	54000	0	0	0	6005	0	9075	800/DUES
OAKES	65301	0	0	0	2618	3000	0	694/DUES
OBERON	0	0	0	0	0	0	0	0
OJIBWA INDIAN SCHOOL	77600	0	0	0	4560	1000	0	0
OLIVER-MERCER SPEC ED	54355	3600	0	0	4286	0	7951	290/DUES
ORISKA	42336	0	0	0	0	2800	3557	431
PAGE	53900	0	2400	3200	6090	0	100%	365/DUES
PARK RIVER	65000	0	0	0	6880	0	7.75%	DUES
PARSHALL	52000	1500	3600	3000	2970	0	4030	800/DUES
PEACE GARDEN SPEC ED	56500	0	0	0	2366	0	100%	0
PEMBINA	29000	0	0	900	5522	2400	0	5200
PETTIBONE	0	0	0	0	0	0	0	0
PINGREE-BUCHANAN	47595	0	0	0	6234	0	0	0
PLAZA	4075	0	0	0	1200	0	457	250/DUES
PLEASANT VALLEY	3425	0	0	0	875	0	575	0
POWERS LAKE	34000	0	0	0	0	0	0	405/DUES
REGAN	0	0	0	0	0	0	0	0
REGENT	56700	0	0	0	6880	0	4394	405/DUES
RHAME	0	0	0	0	0	0	0	0
RICHARDTON	47000	0	0	0	6036	0	0	775/DUES
RICHLAND	54000	0	0	0	6036	0	4185	400/DUES
ROBINSON	0	0	0	0	0	0	0	0
ROLETTE	36000	0	0	0	2532	0	0	0
ROOSEVELT	41000	0	0	0	6036	0	100%	0
RUGBY	70875	0	0	0	308	0	5493	700/DUES
RURAL CASS CO SPEC ED	0	0	0	0	0	0	0	0
SARGENT CENTRAL	57000	1000	0	0	6880	0	100%	395/DUES
SAWYER	22192	0	0	0	672	OR 672	3729	243/DUES
SCRANTON	52000	0	1800	0	5986	0	8737	699
SELERIDGE	46000	0	0	0	3492	0	0	500/DUES
SHEETS	-	-	-	-	-	-	-	-
SHELDON	0	0	0	0	0	0	1240	694/DUES
SHERWOOD	53000	0	6000	6000	6277	0	8215	500/DUES
SHEYENNE	24500	2250	0	0	1000	0	0	0
SHEYENNE VALLEY SPEC ED	60914	0	0	0	4025	0	0	0
SIMS	4545	0	3150	0	0	0	7.75%	0
SOLEN	60000	0	0	0	0	3500	9000	0

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT	ADSAL	AUTOM	HHOUSE	UTILI	OTHRN	ANNUI	TFFR	MISC
SOURIS VALLEY SPEC ED	70552	0	0	0	5662	0	5468	0
SE AREA VO-TECH	40000	0	0	0	6061	1600	3100	500/DUES
SOUTH HEART	34800	0	0	600	3000	0	2697	645/DUES
SOUTH PRAIRIE	42500	0	0	0	2976	0	3294	600/DUES
SOUTH VALLEY SPEC ED	52000	4000	0	0	3900	OR 3000	8684	700/DUES
SOUTH WEST SPEC ED	-	-	-	-	-	-	-	-
SOUTHERN (CANDO)	34100	0	0	0	3621	0	-	382/DUES
SPIRITWOOD	15000	0	0	0	0	0	0	MEALS
ST JOHN	52185	0	0	0	0	0	100%	MEALS
ST THOMAS	24000	3600	0	0	0	0	0	0
STANLEY	50000	0	0	0	4800	0	3875	800/DUES
STANTON	51000	0	1800	2200	0	0	0%	405/DUES
STARKWEATHER	24850	0	0	0	2666	0	7.75%	0
STEELE-DAWSON	54000	0	0	0	2365	4500	4185	500/DUES
STERLING	0	0	0	0	0	0	0	0
STRASBURG	60000	0	0	0	0	0	4650	405/DUES
SURREY	41213	0	0	0	1248	OR 1248	6925	451/DUES
SWEET BRIAR	0	0	0	0	0	0	0	0
SYKES	30000	0	2400	0	5400	0	5040	405/DUES
TAPPEN	45000	800	2400	0	0	0	0	3803
TAYLOR	0	0	0	0	18.84	2228	0	1250/DUES
THOMPSON	61200	0	0	0	1650	1254	4743	500/DUES
TIOGA	61850	0	0	0	3700	0	0	594/DUES
TURTLE LAKE-MERCER	31325	0	0	0	6880	0	0	0
TUTTLE	44000	1100	1200	0	6246	0	3410	400/DUES
TWIN BUTTES	-	-	-	-	-	-	-	-
UNDERWOOD	60600	0	3600	0	6589	0	9757	500/DUES
UNION	0	0	0	0	0	0	2000	0
UNITED	60600	1000	0	0	2602	0	7.75%	500/DUES
UPHAM	23890	1000	4000	1200	3968	0	4015	550/DUES
UPPER VALLEY SPEC ED	57400	0	0	0	6880	0	0	320/DUES
VALLEY	44930	0	0	0	6653	1200	3775	405/DUES
VALLEY CITY	75000	0	0	0	6693	0	1002	0
VALLEY CITY VO-TECH	50000	0	0	0	4569	0	8400	350/DUES
VELVA	56511	0	0	0	2900	0	0	405/DUES
VERONA	16250	0	0	0	0	0	0	0
WAHPETON	76230	0	0	0	5973	0	1002	DUES/LTD
WALHALLA	56400	0	4800	0	2646	0	7.75%	0

CHIEF ADMINISTRATOR DATA

SECTION E

SCHOOL DISTRICT

	ADSAL	AUTOM	HOUSE	UTILI	GTHIN	ANNUI	TFFR	MISC
WARWICK	44800	0	2400	0	7630	0	100%	DUES
WASHBURN	62400	0	0	0	6880	0	4836	724/DUES
WEST FARGO	98300	0	0	0	2317	0	0	694/DUES
WEST RIVER SPEC ED	57300	0	0	0	5400	OR 5400	7.75%	DUES
WESTHOPE	28000	0	0	0	0	0	8680	475/DUES
WHITE SHIELD	-	-	-	-	-	-	-	-
WILDROSE-ALAMO	48000	0	0	0	0	0	0	0
WILLISTON	73000	3000	0	0	168	0	100%	0
WILLOW CITY	27500	0	0	0	6100	0	0	0
WILMAC SPEC ED	58920	1200	0	0	3601	0	100%	0
WIMBLEDON-COURTENAY	71000	0	0	0	8011	0	0	0
WING	39700	0	3000	1800	6880	0	3077	395/DUES
WISHEK	42000	0	0	0	2600	0	1205	DUES
WOLFORD	24000	0	0	0	0	0	7.75%	0
WYNDMERE	60500	0	0	0	6956	0	4300	800/DUES
YELLOWSTONE	32000	0	0	0	2532	0	0	0
ZEELAND	40392	0	1800	0	2646	0	0	750/DUES

FISCAL NOTE

Requested by Legislative Council
01/18/2001

Bill/Resolution No.: HB 1344

Amendment to:

1A. State fiscal effect: Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$508,499,866	\$0	\$508,499,866	\$0
Appropriations	\$0	\$0	\$22,957,023	\$0	\$508,499,866	\$0

1B. County, city, and school district fiscal effect: Identify the fiscal effect on the appropriate political subdivision.

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$508,499,866	\$0	\$0	\$0

Narrative: Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

This bill sets the per student payment amount for foundation aid at \$2,240 the first year and \$2,250 the second year of the 2001-2003 biennium and adds new sections to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

3. State fiscal effect detail: For information shown under state fiscal effect in 1A, please:

A. Revenues: Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. Expenditures: Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

Expenditures under this bill are projected at \$508,499,866, \$456,166,156 for foundation aid and \$52,333,710 for teacher salary reimbursement.

Notes: The language in the bill is worded such that the increase in teacher compensation is limited to an amount arrived at multiplying FTE times \$2,000 first year and \$1,500 the second year. Using current FTE's of 9,515.22 a

reimbursement at \$2,000 first year and \$1,500 the second year totals \$33.3 million.

If the intent is to spend the amount funded in the Hoeven budget, the payment amount needs to be changed to \$3,500 in the second year (\$19 million the first year, \$19 million increased base plus \$14.3 million second year). This note was prepared assuming the intent was to fund at the level recommended in the Hoeven budget.

Foundation aid projections:	2000-01	2001-02	2002-03
1. Per student payments	\$2,230	\$2,240	\$2,250
2. Taxable valuation increase			3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor percent of five year average	75%	85%	100%
5. Percentage of appropriation paid each year		50.66%	49.34%
6. Foundation aid funding required =	\$456,166,156		

FTE projection:

Uses the definition of teacher licensed or approved to teach by the Education Standards and Practices Board contained in the bill, 9,515.22 FTE at January 15, 2001.

2001-02	$9,515.22 \times \$2,000 = \$19,030,440$
2002-03	$9,515.22 \times \$3,500 = 33,303,270$
Total	$9,515.22 \times \$5,500 = 52,333,710$

	Foundation aid	FTE	Total
Schafer Executive Budget	485,542,843	0	485,542,843
Hoeven Executive Budget	457,666,148	50,009,575	507,675,723
Projection HB1344	456,166,156	52,333,710	508,499,866p

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial

District Level Projection - Per Student Expenditures - Various Funding Proposals

ID	DNAME	TYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE		Two year H formula - H FTE \$		Two year H formula - H FTE %	
			\$	2,230	\$	2,328	\$	2,426	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00	FTE %
1013	Hettinger 13	1	748,902		700,132		654,215	727,323	701,078	666,636	593,029	36.8	73,500	128,625	36.8	-2%
2002	Valley City 2	1	2,368,413		2,321,561		2,334,546	2,404,902	2,486,355	2,218,897	2,136,337	78.0	156,000	273,000	78.0	2%
2013	Oriska 13	2	95,428		94,856		99,530	99,541	108,354	89,085	88,009	9.9	19,800	34,650	9.9	-11%
2052	Litchville 52	2	141,335		138,238		143,833	145,580	157,491	129,304	126,001	12.4	24,800	43,400	12.4	-7%
2065	N Central 65	1	364,160		358,727		365,316	374,385	394,222	339,439	327,574	19.9	39,840	69,720	19.9	-1%
2082	Wimbledon-Courtenay 82	1	376,408		349,644		358,418	364,234	385,469	331,671	323,100	19.0	37,950	66,430	19.0	-1%
3005	Minnewaukan 5	1	361,649		361,370		367,077	373,816	389,928	346,039	337,242	14.3	28,500	49,875	14.3	0%
3006	Leeds 6	1	413,883		426,795		429,702	443,876	460,927	405,753	388,933	20.3	40,600	71,050	20.3	0%
3005	Maddock 9	1	483,442		512,085		510,543	531,455	545,630	488,223	464,733	22.4	44,700	78,225	22.4	0%
3016	Obern 16	2	83,223		85,989		83,161	89,526	89,441	81,632	74,561	7.0	14,000	24,500	7.0	-9%
3029	Warwick 29	1	532,825		552,613		582,815	570,649	617,088	530,395	538,066	23.1	46,200	80,850	23.1	-1%
3030	Ft Totten 30	1	392,036		392,359		402,911	404,519	425,434	377,381	373,505	26.0	52,000	91,000	26.0	-6%
4001	Billings Co 1	2	-		-		-	-	-	-	-	14.8	29,500	51,625	14.8	FORWARD
5001	Bothreau 1	1	1,501,071		1,487,253		1,459,333	1,540,466	1,554,245	1,421,703	1,335,413	63.1	126,120	220,710	63.1	0%
5013	Willow City 13	1	179,263		182,027		178,995	189,381	192,205	172,968	161,748	13.6	27,180	47,565	13.6	-7%
5017	Westhope 17	1	356,507		360,547		365,573	374,920	391,987	342,843	331,085	19.8	39,500	69,125	19.8	-2%
5035	Lansford 35	2	43,233		44,086		42,237	47,054	47,593	40,429	35,244	5.5	11,000	19,250	5.5	-12%
5054	Newburg-United 54	1	116,961		105,751		105,242	113,007	118,563	96,811	87,951	14.1	28,140	49,245	14.1	-13%
6001	Bowman 1	1	858,293		857,519		893,709	888,179	951,295	819,749	818,523	36.7	73,350	128,415	36.7	0%
6017	Rhame 17	1	200,973		203,502		199,996	211,815	214,927	193,263	180,502	13.5	26,900	47,075	13.5	5%
6033	Scranton 33	1	402,366		408,961		415,602	424,823	444,794	389,420	377,585	22.4	44,960	78,505	22.4	2%
7014	Bowbells 14	1	227,499		215,655		202,356	225,015	218,677	204,125	181,046	16.1	32,260	56,455	16.1	-7%
7027	Powers Lake 27	1	299,004		283,876		265,319	294,513	283,600	270,772	241,451	16.2	32,380	56,665	16.2	-4%
7036	Burke Central 36	1	217,895		200,003		187,420	209,337	203,764	188,505	166,081	18.3	36,500	63,875	18.3	-10%
8001	Bismarck 1	1	19,721,961		20,074,746		20,557,284	20,803,052	21,904,835	19,177,572	18,797,853	753.3	1,506,600	2,636,550	753.3	1%
8002	Regan 2	2	17,386		19,437		21,007	20,692	23,401	17,890	17,882	2.0	4,000	7,000	2.0	6%
8025	Naughton 25	3	6,480		6,916		7,342	7,336	8,136	6,399	6,305	1.5	3,000	5,250	1.5	35%
8028	Wing 28	1	151,864		156,571		156,351	163,125	168,273	148,497	140,786	12.0	24,000	42,000	12.0	-1%

District Level Projection - Per Student - Various Funding Proposals

ID	DNAME	TYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE		Two year H formula - H FTE \$		Two year H formula - H FTE %		
			\$	2,230	\$	2,328	\$	2,426	\$	2,400	\$	2,560	1999-00 FTE	2001-02	2002-03	2001-02	2002-03
8029	Baldwin 29	2	467	1,978	3,058	3,201	5,400	471	1	20	4,500	7,000	(2,871)	-33%			
8033	Menoken 33	2	58,915	62,643	63,841	65,489	59,136	56,974	40	8,000	14,000		(3,523)	-3%			
8034	McKenzie 34	3	-	-	-	-	-	-	-	10	2,000	3,500	(5,500)	30000			
8035	Sterling 35	2	61,542	63,241	64,692	66,160	59,645	57,631	35	7,000	12,250		(255)	0%			
8036	Driscoll 36	1	28,720	30,630	31,669	32,331	28,535	27,525	80	16,000	28,000		(32,985)	-45%			
8039	Apple Creek 39	2	73,741	75,010	81,005	78,542	70,659	72,149	34	6,800	11,900		4,921	3%			
8045	Manning 45	3	28,669	30,158	31,669	31,238	28,829	29,005	10	2,000	3,500		1,613	2%			
9001	Fargo 1	1	20,458,329	21,316,120	22,203,791	22,117,151	20,329,359	20,240,827	835.4	1,670,760	2,923,630		659,604	1%			
9002	Kindred 2	1	1,283,762	1,311,841	1,356,172	1,360,850	1,251,469	1,236,817	50.0	100,000	175,000		45,151	2%			
9004	Maple Valley 4	1	401,010	407,694	426,684	425,589	385,645	382,714	20.8	41,560	72,730		3,257	0%			
9006	West Fargo 6	1	9,329,296	9,615,048	10,017,954	9,970,214	9,177,532	9,147,354	346.4	692,720	1,212,260		425,066	2%			
9007	Mapleton 7	2	210,747	220,923	234,190	230,078	209,646	211,471	10.7	21,300	37,275		1,976	0%			
9017	Central Cass 17	1	1,497,644	1,538,580	1,591,000	1,595,713	1,468,200	1,451,830	53.3	106,620	196,585		80,869	2%			
9080	Page 80	2	263,076	277,564	292,532	289,336	263,285	263,702	15.0	30,000	52,500		(5,538)	-1%			
9097	Northern Cass	1	798,842	828,746	861,136	863,100	786,427	777,140	35.2	76,380	133,665		14,957	1%			
10001	Osnabrock 1	2	13,877	14,517	10,313	16,066	12,608	6,875	3.5	7,000	12,250		(9,720)	-34%			
10014	Border Central 14	1	-	-	-	-	-	-	8.1	16,260	28,455		(44,715)	30000			
10019	Munich 19	1	325,551	329,659	328,100	342,679	313,621	297,305	14.5	29,000	50,750		3,582	1%			
10023	Langdon 23	1	1,000,357	989,883	977,028	1,029,268	941,367	884,455	47.1	94,180	161,815		(7,619)	0%			
10030	Milton 30	1	63,629	64,001	66,310	66,950	60,368	59,115	6.2	12,400	21,700		(14,512)	-11%			
11040	Ellendale 40	1	695,996	695,607	699,423	722,541	662,429	635,251	33.9	67,720	118,510		(12,797)	-1%			
11041	Oakes 41	1	994,314	998,118	1,033,744	1,035,277	952,342	943,110	36.5	73,000	127,750		42,237	2%			
12001	Divide County 1	1	569,227	527,588	531,261	550,132	499,816	477,372	32.5	64,540	113,545		(33,108)	-3%			
13008	Dodge 8	2	120,886	117,118	112,840	121,285	111,965	105,289	5.6	11,260	19,705		(4,796)	2%			
13016	Killdeer 16	1	634,489	586,532	578,840	623,404	556,099	520,655	34.5	69,060	120,855		(32,026)	-3%			
13019	Hallday 19	1	203,102	195,181	187,515	202,973	185,583	169,571	12.4	24,860	43,505		(19,296)	5%			
13037	Twin Buttes 37	2	124,438	118,855	116,826	122,534	114,324	108,310	13.0	26,000	45,500		(42,251)	20%			
14001	New Rockford 1	1	715,145	710,961	687,778	737,284	678,534	627,091	31.4	62,520	109,935		(6,531)	0%			

District Level Projection - Per Student

ID	DNAME	OTYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE	Two year H formula - H		Two year H formula - H FTE %	
			\$	2,230	\$	2,328	\$	2,426	\$	2,400		\$	2,500		FTE \$
BASE RATES															
14012	Shyenne 12	1	350,255		359,701	343,429	372,196	365,155	344,310	315,053	14.1	28,200	49,350	428	0%
15006	Hazelton-Moffitt-B	1	357,444		356,338	353,528	370,358	378,857	339,067	320,456	19.0	37,900	56,325	(14,533)	-2%
15010	Bakker 10	2	32,119		33,698	28,686	35,273	31,285	31,757	25,294	2.0	4,000	7,000	(1,493)	-2%
15012	Union 12	3	36,378		38,062	35,895	39,733	38,621	36,004	32,075	1.1	2,100	3,675	4,700	6%
15015	Strasburg 15	1	510,267		524,410	533,667	543,130	568,111	501,351	488,655	19.6	39,120	68,460	13,615	1%
15036	Linton 36	1	689,575		676,948	676,427	702,599	722,976	645,349	615,650	31.6	63,200	110,600	(9,224)	-1%
16010	Carrington 10	1	1,261,390		1,293,434	1,322,272	1,341,878	1,411,808	1,233,756	1,205,369	53.8	107,660	188,405	18,494	1%
17003	Beach 3	1	725,996		719,739	727,791	745,635	775,188	687,839	665,907	39.0	78,900	136,500	(47,423)	-3%
17006	Lone Tree 6	2	92,195		101,299	109,202	105,683	117,630	95,898	98,198	6.0	12,900	21,000	(3,783)	-2%
18001	Grand Forks 1	1	15,662,418		15,501,120	15,458,037	16,061,946	16,472,617	14,810,260	14,133,351	723.5	1,446,950	2,532,180	(388,188)	-1%
18044	Larimore 44	1	1,064,563		1,043,384	1,028,479	1,081,766	1,097,286	996,101	936,539	45.3	90,640	158,620	(4,946)	0%
18061	Thompson 61	1	985,411		968,574	974,404	1,002,740	1,036,634	926,486	893,154	36.5	73,000	127,750	18,964	1%
18125	Manvel 125	2	315,839		309,820	321,264	322,400	344,787	294,323	290,553	15.6	31,200	54,500	(3,489)	-1%
18127	Emerado 127	2	224,045		225,052	228,159	233,703	244,047	214,395	207,415	12.9	25,600	44,800	(14,460)	-3%
18128	Midway 128	1	573,975		560,639	563,626	583,112	594,110	532,954	500,769	27.5	55,000	96,250	(7,751)	-1%
18129	Northwood 129	1	654,975		640,534	641,708	665,156	686,502	610,202	583,222	30.4	60,720	106,260	(8,746)	-1%
18140	Grand Forks AFB 1	4	-		-	-	-	-	-	-	-	-	-	-	#DIV/0!
19018	Roosevelt 18	1	341,546		336,869	325,431	349,259	347,275	321,606	295,910	17.1	34,260	59,955	(16,197)	-2%
19049	Elgin-New Leipzig 49	1	505,227		497,212	476,272	516,374	509,921	473,606	432,338	30.0	60,000	105,000	(44,651)	-4%
20007	Midkota 7	1	367,207		369,673	379,426	386,247	410,198	349,256	339,249	23.5	47,000	82,250	(21,310)	-3%
20018	Griggs County Central	1	636,275		617,049	599,780	641,365	643,025	567,096	543,317	30.4	60,720	106,260	(13,032)	-1%
21006	Mott 6	1	509,677		525,058	520,998	544,925	556,846	500,585	474,193	20.7	41,460	72,555	12,978	1%
21009	New England 9	1	433,972		434,036	431,179	451,578	462,933	412,425	399,719	24.5	49,040	85,820	(22,453)	-2%
21014	Regent 14	1	207,279		210,176	203,527	218,686	218,640	199,693	183,795	13.0	26,000	46,500	(17,662)	-4%
22011	Pettibone-Tuttle	2	-		-	-	-	-	-	-	5.0	10,000	17,500	(27,500)	#DIV/0!
22014	Robinson 14	2	-		-	-	-	-	-	-	3.0	6,000	10,500	(16,500)	#DIV/0!
22020	Tuttle-Pettibone	1	190,760		190,755	178,323	197,796	190,405	182,061	162,543	9.0	16,000	31,500	(5,919)	-2%
22026	Steele-Dawson 26	1	545,558		566,090	573,275	586,680	611,016	540,726	523,956	27.2	54,420	96,235	(16,653)	-1%

District Level Projection - Per Student Expenditures - Various Funding Proposals

ID	DNAME	TYPE	Restated to Fall 2000 Enr \$ 2,230	Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE	Two year H formula - H FTE \$		Two year H formula - H FTE %
				2001-02	2002-03	2001-02	2002-03	2001-02	2002-03		2001-02	2002-03	
22028	Tappen 28	1	270,530	268,453	270,076	278,173	287,791	256,480	246,946	15.5	31,000	54,250	-4%
23003	Edgeley 3	1	515,851	525,194	539,515	545,152	578,422	499,376	488,717	24.2	48,350	84,630	0%
23007	Kulm 7	1	312,637	310,195	307,866	323,621	332,205	253,655	276,086	15.7	37,400	65,450	-3%
23008	LaMoure 8	1	763,702	749,213	747,649	776,615	797,268	715,457	682,865	30.3	60,500	105,875	1%
23009	Marion 9	1	237,858	236,350	229,173	245,926	246,197	224,553	206,946	11.6	23,140	40,495	-1%
23011	Verona 11	1	148,497	146,643	143,117	152,867	154,257	138,977	128,572	9.3	18,540	32,445	-4%
24002	Napoleon 2	1	514,826	542,545	574,082	562,744	612,492	517,661	523,932	26.1	52,140	91,245	-1%
24056	Gackle 14	1	339,179	347,893	363,066	362,786	391,040	329,548	326,542	20.6	41,250	72,205	-2%
25001	Vehla 1	1	872,204	875,586	872,650	907,415	930,213	836,377	797,453	37.1	74,200	129,850	0%
25004	Newport 4	1	450,884	437,725	442,455	454,549	473,281	416,999	402,208	21.3	42,540	74,445	-1%
25014	Anamoose 14	1	212,766	211,972	209,373	220,137	224,062	201,914	190,195	13.3	26,690	46,655	5%
25025	Granville 25	1	327,302	325,871	326,454	337,734	348,001	311,259	298,322	18.5	37,000	54,750	-4%
25029	Upham 29	1	127,335	117,826	113,748	123,420	123,740	110,934	100,702	11.0	22,040	38,570	-10%
25057	Drake 57	1	348,762	339,029	338,134	352,238	362,090	322,757	305,857	19.8	39,600	69,300	-3%
26004	Zeeland 4	1	99,210	95,531	93,720	100,938	103,530	88,872	80,911	11.0	22,000	38,500	-13%
26009	Ashley 9	1	448,310	449,185	460,995	466,498	493,103	427,858	419,074	22.2	44,440	77,770	-1%
26019	Wishek 19	1	521,294	545,415	541,576	565,907	578,563	520,172	493,283	23.1	46,200	80,650	1%
27001	McKenzie Co 1	1	1,150,112	1,118,003	1,114,733	1,161,456	1,193,513	1,054,474	1,011,874	52.6	105,290	184,240	0%
27002	Alexander 2	1	219,931	213,110	219,058	222,247	236,034	201,855	196,893	14.6	29,200	51,100	5%
27014	Yellowstone 14	2	265,136	266,378	270,689	275,953	288,287	254,563	247,712	9.6	19,200	33,600	2%
27018	Earl 18	3	-	-	-	-	-	-	-	12	2,400	4,200	#0%
27019	Bowline Butte 19	3	-	-	-	-	-	-	-	10	2,000	3,500	#0%
27032	Horse Creek 32	3	-	-	-	-	-	-	-	10	2,000	3,500	#0%
27036	Mandaree 36	1	606,299	628,525	636,615	647,925	672,059	604,626	590,337	39.0	76,000	136,500	-1%
28001	Montefiore 1	1	524,017	524,828	532,971	543,231	566,750	502,159	485,855	25.0	50,000	87,500	2%
28004	Washburn 4	1	779,508	777,170	776,406	804,759	826,364	743,183	711,179	31.6	63,220	110,635	0%
28008	Underwood 8	1	586,811	591,481	586,844	613,595	626,726	564,240	534,771	28.4	56,880	99,540	1%
29050	Max 50	1	372,233	365,689	358,264	379,434	382,805	348,757	326,222	16.0	32,000	56,000	0%

District Level Projection - Per Student Components - Various Funding Proposals

ID	DNAME	TYPE	Restated to Fall 2000 Enr \$ 2,230		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE		Two year H formula - H FTE \$		Two year H formula - H FTE %	
			2000-01	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	2001-02	2002-03	2001-02
28051	Garrison 51	1	673,302	624,756	651,119	624,756	676,509	669,436	619,842	566,420	30.9	61,720	108,010	(10,047)	-1%	0%
28062	Butte 62	4	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
28072	Turtle Lake-Merced	1	452,138	429,850	444,356	429,850	461,579	460,341	423,139	390,041	23.9	47,720	83,510	(22,490)	-2%	0%
28085	White Shield 85	1	431,298	421,602	426,572	421,602	439,919	445,415	410,129	390,511	29.0	58,000	101,500	(74,806)	-6%	0%
28293	Hazen 3	1	1,622,261	1,578,633	1,506,484	1,578,633	1,660,695	1,575,175	1,539,703	1,452,583	54.1	108,180	189,375	46,089	1%	0%
29020	Golden Valley 20	1	175,948	164,859	171,815	164,859	178,201	176,062	163,949	150,232	7.3	14,580	25,690	(258)	0%	0%
29022	Stanley 22	1	225,120	227,000	228,745	227,000	236,652	241,294	218,956	208,336	11.5	23,060	40,355	(12,721)	-3%	0%
29027	Beulah 27	1	1,963,414	1,855,317	1,897,887	1,855,317	1,965,027	1,974,619	1,815,180	1,699,552	66.5	132,900	232,575	59,439	2%	0%
30001	Mandan 1	1	6,640,478	6,898,857	6,759,769	6,898,857	7,000,398	7,342,700	6,463,346	6,319,353	246.6	493,160	863,030	204,209	1%	0%
30004	Little Heart 4	2	48,091	52,001	48,653	52,001	50,916	56,318	45,865	46,364	3.0	6,000	10,500	(1,495)	-1%	0%
30007	New Salem 7	1	797,862	812,589	802,086	812,589	830,117	863,948	767,555	745,532	32.0	64,000	112,000	4,976	0%	0%
30008	Sims 8	2	41,334	45,361	41,697	45,361	44,391	50,514	38,379	38,634	5.7	11,400	19,950	(13,458)	-14%	0%
30013	Hebron 13	1	438,655	448,758	440,955	448,758	457,863	479,940	420,103	406,045	20.2	40,300	70,525	(1,150)	0%	0%
30017	Sweet Briar 17	3	12,045	12,362	11,694	12,362	12,353	13,608	10,881	10,735	1.0	2,000	3,500	(1,155)	-4%	0%
30039	Flasher 39	1	537,518	575,029	558,643	575,029	578,646	612,199	534,002	526,499	23.4	46,720	81,750	1,864	0%	0%
30048	Glen Ullin 48	1	506,423	540,182	525,342	540,182	545,181	577,027	500,902	492,076	21.5	43,000	75,250	10,980	1%	0%
31001	New Town 1	1	1,511,267	1,590,111	1,549,737	1,590,111	1,599,733	1,682,674	1,498,150	1,469,256	71.1	142,280	248,990	(66,269)	-2%	0%
31002	Stanley 2	1	752,049	778,219	768,361	778,219	797,339	831,378	732,664	708,811	34.6	68,140	120,995	(2,893)	0%	0%
31003	Parshall 3	1	643,762	673,967	661,575	673,967	684,956	717,022	632,773	617,754	29.1	58,120	101,710	(6,379)	-1%	0%
31137	Plaza 137	2	76	5,627	3,787	5,627	5,593	9,095	1,563	1,100	4.0	8,000	14,000	(9,975)	-68%	0%
32001	Dakota Prairie 1	1	581,174	571,250	562,413	571,250	588,541	619,438	530,227	508,333	37.4	74,800	130,900	(36,281)	-3%	0%
32066	Lakota 66	1	532,633	559,672	528,859	559,672	549,239	598,407	503,753	509,059	22.8	45,580	79,785	9,449	1%	0%
33018	Center 18	1	601,855	507,817	575,544	507,817	596,607	542,268	549,597	462,836	27.3	54,540	96,445	(23,543)	-2%	0%
34001	Pembina 1	1	299,455	291,254	298,903	291,254	311,748	314,235	283,079	261,249	18.0	36,000	63,000	(17,345)	-3%	0%
34006	Cavaller 6	1	1,154,769	1,105,951	1,138,068	1,105,951	1,180,287	1,180,688	1,086,061	1,008,163	51.4	102,800	179,930	(15,545)	-1%	0%
34012	Valley 12	1	329,729	326,882	330,377	326,882	343,795	351,100	313,846	295,262	18.5	37,000	64,750	(15,955)	-2%	0%
34019	Drayton 19	1	457,967	463,849	460,116	463,849	479,435	499,237	436,317	417,645	24.6	49,140	85,950	(10,425)	-1%	0%
34027	Walhalia 27	1	545,579	568,799	555,441	568,799	576,831	608,398	529,091	517,055	26.6	57,200	100,100	(18,257)	-2%	0%

District Level Projection - Per Student Expenditures - Various Funding Proposals

ID	DNAME	TYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE	Two year H forecast - H FTE \$		Two year H forecast - H FTE %	
			\$	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03		1999-00 FTE	2001-02		2002-03
34043	St Thomas 43	1	2,230	242,607	246,476	239,701	256,753	258,036	233,815	215,761	14.5	29,000	50,750	(14,537)	-3%
34055	Nechie 55	1		228,284	226,774	220,208	236,909	238,327	214,290	196,551	15.7	31,400	54,950	(21,955)	-5%
35001	Wolford 1	1		133,878	136,523	136,605	142,208	146,959	129,520	123,086	10.4	20,840	36,470	(20,749)	-7%
35005	Rugby 5	1		1,177,586	1,169,360	1,150,617	1,214,329	1,231,269	1,113,964	1,045,315	56.9	113,700	198,975	(26,356)	-1%
36001	Devils Lake 1	1		3,857,170	3,884,441	3,883,173	4,019,358	4,127,444	3,718,241	3,564,240	145.2	290,380	508,155	65,776	1%
36002	Edmore 2	1		181,818	183,329	177,952	193,141	195,623	171,241	154,880	17.3	34,540	60,445	(32,342)	-8%
36044	Starkweather 44	1		247,353	251,543	250,309	261,812	268,927	238,892	226,000	12.0	24,000	42,100	(153)	0%
37002	Sheldon 2	2		78,575	84,031	87,288	87,660	94,081	79,561	76,418	4.2	8,320	14,560	882	0%
37006	Fl Ransom 6	2		38,195	39,025	42,175	40,926	45,823	36,684	37,412	3.0	6,000	10,500	(5,847)	-4%
37010	Salund 10	3		14,273	15,414	16,174	15,980	17,243	14,717	14,779	1.0	2,000	3,500	(1,773)	-5%
37019	Lisbon 19	1		1,275,529	1,251,520	1,265,768	1,296,604	1,348,321	1,195,983	1,158,029	51.5	103,000	180,250	7,563	0%
37022	Enderlin 22	1		661,095	639,845	664,050	664,151	709,532	609,903	604,667	30.5	61,060	106,855	(8,802)	-1%
38002	Sherwood 2	1		306,957	300,003	302,895	311,820	324,536	285,447	274,640	17.9	35,600	62,360	(21,531)	-3%
38009	Mohatt 9	1		549,341	540,605	544,492	561,690	583,026	514,632	494,180	28.4	56,800	99,400	(20,256)	-2%
38026	Glenburn 26	1		668,856	669,298	677,765	693,026	721,235	640,068	621,008	29.7	59,460	104,055	(10,330)	-1%
39005	Mantador 5	2		27,881	27,260	26,979	28,158	30,455	24,922	22,441	3.6	7,200	12,600	(7,550)	-13%
39008	Hankinson 8	1		633,694	623,899	650,757	647,055	694,267	595,375	593,947	27.0	54,000	94,500	3,500	0%
39018	Farmount 18	1		277,374	265,007	273,846	275,691	293,771	251,846	247,831	14.8	29,520	51,660	(11,395)	-2%
39028	Lidgerwood 28	1		521,220	533,592	541,955	553,143	577,585	509,508	495,044	22.1	44,120	77,210	5,196	0%
39037	Wahpeton 37	1		2,902,827	2,877,835	2,894,767	2,983,049	3,086,557	2,748,225	2,644,357	111.9	223,700	391,475	61,549	1%
39042	Wyndmere 42	1		558,172	535,693	556,634	557,201	596,916	509,197	504,640	24.1	45,200	84,350	6,330	1%
39044	Richland 44	1		574,691	571,385	577,403	593,383	617,701	544,285	524,786	25.2	52,300	91,525	(1,814)	0%
40001	Dunseath 1	1		1,488,934	1,509,335	1,534,953	1,557,123	1,622,652	1,450,468	1,420,446	47.0	54,000	164,500	50,355	2%
40003	St John 3	1		618,245	632,120	661,964	652,221	699,915	607,360	612,413	26.0	52,000	91,000	(10,637)	-1%
40004	Mt Pleasant 4	1		685,289	695,863	707,797	720,928	753,905	664,966	647,595	33.6	67,100	117,425	(22,274)	2%
40007	Belcourt 7	1		3,788,882	3,868,549	3,952,699	3,987,838	4,172,537	3,721,503	3,665,666	217.3	434,650	760,655	(422,211)	5%
40029	Rollette 29	1		511,189	524,506	537,026	543,279	571,752	501,380	491,667	22.8	45,540	79,695	(3,271)	0%
41002	Minor 2	1		650,301	669,099	699,279	692,373	743,106	640,429	642,057	21.0	42,000	73,500	37,455	3%

District Level Projection - Per Student Expenditures - Various Funding Proposals

ID	DNAME	DTYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE		Two year H formula - H FTE \$		Two year H formula - H FTE %	
			\$	2,230	\$	2,328	\$	2,426	\$	2,560	\$	2,240	\$	2,000	\$	3,500
			2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03		
41003	N Sargent 3	1	422,591	446,923	474,554	463,163	505,540	426,918	434,098	20.0	40,000	70,000	(2,313)		0%	
41006	Sargent Central 6	1	605,215	620,602	650,858	645,417	697,664	590,034	589,746	29.1	58,200	101,850	3,251		0%	
42016	Goodrich 16	1	118,149	114,973	113,538	120,077	122,765	103,686	101,490	11.2	22,440	35,270	(28,044)		-12%	
42019	McClusky 19	1	301,446	290,479	288,661	301,689	309,138	276,670	262,388	15.1	30,200	52,850	(11,281)		-2%	
43003	Solen 3	1	478,902	455,002	457,427	470,337	485,306	436,111	421,026	32.0	64,000	112,030	(77,494)		-8%	
43004	Fl Yates 4	1	379,999	372,316	370,458	387,924	398,775	353,050	333,486	28.0	56,000	98,000	(53,877)		-7%	
43008	Selfridge 8	1	243,698	236,926	241,268	245,492	257,043	226,373	220,572	15.0	30,000	52,500	(27,010)		-5%	
44012	Marmarth 12	2	-	-	-	-	-	-	-	2.0	4,000	7,000	(11,000)		#DIV/0!	
44014	Sheets 14	3	8,262	12,522	19,760	13,258	21,512	11,515	17,472	1.1	2,190	3,815	(312)		-1%	
44032	Central Elem 32	2	-	-	-	-	-	-	-	2.2	4,400	7,700	(12,100)		#DIV/0!	
45001	Dickinson 1	1	5,697,475	5,819,758	5,921,302	6,022,442	6,294,038	5,570,078	5,434,640	227.8	455,560	797,230	58,972		0%	
45003	Taylor 3	2	247,877	264,251	282,564	273,752	300,805	252,547	258,747	12.6	25,200	44,100	(6,037)		-1%	
45004	Richardson 4	1	398,120	393,420	386,434	407,925	412,364	375,552	352,579	17.9	35,720	62,510	(6,072)		-1%	
45009	S Heart 9	1	584,275	607,919	632,332	628,916	671,706	582,054	580,924	23.0	46,000	80,500	11,144		1%	
45013	Belfield 13	1	684,948	706,487	717,919	729,586	760,304	678,033	662,581	25.1	50,220	87,885	11,171		1%	
46010	Hope 10	1	304,426	318,206	305,670	331,158	328,541	302,250	275,809	16.8	33,600	58,800	(10,760)		-2%	
46019	Finley-Sharon 19	1	367,321	376,701	377,787	392,162	405,985	357,654	340,559	20.3	40,600	71,050	(12,126)		-2%	
47001	Jamestown 1	1	5,158,820	5,318,164	5,482,569	5,507,098	5,834,100	5,085,424	5,023,593	205.1	410,280	717,590	103,911		1%	
47003	Medina 3	1	378,430	388,413	403,777	403,268	431,509	370,115	367,437	19.3	36,600	67,550	(8,825)		-1%	
47010	Pingree-Buchanan	1	348,428	359,677	378,504	373,445	404,556	342,717	344,489	15.3	30,500	53,375	6,920		1%	
47014	Montpelier 14	1	243,995	251,919	261,948	261,775	280,419	239,777	237,833	13.7	27,400	47,950	(10,766)		-2%	
47019	Kensal 19	1	194,803	191,847	198,607	199,723	213,316	182,144	175,402	10.8	21,500	37,625	(7,532)		-2%	
47026	Spiritwood 26	2	-	-	-	-	-	-	-	3.0	6,000	10,500	(16,500)		#DIV/0!	
48002	Bisbee-Egeland	1	204,350	203,012	187,872	212,489	204,336	151,337	166,376	16.0	32,000	56,000	(25,680)		-7%	
48008	Southern 8	1	608,749	612,826	603,807	635,404	644,270	585,013	550,975	25.5	53,000	92,750	(2,824)		0%	
48028	N Central 28	1	144,590	145,944	139,519	152,620	151,346	137,720	124,076	11.7	23,400	40,950	(22,162)		-7%	
49003	Central Valley 3	1	565,310	561,465	566,438	584,050	607,794	533,643	512,442	21.0	42,000	73,500	30,255		3%	
49007	Hutton 7	1	511,509	533,275	554,568	553,022	591,584	508,948	506,236	22.5	45,000	78,750	5,670		5%	

District Level Projection - Per Student Expenditures - Various Funding Proposals

ID	DNAME	OTY FF	Restated to Fall 2000 Enr \$	Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE	Two year H formulas - H FTE \$		Two year H formulas - H FTE %
				2001-02	2002-03	2001-02	2002-03	2001-02	2002-03		2001-02	2002-03	
49009	Hillsboro 9	1	847,512	829,335	851,319	862,556	912,958	788,411	770,840	33.5	67,060	117,355	2%
49014	May-Pot CG 14	1	1,152,411	1,135,090	1,138,806	1,179,517	1,219,761	1,080,361	1,033,108	46.5	93,780	164,115	1%
50003	Grafton 3	1	1,884,781	1,854,759	1,823,807	1,920,751	1,941,694	1,773,466	1,669,888	65.9	131,700	230,475	1%
50020	Minto 20	1	511,608	533,968	560,237	553,858	597,846	505,466	511,247	20.7	41,340	72,345	2%
50039	Larkin 39	2	143,487	142,068	145,780	147,300	155,478	135,624	133,119	8.0	16,000	28,000	3%
50051	Nash 51	2	44,917	45,785	46,275	47,980	50,312	43,081	41,004	3.4	6,800	11,900	5%
50078	Park River 78	1	824,282	808,416	822,559	838,437	877,823	771,436	750,403	32.6	65,280	114,240	1%
50079	Fordville 79	1	198,294	198,914	192,632	206,769	206,563	189,238	174,443	9.0	18,000	31,500	0%
50106	Edinburg 106	1	343,301	341,581	337,962	353,758	359,831	326,551	309,408	16.6	33,140	57,995	2%
50128	Adams 128	1	264,471	264,598	262,472	274,467	280,267	252,440	239,239	13.8	27,620	48,335	2%
51001	Minot 1	1	13,856,880	14,126,921	14,361,818	14,624,368	15,276,140	13,514,133	13,168,034	596.3	1,192,520	2,086,910	0%
51004	Nedrose 4	2	381,448	387,203	398,670	402,710	427,508	368,101	361,018	19.3	38,560	67,480	1%
51007	United 7	1	1,270,568	1,277,595	1,288,530	1,322,414	1,370,333	1,222,384	1,181,725	53.9	107,990	188,755	0%
51010	Bell 10	2	259,255	267,978	281,878	278,057	300,947	255,562	256,980	13.0	26,000	45,500	1%
51016	Sawyer 16	1	390,728	397,262	403,231	411,553	429,471	379,658	368,970	17.0	34,000	59,500	0%
51019	Eureka 19	2	20,959	22,732	21,759	24,151	24,311	20,564	19,426	2.0	4,000	7,000	4%
51028	Kenmare 28	1	648,289	649,919	652,930	675,916	700,376	617,894	590,983	34.5	69,000	120,750	2%
51041	Surrey 41	1	883,378	881,676	901,121	911,295	955,782	845,190	829,752	36.0	71,980	125,965	0%
51054	Bethold 54	1	466,236	474,805	482,841	493,055	516,439	452,324	438,974	24.1	48,140	84,245	1%
51070	S Prairie 70	2	256,500	264,925	276,270	275,670	296,449	251,689	249,925	12.3	24,500	43,050	0%
51158	N Shore 158	1	226,342	231,856	236,186	241,691	254,342	219,740	212,492	15.0	30,080	52,640	4%
51160	Minot AFB 160	4	-	-	-	-	-	-	-	-	-	-	#01/07
52023	Bowdon 23	2	123,687	132,535	124,876	136,193	134,757	125,566	111,974	8.0	16,000	28,000	3%
52035	Pleasant Valley 3	2	30,270	31,877	31,761	33,769	35,225	29,547	27,238	3.3	6,560	11,450	6%
52038	Harvey 38	1	988,542	972,932	952,846	1,009,905	1,018,875	927,386	866,636	49.0	97,580	171,455	2%
52039	Sykes 39	1	142,041	141,179	142,861	147,123	153,779	133,857	128,506	11.1	22,200	38,850	8%
52040	Fessenden 40	1	372,652	350,820	354,268	366,380	382,832	331,653	316,972	23.8	47,500	83,300	4%
53001	Williston 1	1	4,934,934	4,853,081	4,703,571	5,017,244	4,952,330	4,650,855	4,326,553	170.8	341,560	597,730	1%

District Level Projection - Per Student

BASE RATES		ID	DNAME	OTYPE	Restated to Fall 2000 Enr		Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE		Two year H forecasts - H		FTE %
					\$	2,230	\$	2,328	\$	2,426	\$	2,409	\$	2,560	1999-00 FTE	2001-02	
53002	Nesson 2	1			428,570	432,884	427,119	449,266	456,547	412,702	388,698	20.4	40,760	71,330	(7,577)	-1%	
53006	Eight Mile 6	1			502,132	507,738	512,516	524,842	543,832	486,668	471,859	26.5	53,000	92,750	(35,503)	-3%	
53008	New 8	2			304,515	292,611	279,635	308,342	307,724	273,232	242,960	24.0	48,000	84,000	(32,126)	-5%	
53015	Tioga 15	1			580,152	577,173	559,266	600,332	600,394	548,644	505,569	30.3	60,560	106,155	(20,302)	-2%	
53081	Wildrose-Alamo 91	1			109,619	107,922	97,603	113,062	106,421	191,583	86,091	10.0	20,040	35,070	(23,307)	-11%	
53099	Grenora 99	1			146,824	141,260	133,867	148,958	147,560	131,776	115,989	14.5	25,000	50,750	(30,957)	-30%	
District Total					206,520,768	208,442,802	211,304,702	216,117,583	225,387,867	198,988,519	192,917,069	9,126.5	18,252,960	31,942,680	(595,778)	0%	

Voed and Special Education Units

2515	Valley City Area	5																		
8500	Bismarck	5																		
11542	Southeast Area	5																		
36502	Lake Area	5																		
39538	Richland County Area	5																		
47528	James Valley Area	5																		
50504	North Valley Area	5																		
2727	SHEYENNE VALLEY	7																		
5726	PEACE GARDEN	7																		
8702	BURLEIGH COUNTY	7																		
8711	BISMARCK	7																		
9717	RURAL CASS	7																		
14712	EAST CENTRAL	7																		
15722	EMMONS COUNTY	7																		
18733	GRAND FORKS	7																		
21709	SOUTHWEST	7																		
23724	DICKEY LAMOUR	7																		
24718	SOUTH CENTRAL PRAIRIE	7																		
29715	OLIVER MERCER	7																		

District Level Projection - Per Student

ID	DNAME	TYPE	Restated to Fall 2000 Enr \$	Schafer Exec Budget at 485.5 Million		Foundation Aid Funded at 508.5 Million		Hoeven Exec Budget at \$10 increases		Hoeven FTE	Two year H formula - H FTE \$		Two year H formula - H FTE %	
				2001-02	2002-03	2001-02	2002-03	2001-02	2002-03		1999-00 FTE	2001-02	2002-03	FTE \$
30725	MORTON-SIOUX	7	2,230	2,328	2,426	2,400	2,568	2,240	2,250	1999-00 FTE	2001-02	2002-03		
34707	PEMBINA	7								5.0	10,000	17,500		
36714	LAKE REGION	7								1.0	2,000	3,500		
39728	SOUTH VALLEY	7								29.2	58,400	102,200		
45701	WEST RIVER	7								32.0	64,000	112,000		
47721	BUFFALO VALLEY	7								5.8	11,600	20,300		
49723	GST	7								7.0	14,000	24,500		
50729	UPPER VALLEY	7								21.6	43,100	75,425		
51708	SOURIS VALLEY	7								32.8	65,600	114,900		
52705	LONETREE	7								17.9	35,800	62,650		
53770	WILMAC	7								5.0	10,000	17,500		
	Unit Totals									27.7	55,400	96,950		
	Statewide Totals		206,520,768	208,442,802	211,304,702	216,117,583	225,387,867	198,988,519	192,917,069	388.7	777,480	1,360,590	(2,138,370)	-1%
	Other pupil payments		11,688,624	12,105,731	12,550,692	12,523,863	13,331,637	11,550,647	11,531,005	9,515.2	19,030,440	33,303,270	(2,733,846)	
	Transportation		17,511,755	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000				2,733,948	11%
	Tuition Reimbursement		2,210,085	2,298,488	2,390,428	2,298,488	2,390,428	2,298,488	2,390,428				-	0%
	Limited English Proficient Student		183,716	225,000	225,000	225,000	225,000	225,000	225,000				-	0%
	Adjustments for over/under payment		4,980,253	-	-	-	-	-	-				-	#DIV/0!
	Total Foundation Aid and Transp		243,095,201	241,072,022	244,470,821	249,164,934	259,334,932	231,102,654	225,063,502	9,515	19,030,440	33,303,270	(2)	0%
	1999-00 Payment Yr		235,911,059											
	Total Foundation Aid and Transp		479,006,260		485,542,843		508,499,866		456,166,156			52,333,710	(2)	0%
												506,559,866		

Licensed Staff Excluded and Included by HB 1344

NDDPI 02/21/2001

Exclusions

Pos	Position	Public	Voc Ed	Spec Ed	Total
4	Assistant Director	4		2	6
5	Assistant Principal	50.9			50.9
25	County Superintendent	0.82			0.82
29.1	Director (Voc Ed or Special Ed)	10.7	5.99	19.83	36.32
29.2	Director (Other)	39.06		1	40.06
53	Principal	348.59			348.59
66	Assistant, Administrative Assistant, or Deputy Superintendent	12.14			12.14
67	Superintendent of Schools	136.67			136.67
	Totals	602.78	5.99	22.63	631.4

Inclusions

Pos	Position	Public	Voc Ed	Spec Ed	Total
22	Coordinator, Program Coordinator	96.06	3.91	24.86	124.83
37	Guidance Counselor, School Counselor	235.11	11.5		246.61
38	Counselor Designate, Guidance Counselor Designate	21.06	1		22.06
40	Instructional Programmer	2.75			2.75
41	Library Media Specialist	188.74			188.74
56	Pupil Personnel	3.43			3.43
59	School Psychologist	32.09	0.38	15	47.47
62	Speech/Language Pathologist	159.53		57	216.53
68	Supervisor	11.71		0.4	12.11
70	Teacher, Special Education Teacher	7751.42	62.82	180.25	7994.49
72	Tutor in Training	21.8		3	24.8
	Totals	8523.7	79.61	280.51	8883.82

	Public	Voc Ed	Spec Ed	Total
Grand Totals	9126.48	85.6	303.14	9515.22

Exclusions

Pos	Position	Public	Voc Ed	Spec Ed	Total
4	Assistant Director	4.00		2.00	6.00
22	Coordinator, Program Coordinator	97.06	3.91	24.86	125.83
25	County Superintendent	0.82			0.82
40	Instructional Programmer	2.75			2.75
58	Pupil Personnel	3.43			3.43
59	School Psychologist	32.09	0.38	15.00	47.47
62	Speech/Language Pathologist	159.53		57.00	216.53
68	Supervisor	11.83		0.40	12.23
Totals		311.51	4.29	99.26	415.06

Inclusions

Pos		Public	Voc Ed	Spec Ed	Total
5	Assistant Principal	50.90			50.90
37	Guidance Counselor, School Counselor	235.11	11.60		246.61
38	Counselor Designate, Guidance Counselor Designate	21.06	1.00		22.06
41	Library Media Specialist	188.74			188.74
53	Principal	347.88			347.88
66	Assistant, Administrative Assistant, or Deputy Superintendent	12.14			12.14
67	Superintendent of Schools	136.57			136.57
70	Teacher, Special Education Teacher	7751.92	62.82	181.25	7995.99
72	Tutor in Training	21.80		3.00	24.80
Totals		8766.12	75.32	184.25	9025.69

Maybe

Pos		Public	Voc Ed	Spec Ed	Total
291	Director (Voc Ed or Special Ed)	10.70	5.99	19.63	36.32
292	Director (Other)	40.06		1.00	41.06
Totals		50.76	5.99	20.63	77.38

Grand Totals

Public	Voc Ed	Spec Ed	Total
9128.39	85.60	304.14	9518.13

*NOT Licensed STAFF Working in
Public School Districts, Voc Ed Units
And Spec Units as of January 15, 2001*

corrections

<2.91>

9,515.22

FTE

fr: Jack Dalrymple
St. Herman ND

House version:

Inclusion - Teachers

70 Teacher, Special Education Teacher
72 Tutor in Training
37 Guidance Counselor, School Counselor
38 Counselor Designate, Guidance Counselor Designate
41 Library Media Specialist
22 Coordinator Program Coordinator
40 Instructional Programmer
56 Pupil Personnel
59 School Psychologist
62 Speech/Language Pathologist
68 Supervisor

	Public	Voc Ed	Spec Ed	Total
	7,751.42	62.82	180.25	7,994.49
	21.80		3.00	24.80
	235.11	11.50		246.61
	21.06	1.00		22.06
	188.74			188.74
	96.06	3.91	24.86	124.83
	2.75			2.75
	3.43			3.43
	32.09	0.38	15.00	47.47
	159.53		57.00	216.53
	11.71		0.40	12.11
Total	8,523.70	79.61	280.51	8,883.82

X \$5250.

Cost

\$ 44,749,425.00 \$ 417,952.50 \$ 1,472,677.50 \$ 46,640,055.00

Exclusion - Administrators

4 Assistant Director
25 County Superintendent
5 Assistant Principal
53 Principal
66 Assistant, Administrative Assistant, or Deputy Superintendent
67 Superintendent of Schools
291 Director (Voc Ed or Special Ed)
292 Director (Other)

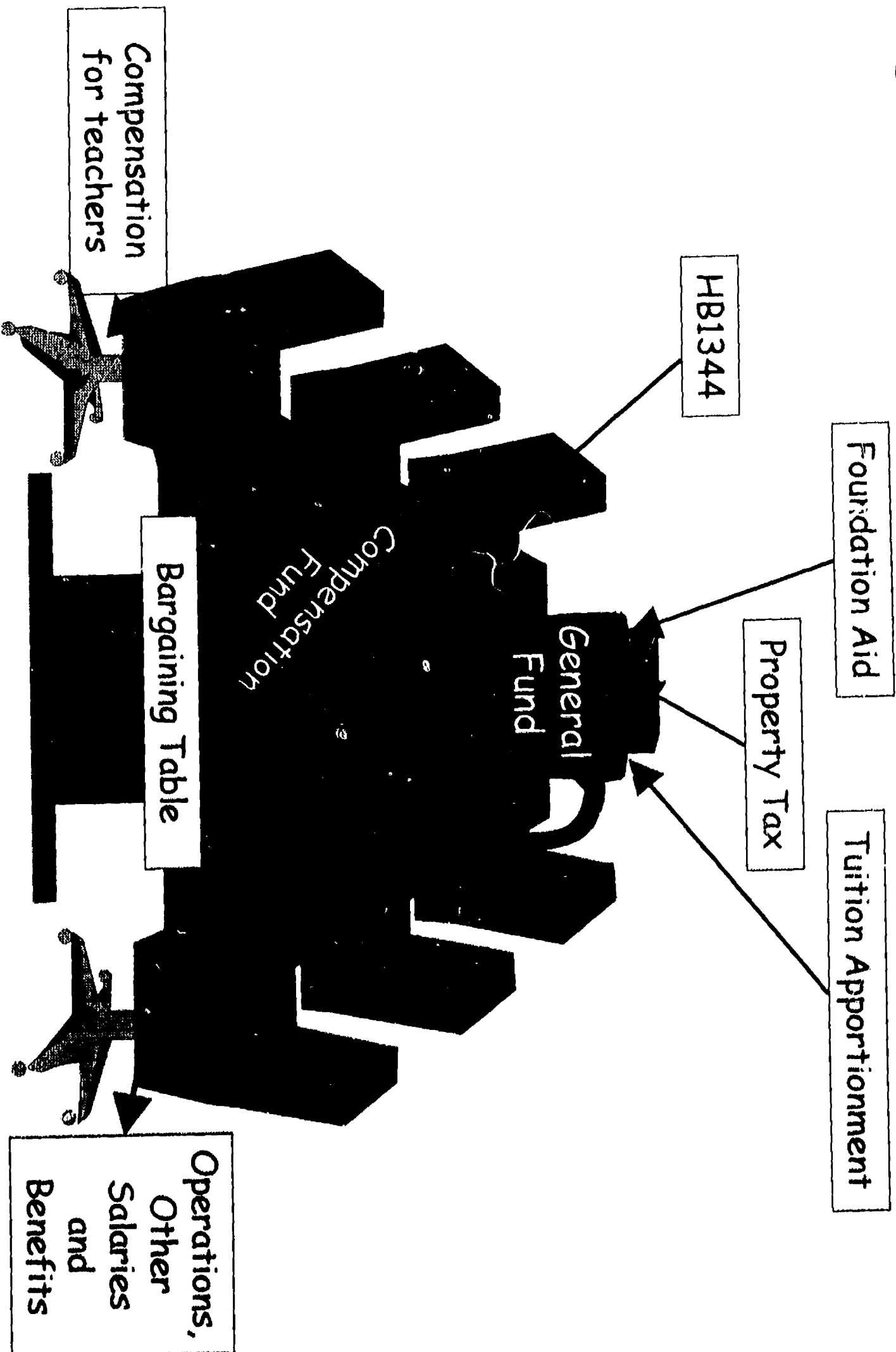
	4.00		2.00	6.00
	0.82			0.82
	50.90			50.90
	348.59			348.59
	12.14			12.14
	136.57			136.57
	10.70	5.99	19.63	36.32
	39.06		1.00	40.06
Total	602.78	5.99	22.63	631.40

X \$5250

Cost

3,164,595.00 31,447.50 118,807.50 3,314,850.00

Note: Also excluded are all positions in private schools, BIA schools, School for the Deaf, School for the Blind and the Youth Correctional Center.



by Michael

2000 TEACHER RECRUITMENT/RETENTION SURVEY COMMENTS

We received 184 responses from 258 educational units, which include public schools, special education units vocational units, one state school, and non public schools.

The data reported in the Survey is about classroom teachers, but administration information is included when it was provided.

Because we believed ND has a significant shortage problem in special education and vocational education teachers, the 2000 Survey was also sent to directors of special education and vocational education units. Our suspicions were proved to be correct. In particular, special education appears frequently in teaching areas cited.

In addition, science, math, music, and counseling continue to be problems for educational units trying to recruit and retain teachers. Even though it has generally been believed that elementary teachers are in plentiful supply, even some elementary positions were unfilled this fall when school started.

Questions 1 and 2

1. Number of unfilled teacher positions at the beginning of the 2000-2001 year and teaching areas.
2. Number of positions covered or filled by increasing class size, increasing teacher workload, ITV, etc. and teaching areas.

Forty-one (41) educational units reported 73 unfilled teaching positions at the beginning of the school year. Primary areas were special education, science, counselor, music, elementary, and vocational.

The number of unfilled teaching positions reported this year increased 20% from the previous year.

Fifty-nine (59) unfilled teaching positions were covered by increasing class size and workload, offering classes over ITV and other means.

Question 3

3. Number of teachers who are less than fully qualified in the positions in which they are teaching and teaching areas.

There was a 20% increase in the number of educational units reporting teaching less than fully qualified.

Questions 4 and 5

4. Number of school districts with negotiated agreements or board policy that allow the district to offer additional compensation above the salary schedule and the circumstances under which it is allowed.
5. Number of teachers paid above the salary schedule for 2000-2001 and positions.

The number of educational units having flexibility in hiring remained much the same.

Question 6

6. Other incentives offered to recruit/retain teachers.

Additional incentives that are being offered include: tuition reimbursement, extended contracts, housing and/or reduced housing, moving/interview expenses, opportunity for extra curricular and/or improved pay for extra curricular, and credit for a high number of years experience or credit for all prior experience.

Question 7

7. Major factors contributing to not being able to find adequately qualified teachers.

Of 156 responses, once again, salary and benefits (cited 115 times) continues to be the most significant factor for not being able to find adequately qualified teachers.

Question 8

8. Number of teachers who did not return to the district for 2000-2001. Number retired. Number leaving for other reasons.

It is estimated that nearly 40% of our present teachers will be retiring within the next 10 years. The survey reported a 54% increase of retired teachers over last year.

Question 9

9. Information regarding the teachers who did not return for 2000-2001.

This year's respondents reported 208 teachers (25 more than last year) sought other teaching positions.

The number of teachers leaving the profession for another career more than doubled from last year.

Salary, a better job, or larger schools were cited most often as the reason for seeking another position or another career.

Question 10

10. Number of vacancies. Number of qualified applicants. Number of vacancies filled with first choice.

There were 214 vacancies with 0-3 qualified applicants. There were no qualified applicants for 56 of those vacancies, and there were only 1-3 qualified applicants for 158 vacancies.

Question 11

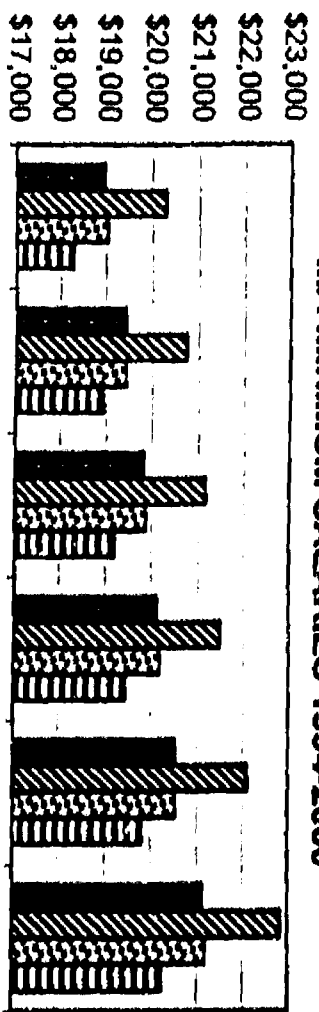
11. Number of teachers recruited out of retirement to teach in 2000-2001 and the teaching areas.

In order to provide teachers for classrooms, some educational units recruited retired educators back into the profession. Twenty-five (25) educational units reported hiring 27 retired educators.

MA MINIMUM SALARIES 1994-2000
For Schools with Salary Schedules
Compared by Numbers of Teachers

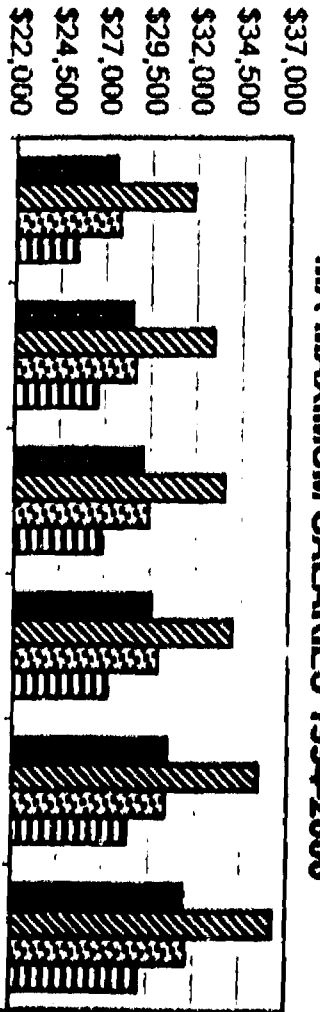
	All	41+	16-40	1-15
94-95	\$18,959	\$20,280	\$19,026	\$18,275
95-96	\$19,415	\$20,737	\$19,416	\$18,920
96-97	\$19,820	\$21,159	\$19,870	\$19,170
97-98	\$20,116	\$21,504	\$20,190	\$19,440
98-99	\$20,534	\$22,109	\$20,531	\$19,810
99-00	\$21,124	\$22,849	\$21,189	\$20,235

Note: 98-00 data includes schools with formal schedules and schools with hiring bases



MA MAXIMUM SALARIES 1994-2000
For Schools with Salary Schedules
Compared by Numbers of Teachers

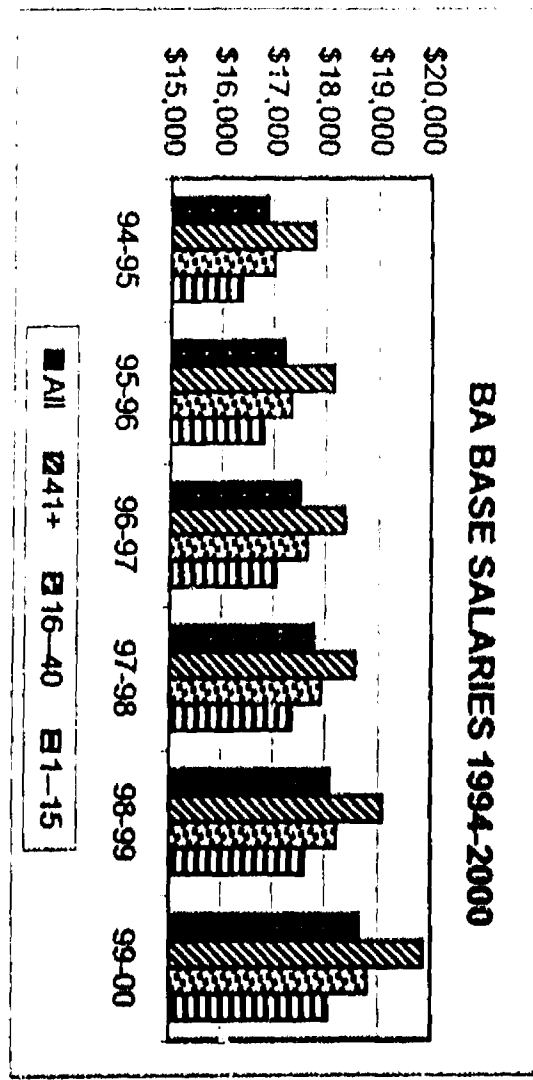
	All	41+	16-40	1-15
94-95	\$27,538	\$31,810	\$27,766	\$25,379
95-96	\$28,504	\$32,917	\$28,713	\$26,570
96-97	\$29,131	\$33,556	\$29,411	\$26,822
97-98	\$29,580	\$34,022	\$29,951	\$27,224
98-99	\$30,540	\$35,423	\$30,392	\$28,325
99-00	\$31,456	\$36,257	\$31,592	\$28,974



BA BASE SALARIES 1994-2000
For Schools with Salary Schedules
Compared by Numbers of Teachers

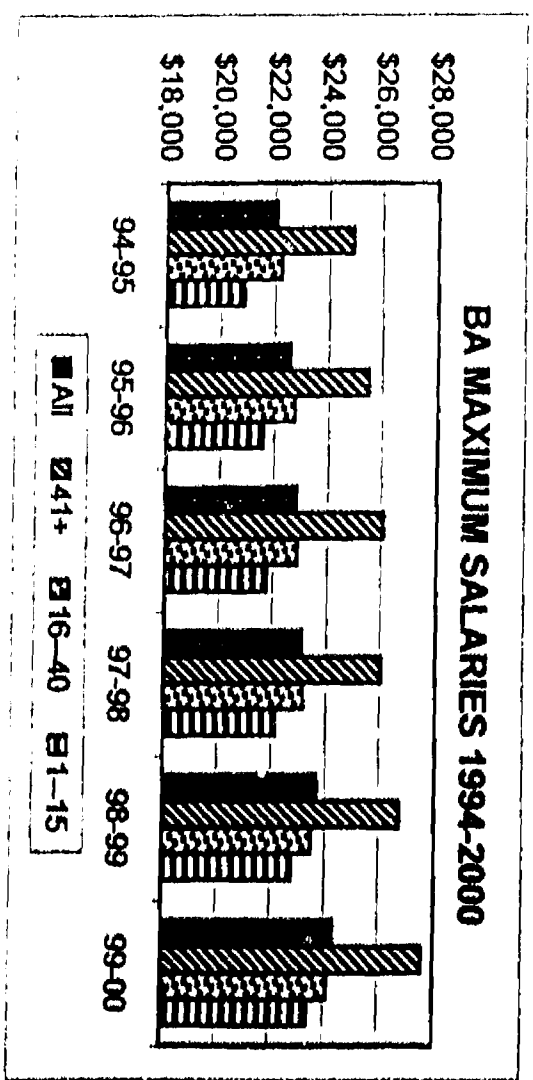
	All	41+	16-40	1-15
94-95	\$16,870	\$17,784	\$17,013	\$16,387
95-96	\$17,216	\$18,161	\$17,347	\$16,800
96-97	\$17,511	\$18,382	\$17,646	\$17,061
97-98	\$17,781	\$18,576	\$17,920	\$17,364
98-99	\$18,104	\$19,082	\$18,231	\$17,603
99-00	\$18,642	\$19,870	\$18,793	\$18,059

Note: 98-00 data includes schools with formal schedules and schools with timing bases



BA MAXIMUM SALARIES 1994-2000
For Schools with Salary Schedules
Compared by Numbers of Teachers

	All	41+	16-40	1-15
94-95	\$22,052	\$24,865	\$22,245	\$20,857
95-96	\$22,597	\$25,478	\$22,755	\$21,575
96-97	\$22,857	\$26,089	\$22,891	\$21,774
97-98	\$23,120	\$26,039	\$23,172	\$22,160
98-99	\$23,694	\$26,745	\$23,506	\$22,808
99-00	\$24,325	\$27,568	\$24,110	\$23,405



Max

Ending fund balance.

Listing of schools who have 60% -74% ending fund balance this past year.

	Current %	total expenditures	Ending balance	65% plus \$20,000	diffence	students	Per student
Burke Central	73	1,003,833	733,939	672,491	61,448	129	476.34
Union	67	130,230	87,481	104,649	(17,168)	5	NA
Zeeland	69	499,998	346,805	344,999	1,806	59	31
Sheldon	68	438,286	295,994	304,886	(8,892)	59	NA
Pleasant Valley	69	264,294	183,599	191,791	(8,192)	27	NA
Alexander	74	959,048	710,885	643,381	67,504	111	608
Golden Valley	72	515,350	371,434	354,978	16,456	62	265

Schools with negative differences would not be affected by change to 65% plus \$20,000 for ending fund balance.

The lower the ending fund balance percentage the less a school would be affected.

May Laird

North Dakota Teacher Salary Information

Compiled by:



THE NORTH DAKOTA EDUCATION ASSOCIATION
PO Box 5005
BISMARCK, ND 58502-5005

TRENDS IN NORTH DAKOTA PER PUPIL COSTS/PAYMENTS

Year	Actual Cost Per Pupil	Foundation Payment	Tuition Apportionment	Total From State Sources	% of Per Pupil Cost From State Sources
1981-82	\$2,392	\$1,425	\$98	\$1,523	63.7%
1982-83	\$2,477	\$1,353	\$158	\$1,511	61.0%
1983-84	\$2,577	\$1,400	\$176	\$1,576	61.2%
1984-85	\$2,851	\$1,350	\$202	\$1,552	54.4%
1985-86	\$2,960	\$1,425	\$209	\$1,634	55.2%
1986-87	\$2,949	\$1,367	\$216	\$1,583	53.7%
1987-88	\$3,041	\$1,400	\$215	\$1,615	53.1%
1988-89	\$3,213	\$1,385	\$206	\$1,591	49.5%
1989-90	\$3,427	\$1,411	\$199	\$1,610	47.0%
1990-91 ¹	\$3,425	\$1,480	\$198	\$1,678	49.0%
1991-92	\$3,677	\$1,552	\$197	\$1,749	47.6%
1992-93	\$3,701	\$1,542	\$198	\$1,740	47.0%
1993-94	\$3,772	\$1,570	\$198	\$1,768	46.9%
1994-95 ²	\$3,850	\$1,636	\$198	\$1,834	47.6%
1995-96	\$4,016	\$1,757	\$207	\$1,964	48.9%
1996-97	\$4,223	\$1,862	\$209	\$2,071	49.0%
1997-98	\$4,464	\$1,954	\$216	\$2,170	48.6%
1998-99	\$4,747	\$2,032	\$223	\$2,255	47.5%
1999-00	\$4,925	\$2,145	\$248	\$2,393	48.6%
2000-01		\$2,230	\$250 *	\$2,480 *	

All data provided by DPI

1 A supplementary emergency appropriation of \$7 million was made in addition to the \$1,480 foundation aid payment.

2 A \$46.25/pupil supplementary payment was made at the ending of the biennium in addition to the \$1,836 foundation aid payment.

* Estimate

1998-99 TEACHER AVERAGE SALARIES NEA RANKINGS AND ESTIMATES

(*Estimate)

1	Connecticut	\$51,584	26	New Hampshire	\$37,405
2	New Jersey	\$51,193 *	27	Vermont	\$36,800 *
3	New York	\$49,437 *	28	Tennessee	\$36,500 *
4	Pennsylvania	\$48,457	29	North Carolina	\$36,098
5	Michigan	\$48,207 *	30	Florida	\$35,916
6	Dist of Columbia	\$47,150 *	31	Alabama	\$35,820
7	Alaska	\$46,845	32	Kentucky	\$35,526
8	Rhode Island	\$45,650	33	Texas	\$35,041
9	Illinois	\$45,569	34	Arizona	\$35,025 *
10	California	\$45,400 *	35	Iowa	\$34,927
11	Massachusetts	\$45,075 *	36	Maine	\$34,906
12	Delaware	\$43,164	37	Missouri	\$34,746
13	Oregon	\$42,833	38	South Carolina	\$34,506
14	Maryland	\$42,526	39	West Virginia	\$34,244
15	Indiana	\$41,163	40	Idaho	\$34,063
16	Wisconsin	\$40,657	41	Wyoming	\$33,500
	US and DC	\$40,586 *	42	Utah	\$32,950 *
17	Ohio	\$40,566	43	Nebraska	\$32,880
18	Hawaii	\$40,377	44	Louisiana	\$32,510
19	Georgia	\$39,675	45	New Mexico	\$32,393
20	Minnesota	\$39,458	46	Arkansas	\$32,350 *
21	Nevada	\$38,883	47	Montana	\$31,356
22	Washington	\$38,692	48	Oklahoma	\$31,149 *
23	Colorado	\$38,025 *	49	Mississippi	\$29,530
24	Virginia	\$37,475 *	50	North Dakota	\$29,002
25	Kansas	\$37,405	51	South Dakota	\$28,552

Note: ND teacher average salary source: ND DPI

Note: 99-00 SD teacher average salary source: SDEA

1/22/01

research\98-99rank.xls

1999-00 PRELIMINARY RANKING

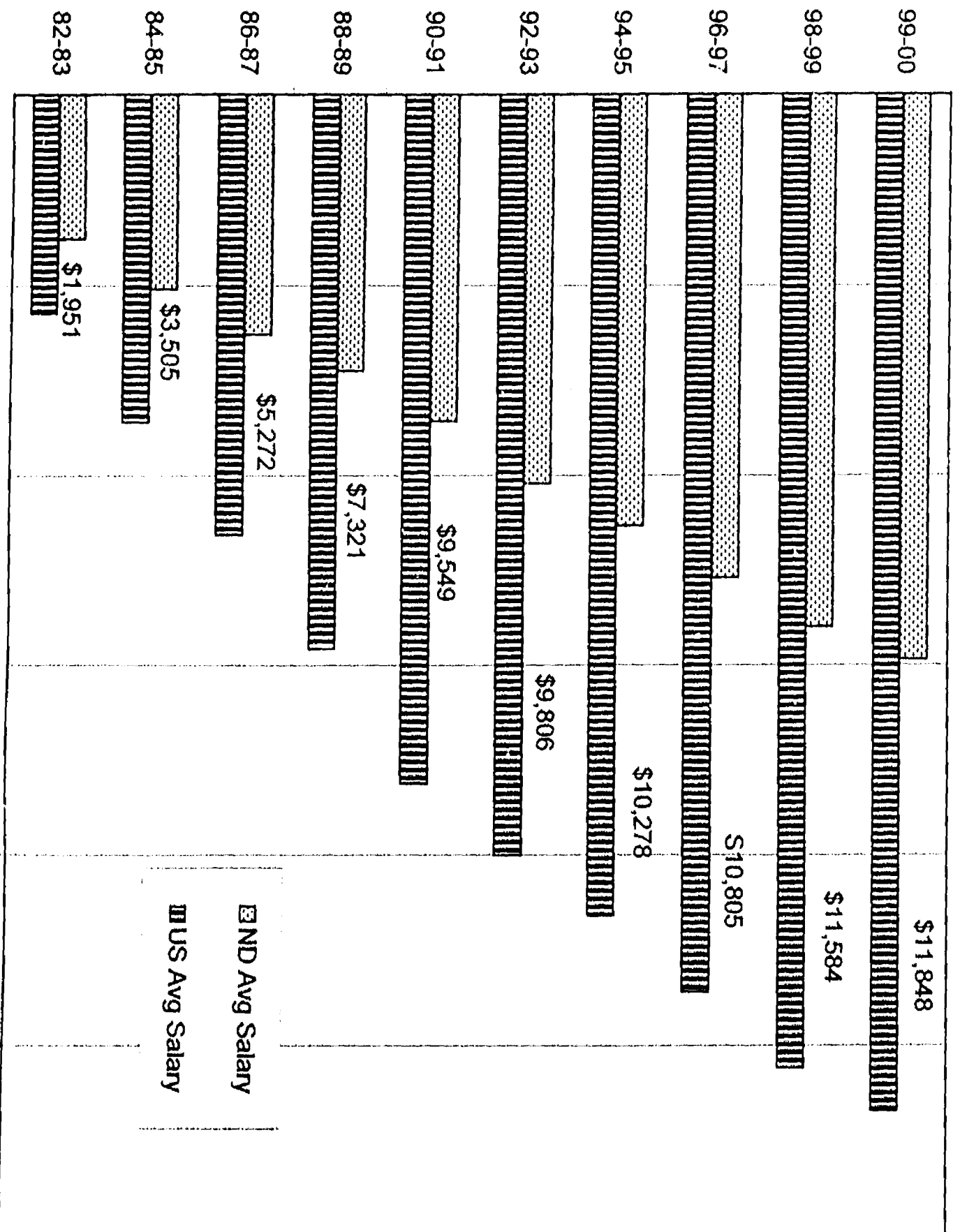
	US and DC	\$41,711 *
50	North Dakota	\$29,863
51	South Dakota	\$29,072

ND/US SALARY GAP 1981-82 to 1990-00

Year	ND Avg Salary	Rank	US Avg Salary	Dollar Difference	% ND Avg of US Avg
81-82	\$17,686	30	\$19,157	\$1,471	92.3%
82-83	\$18,774	30	\$20,725	\$1,951	90.6%
83-84	\$19,260	35	\$21,935	\$2,675	87.8%
84-85	\$20,090	40	\$23,595	\$3,505	85.1%
85-86	\$20,816	43	\$25,201	\$4,385	82.6%
86-87	\$21,284	46	\$26,556	\$5,272	80.1%
87-88	\$21,660	46	\$28,029	\$6,369	77.3%
88-89	\$22,249	48	\$29,570	\$7,321	75.2%
89-90	\$23,016	48	\$31,361	\$8,345	73.4%
90-91	\$23,574	50	\$33,123	\$9,549	71.2%
91-92	\$24,495	49	\$34,054	\$9,559	71.9%
92-93	\$25,211	49	\$35,017	\$9,806	72.0%
93-94	\$25,506	49	\$35,756	\$10,250	71.3%
94-95	\$26,327	50	\$36,605	\$10,278	71.9%
95-96	\$26,969	49	\$37,702	\$10,733	71.5%
96-97	\$27,711	50	\$38,611	\$10,900	71.8%
97-98	\$28,213	50	\$39,454	\$11,241	71.5%
98-99	\$29,002	50	\$40,586	\$11,584	71.5%
99-00	\$29,863	50	\$41,711	\$11,848	71.6%
00-01	\$30,893				

Source: NEA Rankings of the States
NDEA Analysis of Salary Schedules

ND/US SALARY GAP 1982-83 to 1999-00



\$15,000

\$20,000

\$25,000

\$30,000

\$35,000

\$40,000

\$45,000

2000-01 SALARY AND FRINGE BENEFITS COMPARISON BY SIZE DISTRICT

1/22/01

	State Average	Enrollments 1000+	Enrollments 400 - 999	Enrollments 200 - 399	Enrollments 1 - 199
BA Base	\$19,186	\$20,582	\$19,945	\$19,252	\$18,722
BA Lane Maximum	\$24,926	\$30,090	\$26,827	\$24,456	\$23,920
MA Base	\$21,723	\$23,828	\$22,539	\$21,775	\$20,977
MA Lane Maximum	\$32,413	\$38,643	\$35,243	\$32,678	\$29,900
Salary Schedule Maximum	\$32,848	\$42,327	\$36,441	\$33,835	\$29,613
Career Earnings	\$658,292	\$806,054	\$726,727	\$670,879	\$606,121
Average Salary	\$30,893	\$32,632	\$29,039	\$26,911	\$23,983
Average Fringe	\$3,931	\$6,077	\$4,576	\$4,070	\$3,067
Total Compensation	\$34,824	\$38,709	\$33,615	\$30,981	\$27,050

Note: State average salary is weighted FTE average from DPI.

Note: Average salary data per enrollment is an average of averages--not a weighted average.

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TABLE 4: AVERAGE SALARY COMPARISON
 1998-99 ND TEACHER AVERAGE SALARY COMPARED TO
 1998 US AVERAGE WAGE ESTIMATES OF OTHER OCCUPATIONS

AVERAGE SALARY COMPARISON		
Hourly	Annual	Occupation
	\$29,002	ND Teacher
	\$40,586	US Teacher
\$20.13	\$41,880	Accountants & Auditors
\$24.85	\$51,680	Architects, Except Landscape & Marine
\$25.67	\$53,400	Computer Programmers
\$22.39	\$46,570	Dental Hygienists
\$17.36	\$36,100	Dieticians & Nutritionists
\$14.08	\$29,290	Drivers, Truck (Heavy or Tractor-Trailer)
\$18.32	\$38,110	Electrical & Electronic Engineering Technicians & Technologists
\$26.28	\$54,660	Engineers, Civil Including Traffic
\$28.69	\$59,670	Engineers, Electrical & Electronic
\$26.23	\$54,550	Engineers, Mechanical
\$20.79	\$43,240	Insurance Adjusters, Examiners, & Investigators
\$28.85	\$60,020	Managers, Marketing, Advertising, Public Relations
\$25.10	\$52,220	Managers, Personnel, Training, & Labor Relations
\$15.69	\$32,630	Mechanics, Machinery Maintenance
\$20.71	\$43,070	Nurses, Registered
\$18.00	\$37,430	Plumbers, Pipefitters, & Steamfitters
\$16.39	\$34,090	Postal Mail Carriers
\$24.82	\$51,620	Psychologists
\$20.23	\$42,080	Sales Reps, Except Scientific & Related Products & Services
\$24.04	\$49,990	Scientists, Biological
\$16.39	\$34,100	Social Workers, Medical & Psychiatric
\$17.30	\$35,990	Supervisors, Sales & Related Workers
\$27.49	\$57,190	Therapists, Physical
\$18.91	\$39,330	Writers & Editors

Source: 1998 National Employment and Wage Estimates, Bureau of Labor Statistics
 1998-99 Analysis of Salary Schedules in North Dakota Schools, NDEA

TABLE 3: ND AVERAGE SALARY COMPARISON
1997-98 ND TEACHER AVERAGE BA BASE SALARY AND AVERAGE SALARY
COMPARED TO 1997-98 WAGES OF OTHER ND OCCUPATIONS

1997-98 SALARY COMPARISONS				
Average Starting		Average Annual		Occupation
Hourly	Annual	Hourly	Annual	
	\$17,806		\$28,213	ND Teacher
\$10.93	\$22,734	\$15.80	\$32,864	Accountants & Auditors
\$16.01	\$33,301	\$21.41	\$44,533	Architects, Except Landscape & Marine
\$14.62	\$30,410	\$18.77	\$39,042	Computer Programmers
\$17.47	\$36,338	\$19.21	\$39,957	Dental Hygienists
\$12.20	\$25,376	\$15.40	\$32,032	Dieticians & Nutritionists
\$9.92	\$20,634	\$13.14	\$27,331	Drivers, Truck (Heavy or Tractor-Trailer)
\$12.34	\$25,667	\$15.75	\$32,760	Electrical & Electronic Engineering Technicians & Technologists
\$16.42	\$34,154	\$21.55	\$44,824	Engineers, Civil Including Traffic
\$18.22	\$37,898	\$23.24	\$48,339	Engineers, Electrical & Electronic
\$17.26	\$35,901	\$22.60	\$47,008	Engineers, Mechanical
\$15.02	\$31,242	\$18.55	\$38,605	Insurance Adjusters, Examiners, & Investigators
\$12.85	\$26,728	\$21.55	\$44,824	Managers, Marketing, Advertising, Public Relations
\$13.47	\$28,018	\$21.01	\$43,701	Managers, Personnel, Training, & Labor Relations
\$11.68	\$24,294	\$16.67	\$34,674	Mechanics, Machinery Maintenance
\$15.19	\$31,595	\$17.98	\$37,398	Nurses, Registered
\$12.24	\$25,459	\$16.03	\$33,342	Plumbers, Pipefitters, & Steamfitters
\$13.80	\$28,704	\$16.20	\$33,696	Postal Mail Carriers
\$15.02	\$31,242	\$21.14	\$43,971	Psychologists
\$8.95	\$18,616	\$15.14	\$31,491	Sales Reps, Except Scientific & Related Products & Services
\$16.41	\$34,133	\$22.83	\$47,486	Scientists, Biological
\$12.00	\$24,960	\$14.24	\$29,619	Social Workers, Medical & Psychiatric
\$9.49	\$19,739	\$15.36	\$31,949	Supervisors, Sales & Related Workers
\$20.26	\$42,141	\$22.97	\$47,778	Therapists, Physical
\$9.94	\$20,675	\$14.71	\$30,597	Writers & Editors

Note: Annual = Hourly x 40 hour week x 52 weeks

Source: 1997-98 North Dakota Occupational Wages, Job Service North Dakota
 1997-98 Analysis of Salary Schedules in North Dakota Schools, NDEA

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PER CAPITA INCOME RANKED BY STATE 1995-1999

State	1995			1996			1997 ^{RV}			1998 ^{RV}			1999 ^{RV}		
	Earnings	Rank	% of +/-	Earnings	Rank	% of +/-	Earnings	Rank	% of +/-	Earnings	Rank	% of +/-	Earnings	Rank	% of +/-
United States	23,562	of 51		24,651	of 51		25,874	of 51		27,322	of 51		28,542	of 51	
Alabama	19,683	39	33	20,329	42	33	21,129	43	39	22,123	45	47	22,967	43	39
Alaska	25,798	8	10	26,057	12	10	27,042	13	38	27,904	17	32	28,577	18	24
Arizona	20,634	36	47	21,611	37	47	22,781	36	54	24,133	36	59	25,189	36	44
Arkansas	18,546	49	48	19,442	48	48	20,229	48	40	21,260	48	51	22,244	47	46
California	24,496	15	44	25,563	15	44	26,759	16	47	28,280	15	57	29,910	14	58
Colorado	24,865	13	55	26,231	11	55	27,950	9	66	29,860	8	68	31,546	7	56
Connecticut	31,947	2	48	33,472	2	48	35,596	2	63	37,452	2	52	39,300	2	49
Delaware	25,391	11	49	26,640	9	49	27,405	12	29	29,571	11	79	30,778	12	41
District of Columbia	33,045	1	41	34,401	1	41	36,087	1	49	37,714	1	45	39,858	1	57
Florida	23,512	21	47	24,616	20	47	25,722	20	45	26,930	19	47	27,780	20	32
Georgia	22,230	25	61	23,586	25	61	24,547	26	41	26,134	24	65	27,340	23	46
Hawaii	25,584	10	03	25,661	14	03	26,241	18	23	26,725	21	18	27,544	21	31
Idaho	19,630	40	37	20,353	41	37	20,830	45	23	21,923	46	52	22,835	46	42
Illinois	25,643	9	53	27,005	8	53	28,347	7	50	29,974	7	57	31,145	8	39
Indiana	21,845	30	43	22,775	30	43	23,748	33	43	25,182	31	60	26,143	31	38
Iowa	21,181	35	72	22,713	31	72	23,798	32	48	24,844	33	44	25,615	34	31
Kansas	21,689	29	56	23,121	27	56	24,355	27	53	25,687	28	55	26,824	28	44
Kentucky	19,215	44	49	20,155	44	49	21,215	40	53	22,353	41	54	23,237	42	40
Louisiana	19,541	41	36	20,254	43	36	21,209	41	47	22,352	42	54	22,847	45	22
Maine	20,240	37	52	21,293	38	52	22,305	37	48	23,529	38	55	24,603	38	46
Maryland	26,896	6	35	27,844	6	35	29,222	6	49	30,850	6	56	32,465	6	52
Massachusetts	28,051	4	56	29,618	4	56	31,332	4	58	33,394	4	66	35,551	3	65
Michigan	23,975	18	20	24,447	21	20	25,570	21	46	26,807	20	48	28,113	19	49
Minnesota	24,583	14	69	26,267	10	69	27,548	11	49	29,503	12	71	30,793	11	44
Mississippi	17,185	51	50	18,044	51	50	18,885	51	47	20,013	51	60	20,688	51	34
Missouri	22,094	27	45	23,099	28	45	24,252	28	50	25,403	30	47	26,376	30	38
Montana	18,764	48	33	19,383	49	33	20,167	49	40	21,324	47	57	22,019	48	33
Nebraska	22,196	26	83	24,045	22	83	24,590	25	23	25,861	26	52	27,049	25	46
Nevada	25,808	7	52	27,142	7	52	28,201	8	39	29,806	9	57	31,022	10	41
New Hampshire	25,008	12	41	26,042	13	41	27,607	10	60	29,679	10	75	31,114	9	48
New Jersey	19,277	3	52	30,795	3	52	32,372	3	51	34,310	3	60	35,551	4	36
New Mexico	18,852	47	33	19,478	47	33	20,233	47	39	21,178	49	47	21,853	49	32
New York	27,721	5	56	29,266	5	56	30,480	5	41	32,236	5	58	33,890	5	51
North Carolina	21,938	28	46	22,940	29	46	24,188	30	54	25,454	29	52	26,003	32	22
North Dakota	19,084	45	109	21,166	39	109	20,798	46	-17	22,767	39	95	23,313	40	24
Ohio	22,887	22	32	23,613	24	32	24,913	22	55	26,164	23	50	27,152	24	38
Oklahoma	19,394	43	39	20,151	45	39	21,106	44	47	22,199	44	52	22,953	44	34
Oregon	22,688	23	43	23,649	23	43	24,845	23	51	25,958	25	45	27,023	26	41
Pennsylvania	23,738	20	46	24,838	19	46	26,092	19	50	27,358	18	49	28,605	17	46
Rhode Island	24,046	17	45	25,123	18	45	26,631	17	60	28,012	16	52	29,377	16	49
South Carolina	19,473	42	48	20,403	40	48	21,385	39	48	22,544	40	54	23,545	39	44
South Dakota	19,848	38	95	21,736	36	95	22,275	38	25	23,797	37	68	25,045	37	52
Tennessee	21,800	31	30	22,450	33	30	23,324	35	39	24,576	35	54	25,574	35	41
Texas	21,526	32	48	22,557	32	48	24,242	29	75	25,803	27	64	26,858	27	41
Utah	18,858	46	58	19,955	46	58	21,156	42	60	22,294	43	54	23,288	41	45
Vermont	21,359	34	44	22,295	34	44	23,362	34	48	24,803	34	62	25,889	33	44
Virginia	24,456	16	42	25,495	16	42	26,768	15	50	28,343	14	59	29,789	15	51
Washington	23,678	19	59	25,287	17	59	26,817	14	61	28,632	13	68	30,392	13	61
West Virginia	17,913	50	36	18,566	50	36	19,388	50	44	20,246	50	44	20,966	50	36
Wisconsin	22,573	24	43	23,554	26	43	24,790	24	52	26,245	22	59	27,390	22	44
Wyoming	21,514	33	27	22,098	35	27	23,820	31	78	24,927	32	46	25,396	29	44

Source: Bureau of Economic Analysis, US Department of Commerce
 1995-1999 data by state

^{RV} Indicates data has been revised.

Table 2
ANNUAL AVERAGE WAGE -- NORTH DAKOTA COUNTIES
1995-1999

County	1995			1996			1997			1998			1999		
	Earnings	Rank of 53	% of +/- 1994-95	Earnings	Rank of 53	% of +/- 1995-96	Earnings	Rank of 53	% of +/- 1996-97	Earnings	Rank of 53	% of +/- 1997-98	Earnings	Rank of 53	% of +/- 1998-99
Adams	20,493	24	3.0	21,235	27	3.6	22,045	28	3.8	22,989	30	4.3	23,750	28	3.3
Barnes	17,313	33	4.1	17,567	29	0.8	18,174	29	3.5	18,256	23	0.5	19,359	25	6.0
Benson	16,656	19	1.6	17,151	19	4.8	18,109	21	5.6	19,105	23	5.5	19,528	25	2.2
Billings	18,036	46	3.9	18,725	48	-0.5	19,123	51	2.1	18,213	31	-4.8	19,268	30	5.8
Bohm	14,559	29	-1.1	15,064	32	7.4	13,820	37	-8.3	15,021	50	8.7	15,700	50	4.5
Bozeman	16,805	37	4.0	16,980	43	3.0	17,253	37	1.6	17,807	36	3.2	18,038	37	1.3
Burke	15,946	37	0.4	15,860	43	0.1	16,959	41	6.9	17,523	39	3.3	17,351	43	-1.0
Burlington	18,142	17	4.6	18,726	18	3.5	19,265	20	2.9	19,553	20	1.5	20,090	21	2.7
Cass	22,508	6	2.9	23,219	6	9.4	23,823	6	2.6	24,728	6	3.8	25,232	6	2.0
Cavalier	22,618	4	3.0	23,480	5	-0.3	24,364	4	3.8	25,761	4	5.7	26,717	4	3.7
Dickey	17,490	22	3.8	18,233	22	3.8	18,345	26	0.6	19,135	22	4.3	20,042	22	4.7
Dwight	15,791	39	4.0	16,862	34	0.5	17,671	32	4.8	18,371	29	4.0	19,105	33	4.0
Dunn	13,142	52	1.9	13,359	52	3.7	13,668	52	2.0	13,938	52	2.0	14,717	52	5.6
Eddy	17,612	21	9.5	17,844	24	6.4	18,415	24	3.2	19,037	24	3.4	19,477	26	2.3
Emmons	15,428	41	3.2	15,626	44	5.7	15,898	45	1.7	16,418	46	3.3	17,484	40	6.5
Foster	14,975	42	4.6	16,011	41	10.3	16,543	43	3.3	16,803	43	1.6	17,374	42	3.4
Golden Valley	17,039	28	3.1	17,696	25	7.2	18,664	23	5.5	19,219	21	3.0	20,020	23	4.2
Grand Forks	16,131	34	3.5	16,267	40	4.8	17,066	40	4.9	17,630	37	3.3	18,313	47	-7.5
Grant	20,272	9	2.5	20,772	9	5.9	22,626	8	8.9	23,208	8	2.6	23,799	8	2.5
Griggs	14,456	47	1.3	15,143	46	3.2	15,768	47	4.1	16,396	47	4.0	16,127	48	-1.6
Hettinger	14,286	49	1.0	16,307	39	6.6	17,145	38	5.1	17,626	38	2.8	18,810	35	6.7
Kendall	15,634	40	2.8	16,426	38	2.1	17,070	39	3.9	17,514	40	2.6	18,312	36	4.6
Lake	14,456	48	2.1	15,060	47	7.0	15,670	48	4.0	16,075	48	2.6	16,632	46	3.4
Lake	14,629	44	2.0	15,060	49	2.0	15,944	44	5.9	16,479	45	3.3	16,877	45	2.4
Logan	13,772	50	1.6	13,773	51	1.8	14,124	50	2.5	14,832	51	5.0	15,492	51	4.4
Mackinac	16,715	32	4.9	16,857	35	2.7	17,827	30	5.8	17,882	34	0.3	18,868	34	5.5
Mackinac	13,695	51	2.9	14,354	50	1.8	14,560	49	1.4	15,464	49	6.2	15,886	49	2.7
Mackinac	19,455	13	1.2	19,359	16	3.7	20,498	14	5.9	20,936	16	2.1	21,703	14	3.7
McLean	22,514	5	4.1	24,179	4	-0.2	23,835	5	-1.4	24,886	5	4.4	25,999	5	4.5
McRae	32,203	2	4.1	33,161	2	4.9	32,620	2	-1.6	33,905	2	3.9	34,567	2	2.0
McRae	19,743	11	5.2	19,771	13	0.0	20,857	12	5.5	21,863	11	4.8	22,622	11	3.5
McRae	17,245	25	1.4	17,849	23	0.0	18,243	27	2.2	19,030	25	4.3	20,220	20	6.3
McRae	14,628	45	1.9	16,001	42	0.1	16,706	42	4.4	17,021	42	1.9	17,402	41	2.2
McRae	35,928	1	5.0	35,832	1	0.0	39,228	1	9.5	40,576	1	3.4	40,618	1	0.1
McRae	21,037	7	4.4	21,844	8	0.0	22,634	7	3.6	24,027	7	6.2	24,769	7	3.1
McRae	16,732	31	-0.5	16,796	37	0.0	17,493	36	4.1	18,055	32	3.2	17,855	39	-1.1
McRae	17,045	27	1.6	17,683	26	0.0	18,361	25	3.8	18,776	27	2.3	19,371	27	3.2
McRae	16,075	35	2.5	17,104	30	0.1	17,767	31	3.9	17,926	33	0.9	19,323	29	7.8
McRae	15,964	36	5.8	16,871	33	0.1	17,547	35	4.0	17,820	35	1.6	17,902	38	0.5
McRae	20,472	8	2.8	22,575	7	0.1	22,069	9	-2.2	23,127	9	4.8	23,793	9	2.9
McRae	18,123	18	-1.3	19,425	15	0.1	20,582	13	6.0	21,455	12	4.2	21,620	15	0.8
McRae	26,782	3	-1.9	28,071	3	0.0	29,555	3	5.3	30,427	3	3.0	33,596	3	10.4
McRae	15,968	38	10.2	16,809	36	0.1	19,602	19	16.6	17,414	41	-11.2	19,842	24	13.9
McRae	20,068	10	0.5	20,728	10	0.0	21,521	10	3.8	22,002	10	2.2	23,082	10	4.9
McRae	9,451	53	0.6	10,079	53	0.1	9,985	53	-0.9	11,060	53	10.8	8,727	53	-21.1
McRae	18,413	16	2.4	18,807	17	0.0	19,582	18	4.7	20,555	17	4.4	20,938	17	1.9
McRae	17,461	23	-0.9	18,681	20	0.1	19,795	17	6.0	20,440	19	1.2	21,789	18	4.4
McRae	19,083	15	1.0	19,471	14	0.0	20,101	16	3.2	21,303	14	6.0	21,789	12	2.3
McRae	16,753	30	3.9	17,054	31	0.0	17,640	34	3.4	18,911	26	7.2	19,123	32	1.1
McRae	18,034	20	4.3	18,529	21	0.0	19,104	22	3.1	20,555	18	7.6	20,820	19	1.3
McRae	17,147	26	2.0	17,451	28	0.0	17,667	33	1.2	18,500	28	4.7	19,127	31	3.4
McRae	19,210	14	4.3	19,924	12	0.0	20,416	15	2.5	21,138	15	3.5	21,751	13	2.9
McRae	15,300	42	3.4	15,275	45	0.0	15,832	46	3.6	16,631	44	5.0	17,336	44	3.3
McRae	19,510	12	4.5	20,470	11	0.0	21,407	11	4.6	21,403	13	0.0	21,212	16	3.3

Source: Bureau of Economic Analysis, North Dakota
1995-1999, 2000 Table 2 complete.xls

RI indicates data has been revised.

Testimony on HB 1344
By Dr. Larry A. Klundt on Behalf of
The North Dakota Council of Educational Leaders

Mr. Chairman and members of the Committee, my name is Larry Klundt and I am the Executive Director of the North Dakota Council of Educational Leaders (NDCEL) which consists of school superintendents, secondary principals, elementary principals, County superintendents, school business officials, athletic directors, vocational directors, special education directors, and school technology directors. You will notice that this includes all of the "teachers" who have been excluded and are called administrators. Even though we have been excluded, we still are strongly in support of adequate funding for compensation increases for the other teachers.

There are several things about this bill that are positive. First, it clearly defines compensation. Second, it clearly defines what "teachers" will be included. Third, it establishes a mechanism for application for reimbursement for funds after school districts and bargaining units have completed their negotiations and have reached a settlement.

This bill is quite workable, but it needs work in the area of foundation aid. The foundation aid portion (the per pupil payments) is not adequate to cover the cost of normal inflationary increases, costs for compensating ancillary staff, and the above average costs for gasoline and heating fuel this year. I believe the bill calls for an increase in foundation aid payments of about \$48.00 for the next two years. There also is talk of about an \$80.00 increase in tuition apportionment. This results in about

\$14 million in new money for schools. I doubt that this will cover inflation, raises for ancillary staff, increased heating and transportation costs, and our declining enrollment problems. I looked at the most recent expenditures posted on the NDIPPI website and found that they were for 1999-00 and that the total expenditures were \$666,363,372. This total includes salary and benefits for teachers, salary and benefits for support staff, other instructional costs, school administration, general administration, operation and maintenance, transportation, capital projects, extra curricular, and all other expenditures. If all of the amounts expended on the categories covered in HB 1344 and the non-operating district costs are subtracted, the remaining costs are about \$273 million. If we use an inflationary factor of 4% (maybe enough to cover inflation, ancillary raises, and energy costs), it would take about \$10.9 million per year or at least \$21 million, minimum, to cover the costs other than compensation as outlined in HB 1344. The obvious remedy for this dilemma is to increase the appropriation for foundation aid and to leave the weighted factor adjustment percentage at 75 percent.

This concludes my testimony and if I can answer any questions, I will be very happy to do so.



NORTH DAKOTA SCHOOL BOARDS ASSOCIATION

FOUNDATION AID Per Pupil Payments

1999-2000 \$2,145

1993-1994 1,570

6 yr. Increase \$ 575 = 36.6% increase $\therefore$ 6 yrs. = 6% increase/yr.

60% to teacher compensation = 3.6%/yr. Available for teacher compensation

AVERAGE TEACHER SALARY

1999-2000 \$29,863

1993-1994 25,506

6 yr. Increase \$ 4,357 = 17% increase $\therefore$ 6 yrs. = 2.8% /yr. Increase in salary alone

This 17% increase in salaries (without other benefits included), approx. 50% the increase in foundation aid, is reasonable considering the state monies cover less than 50% of the cost of education.

3.6% increase in ppp available for compensation - 2.8% increase in salary alone = .8% difference
(= to 60% of foundation aid increase)

Other negotiated compensation increases to consider:

Large increases in health coverage costs

Increases in TFFR

Leave (substitute) days

To: Chairman Layton Freborg and members of the Senate Education Committee
From: Mark Lemer, Business Manager, West Fargo Public School District
Re: HB 1344 *tel. 701-356-2002*
e-mail lemer@west-fargo.k12.nd.us
Date: March 6, 2001

The West Fargo School District has taken a split position regarding the funding proposed in House Bill 1344. The position statement as approved by our Board of Education reads as follows:

"We support the proposed level of funding and additional compensation for teachers. We oppose an FTE payment, and would prefer funding to be paid through foundation aid."

Our school district has made significant efforts to increase the compensation of our teaching staff and we will continue to work on improving the total compensation package for our teachers. In the table below, you can see the strides that were made in this regard during the past 4 years:

School Year	Number of FTE's	Total Compensation	Total Compensation Increase	Foundation Aid	Foundation Aid Increase
1997-98	302.96	11,032,271	-----	7,759,634	-----
1998-99	308.91	11,727,643	695,372	8,139,904	315,101
1999-00	324.24	12,734,400	1,006,757	8,749,019	397,642
2000-01	332.36	13,812,173	1,077,773	9,337,350	489,442

Our school district has committed resources far in excess of the foundation aid increases that we received to the improvement of teacher compensation.

As a district with a growing enrollment, we benefit from increases that are paid on a per-student basis. We will have significant needs related to increasing staff and classroom demands that make a per-student funding formula more attractive to our district.

We are concerned about the long-term implications of the change in the funding formula that this bill provides. With the commitment of funds to the Teacher FTE payments, there is a reduction in the appropriation for foundation aid during the 2001-2003 biennium. Since the Teacher FTE payments are to be used solely for the compensation of teachers, there will be less state funding available to schools for all remaining expenditures. In West Fargo, we anticipate growth in our taxable valuation that we will be able to rely on to fund the portions of our budget that are not covered by HB 1344, including compensation for all other staff members, supply and energy costs, etc. If we were in a position of experiencing no growth in our taxable valuation, like many other districts, this would be a more significant concern.

We are also concerned about the equalization of the funds that are distributed on the Teacher FTE formula. Currently, there are school districts that receive no funding from foundation aid, tuition apportionment, special education and transportation aid due to excess fund balances or abnormally high taxable valuations. Under the provisions of HB 1344, these districts would be eligible for Teacher FTE payments. If a school district has such substantial resources that they

are ineligible for other forms of state support, it seems reasonable to assume that they would have enough resources to provide salary increases to their teachers without the additional funding contained in this bill.

With these objections noted, we would be more likely to support a funding formula that is based upon teacher FTE's if some of the following issues would be addressed and included in HB 1344.

- 1) Article X, Section 24 of the ND Constitution provides for a foundation aid stabilization fund that protects the foundation aid appropriation established by the legislature. This section states "The principal of the foundation aid stabilization fund may be expended only upon order of the governor, who may direct such a transfer only to offset foundation aid reductions that were made by executive action pursuant to law due to a revenue shortage."

The current appropriation to fund the Teacher FTE payments authorized by HB 1344 is on a separate line item from foundation aid, which makes it ineligible for the protection offered by the foundation aid stabilization fund.

We suggest that a change be made to HB 1013 that would include the funding of HB 1344 in the foundation aid line item. A separate section could then be drafted to the bill that would provide a maximum amount of the foundation aid line item that could be used to fund the Teacher FTE payments.

- 2) Language should be added to the bill to provide that the mill deduct and excess fund balance deduct apply to the Teacher FTE payments, as they currently do for foundation aid, tuition apportionment, special education, and transportation aid. Any funds recaptured should be distributed through the foundation aid formula.
- 3) Language must be added to the bill to provide for staff members who are hired to replace veteran staff members who have resigned or retired. In example #1 of Attachment A, the amount the district is entitled to receive is reduced due to the replacement of a staff member. In these instances, an allowance must be made to account for this change in staffing.
- 4) The language in the bill should also be clarified to deal with reductions in the total number of FTE's in the district. As shown in example #2 of Attachment A, the reporting of "total compensation" as included in this bill should allow for the reduction in total FTE's without jeopardizing the funding of the remaining staff.

In closing, we strongly urge you to support the \$507,675,723 combined appropriation that has been included in HB 1013. It is extremely important to increase the funding of K-12 schools in North Dakota from state sources so that the reliance on local property taxes can be minimized.

Regardless of the funding mechanism that is adopted by the legislative body, it is imperative that adequate funds be made available to provide the best education possible.

Attachment A

Example #1

Assumptions

Teacher 4 will retire after 2000-2001 and will be replaced by a beginning teacher.
All teachers will receive a \$1,750 pay increase for the 2001-2002 school year.

	2000-2001		2001-2002		Increases Including Retiree	Increases Excluding Retiree
	FTE	Compensation	FTE	Compensation		
Teacher 1	1.00	32,800.00	1.00	34,550.00	1,750.00	1,750.00
Teacher 2	1.00	21,600.00	1.00	23,350.00	1,750.00	1,750.00
Teacher 3	1.00	29,000.00	1.00	30,750.00	1,750.00	1,750.00
Teacher 4	1.00	42,600.00	1.00	22,000.00	-20,600.00	0.00
Teacher 5	0.50	18,955.00	0.50	19,830.00	875.00	875.00
Teacher 6	1.00	37,910.00	1.00	39,660.00	1,750.00	1,750.00
Teacher 7	1.00	33,200.00	1.00	34,950.00	1,750.00	1,750.00
Teacher 8	1.00	33,200.00	1.00	34,950.00	1,750.00	1,750.00
Teacher 9	1.00	24,400.00	1.00	26,150.00	1,750.00	1,750.00
Teacher 10	1.00	21,600.00	1.00	23,350.00	1,750.00	1,750.00
Totals	9.50	295,265.00	9.50	289,540.00	-5,725.00	14,875.00

Maximum reimbursement is 9.50 FTE's x \$1,750.00 =

16,625.00

As you can see from the example above, it is very important to define what the language "total amount of the increase in teacher compensation" is intended to mean so that a school district is not penalized when a veteran staff member is replaced through retirement or resignation.

Example #2

Assumptions:

Teacher 4 will retire after 2000-2001 and will not be replaced due to enrollment decline.
All teachers will receive a \$1,750 pay increase for the 2001-2002 school year.

	2000-2001		2001-2002		Increases Including Retiree	Increases Excluding Retiree
	FTE	Compensation	FTE	Compensation		
Teacher 1	1.00	32,800.00	1.00	34,550.00	1,750.00	1,750.00
Teacher 2	1.00	21,600.00	1.00	23,350.00	1,750.00	1,750.00
Teacher 3	1.00	29,000.00	1.00	30,750.00	1,750.00	1,750.00
Teacher 4	1.00	42,600.00	<i>Retired - not replaced</i>		-42,600.00	0.00
Teacher 5	0.50	18,955.00	0.50	19,830.00	875.00	875.00
Teacher 6	1.00	37,910.00	1.00	39,660.00	1,750.00	1,750.00
Teacher 7	1.00	33,200.00	1.00	34,950.00	1,750.00	1,750.00
Teacher 8	1.00	33,200.00	1.00	34,950.00	1,750.00	1,750.00
Teacher 9	1.00	24,400.00	1.00	26,150.00	1,750.00	1,750.00
Teacher 10	1.00	21,600.00	1.00	23,350.00	1,750.00	1,750.00
Totals	9.50	295,265.00	8.50	267,540.00	-27,725.00	14,875.00

It is also important to make it clear that the "total amount of the increase in compensation" is not intended to be a comparison between the prior year's compensation and the current year. Rather, it should be the total of all individual increases in compensation.

North Dakota Legislature
Senate Education Committee
House Bill 1344

Education funding in North Dakota is at a crossroads. Enrollment is declining, resulting in decreasing revenues, educational salaries are 49th or 50th, federal mandates are increasing, teacher shortages are becoming a reality, and school districts all over are struggling to survive. While there have been attempts during the past twenty years to address some of these issues, they remain today, and are very real.

Measure 6 from the early 1980s, the tax increases of 1989 that did not survive the referral, and the equity lawsuit, were all attempts to address what is right for education. During all of this discussion education funding has not kept pace with inflation, mandates and the demand for services. Our salaries have continued to decline and we now rank last.

This legislation is an attempt to address this issue. It is not perfect, but it is a good start. Many questions remain and some will need to be addressed before this language is finalized. I hope, however, that the real issue can be decided first. That issue, significant new dollars for education is critical. Lost is the debate of whether my district is better off with the old formula or a new formula, has been the real issue, more money.

Education funding and staff salaries do need to be increased if the quality we have become accustomed to is not going to be compromised

There has been debate over teacher salaries and whether they are adequate for North Dakota. The reality is that we must compete with our neighbors, who all have salaries higher than ours. We need to keep the good teachers we have and gain the ability to attract new ones. Competitive salaries and compensation is a must in order to do that in today's economy.

Our school district supports the proposed legislation and the governor's attempt to improve these salaries. We believe this is a step back in the right direction. We also realize that problems that have increased over two decades can not be solved in one biennium, but this proposal is a step toward a successful solution.

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Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

Co	Dist	Code	District	Fall				Change	exceed 400	Year 1	Year 2
				97	98	99	00				
1	3	1003	Reeder 3	38	22	21	-	(66)	(66)	-	-
1	13	1013	Hettinger 13	472	472	453	406	(66)	(66)	9,900	9,900
2	2	2002	Valley City 2	1,390	1,302	1,285	1,260	(130)	(130)	19,500	19,500
2	13	2013	Oriska 13	95	105	95	61	(34)	(34)	5,100	5,100
2	52	2052	Litchville 52	111	101	95	99	(12)	(12)	1,800	1,800
2	65	2065	N Central 65	233	216	204	190	(43)	(43)	6,450	6,450
2	82	2082	Wendobon-Courtenay 82	202	222	204	176	(26)	(26)	3,900	3,900
3	5	3005	Minnewaukan 5	135	139	134	148	13	-	-	-
3	6	3006	Leeds 6	234	234	219	202	(32)	(32)	4,800	4,800
3	9	3009	Medbuck 9	253	236	237	233	(20)	(20)	3,000	3,000
3	16	3016	Oberon 16	38	32	56	43	5	-	-	-
3	29	3029	Wyanick 29	255	255	234	229	(26)	(26)	3,900	3,900
3	30	3030	Fort Totten 30	178	164	175	164	(14)	(14)	2,100	2,100
4	1	4001	Balings Co 1	106	107	93	79	(27)	(27)	4,050	4,050
5	1	5001	Bohannon 1	834	832	801	801	(33)	(33)	4,950	4,950
5	13	5013	Willow City 13	111	102	98	86	(25)	(25)	3,750	3,750
5	17	5017	Westhope 17	201	184	164	167	(34)	(34)	5,100	5,100
5	35	5035	Lansford 35	53	47	52	37	(16)	(16)	2,400	2,400
5	54	5054	Newburg-United 5	99	102	91	85	(14)	(14)	2,100	2,100
6	1	6001	Bowman 1	466	473	466	445	(21)	(21)	3,150	3,150
6	17	6017	Rhame 17	133	125	110	96	(37)	(37)	5,550	5,550
6	33	6033	Sycanton 33	176	181	161	198	22	-	-	-
7	14	7014	Bowbells 14	122	119	122	114	(8)	(8)	1,200	1,200
7	27	7027	Powers Lake 27	150	145	128	128	(22)	(22)	3,300	3,300
7	36	7036	Burke Central 36	150	135	125	114	(36)	(36)	5,400	5,400
8	1	8001	Reynolds 1	10,731	10,697	10,663	10,476	(255)	(255)	38,250	38,250
8	2	8002	Regan 2	19	20	14	15	(4)	(4)	600	600
8	25	8025	Neaughton 25	13	7	4	5	(8)	(8)	1,200	1,200
8	28	8028	Wing 28	94	77	71	75	(19)	(19)	2,850	2,850
8	29	8029	Baldwin 29	14	13	14	14	-	-	-	-
8	33	8033	Menoken 33	41	39	34	34	(7)	(7)	1,050	1,050
8	34	8034	Mackenzie 34	8	9	6	6	(2)	(2)	300	300
8	35	8035	Sterling 35	39	41	34	37	(2)	(2)	300	300
8	36	8036	Ditsell 36	47	35	29	19	(28)	(28)	4,200	4,200
8	39	8039	Apple Creek 39	47	46	48	45	(2)	(2)	300	300
9	45	8045	Manning 45	17	16	12	12	(5)	(5)	750	750
9	1	9001	Fargo 1	11,636	11,763	11,645	11,382	(314)	(314)	47,100	47,100

Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

400 5 150 5 150

Neg Only
not to

Co	Dist	Codist	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	exceed 400	Year 1	Year 2
9	2	9002	Winch 2	630	721	732	726	36	-	-	-
9	4	9004	Maple Valley 4	267	275	249	212	(55)	(55)	8,250	8,250
9	5	9005	West Fargo 5	4,778	4,867	4,914	5,025	247	-	-	-
9	7	9007	Maplewood 7	126	105	102	116	(10)	(10)	1,500	1,500
9	17	9017	Central Cass 17	778	804	818	826	48	-	-	-
9	80	9080	Page 80	156	156	154	148	(8)	(8)	1,200	1,200
9	97	9097	Northern Cass 97	437	448	462	485	48	-	-	-
10	1	10001	Osadbrock 1	31	23	25	19	(12)	(12)	1,800	1,800
10	14	10014	Border Central 1	58	44	31	32	(25)	(26)	3,500	3,900
10	19	10019	Murich 19	164	151	160	155	(9)	(9)	1,350	1,350
10	23	10023	Langdon 23	650	624	583	589	(61)	(61)	9,150	9,150
10	30	10030	Union 30	35	32	31	32	(3)	(3)	450	450
11	40	11040	Ellendale 40	426	417	427	390	(36)	(36)	5,400	5,400
11	41	11041	Oakes 41	570	547	568	555	(15)	(15)	2,250	2,250
12	1	12001	Divide County 1	408	391	365	332	(76)	(76)	11,400	11,400
13	8	13008	Dodge 8	67	72	65	51	(15)	(16)	2,400	2,400
13	16	13016	Kuldeer 16	402	381	376	364	(38)	(38)	5,700	5,700
13	19	13019	Hedley 19	112	105	104	93	(19)	(19)	2,850	2,850
13	37	13037	Twin Buttes 37	37	51	58	49	12	-	-	-
14	1	14001	New Rockford 1	424	408	395	373	(51)	(51)	7,650	7,650
14	12	14012	Sheyenne 12	169	169	177	145	(24)	(24)	3,600	3,600
15	5	15005	Hazen-McInte-Braddock 5	168	179	177	161	(7)	(7)	1,050	1,050
15	10	15010	Baker 10	11	12	12	10	(1)	(1)	150	150
15	12	15012	Union 12	6	5	5	5	(1)	(1)	150	150
15	15	15015	Starburg 15	243	249	235	233	(10)	(10)	1,500	1,500
15	36	15036	Union 36	382	378	372	375	(7)	(7)	1,050	1,050
16	10	16010	Carrington 10	757	763	755	706	(51)	(51)	7,650	7,650
17	3	17003	Beach 3	433	412	377	392	(41)	(41)	6,150	6,150
17	6	17006	Lone Tree 6	51	50	54	55	4	-	-	-
18	1	18001	Grand Forks 1	9,184	8,701	8,559	8,351	(833)	(400)	60,000	60,000
18	44	18044	Lanmore 44	613	593	613	583	(30)	(30)	4,500	4,500
18	61	18061	Thompson 61	574	555	527	518	(56)	(56)	8,400	8,400
18	125	18125	Manuel 125	204	222	212	192	(12)	(12)	1,800	1,800
18	127	18127	Emerado 127	146	146	151	116	(30)	(30)	4,500	4,500
18	128	18128	Midway 128	359	360	349	328	(31)	(31)	4,650	4,650
18	129	18129	Northwood 129	389	372	359	359	(30)	(30)	4,500	4,500
19	18	19018	Roosevelt 18	147	151	151	141	(6)	(6)	900	900

Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

Co	Dist	Code	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	Neg Only		Year 1	Year 2
									not to	exceed 400		
19	25	19019	Elkton New Leipzig	303	283	268	248	(55)	(55)	(55)	8,250	8,250
20	7	20007	Amokosa 7	254	234	230	210	(44)	(44)	(44)	6,600	6,600
20	18	20018	Grades County Central 18	415	396	381	355	(61)	(61)	(61)	9,150	9,150
21	5	21005	Abott 5	254	242	254	235	(19)	(19)	(19)	2,850	2,850
21	9	21009	New England 9	288	273	246	230	(58)	(58)	(58)	8,700	8,700
21	14	21014	Regent 14	108	108	109	98	(10)	(10)	(10)	1,500	1,500
22	11	22011	Petibone-Turtle	54	41	33	24	(30)	(30)	(30)	4,500	4,500
22	14	22014	Robinson 14	32	13	12	14	(18)	(18)	(18)	2,700	2,700
22	10	22020	Tuttle-Petibone	81	85	83	75	(6)	(6)	(6)	900	900
22	26	22026	Steele-Dawson 26	285	266	252	263	(22)	(22)	(22)	3,300	3,300
22	28	22028	Tappen 28	120	127	132	121	1	-	-	-	-
23	3	23003	Edgeley 3	302	282	275	271	(31)	(31)	(31)	4,650	4,650
23	7	23007	Kuhn 7	176	171	161	157	(19)	(19)	(19)	2,850	2,850
23	8	23008	Lathoure 8	404	381	408	396	(8)	(8)	(8)	1,200	1,200
23	9	23009	Marion 9	131	127	113	109	(22)	(22)	(22)	3,300	3,300
23	11	23011	Verona 11	91	86	74	72	(19)	(19)	(19)	2,850	2,850
24	2	24002	Napoleon 2	278	268	267	266	(12)	(12)	(12)	1,800	1,800
24	56	24056	Gardie-Streeter	219	209	197	176	(43)	(43)	(43)	6,450	6,450
25	1	25001	Verna 1	473	483	470	467	(6)	(6)	(6)	900	900
25	4	25004	Newport 4	223	210	217	202	(21)	(21)	(21)	3,150	3,150
25	14	25014	Anamoose 14	112	107	102	96	(16)	(16)	(16)	2,400	2,400
25	25	25025	Granville 25	158	164	156	142	(26)	(26)	(26)	3,900	3,900
25	29	25029	Upham 29	81	69	64	67	(14)	(14)	(14)	2,100	2,100
25	57	25057	Drake 57	169	166	164	152	(17)	(17)	(17)	2,550	2,550
26	4	26004	Zeeland 4	59	61	60	65	6	-	-	-	-
26	9	26009	Ashtey 9	231	222	214	203	(28)	(28)	(28)	4,200	4,200
26	19	26019	Wishnek 19	304	285	276	264	(40)	(40)	(40)	6,000	6,000
27	1	27001	McKenzie Co 1	700	681	669	657	(43)	(43)	(43)	6,450	6,450
27	2	27002	Alexander 2	127	128	109	105	(22)	(22)	(22)	3,300	3,300
27	14	27014	Yellowstone 14	88	84	84	82	(6)	(6)	(6)	900	900
27	18	27018	Egan 18	8	8	4	10	2	-	-	-	-
27	19	27019	Bowling Bluff 19	2	3	2	2	-	-	-	-	-
27	32	27032	Horse Creek 32	6	7	7	4	(2)	(2)	(2)	300	300
27	36	27036	Alandree 36	246	246	238	232	(14)	(14)	(14)	2,100	2,100
28	1	28001	Montefiore 1	283	291	280	233	(50)	(50)	(50)	7,500	7,500
28	4	28004	Washburn 4	494	468	456	409	(85)	(85)	(85)	12,750	12,750
28	8	28008	Underwood 8	386	339	307	273	(113)	(113)	(113)	16,950	16,950

K-12 Fall Enrollments by District for the last 4 years

400

\$

150

\$

150

Co	Dist	Code	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	Neg Only		Year 1	Year 2
									not to	exceed 400		
28	50	28050	Atax 50	175	177	169	168	(8)	(8)	(8)	1,200	1,200
28	51	28051	Garrison 51	446	435	403	362	(84)	(84)	(84)	12,600	12,600
28	62	28062	Route 62	57	46	34	-	(8)	(8)	(8)	-	-
28	72	28072	Turtle Lake-Mercer 72	235	214	209	207	(28)	(28)	(28)	4,200	4,200
28	85	28085	White Shield 85	158	157	165	164	(4)	(4)	(4)	600	600
29	3	29003	Hazen 3	951	892	876	898	(143)	(143)	(143)	21,450	21,450
29	20	29020	Golden Valley 20	74	76	54	71	(3)	(3)	(3)	450	450
29	22	29022	Stanton 22	114	105	101	93	(21)	(21)	(21)	3,150	3,150
29	27	29027	Beulah 27	1,122	1,058	1,041	1,021	(101)	(101)	(101)	15,150	15,150
30	1	30001	Mandan 1	3,744	3,682	3,621	3,495	(249)	(249)	(249)	37,350	37,350
30	4	30004	Little Heart 4	30	33	30	28	(2)	(2)	(2)	300	300
30	7	30007	New Salem 7	374	398	389	397	23	-	-	-	-
30	8	30008	Sams 8	44	37	35	35	(9)	(9)	(9)	1,350	1,350
30	13	30013	Hebron 13	216	212	200	196	(20)	(20)	(20)	3,000	3,000
30	17	30017	Sweet Briar 17	14	15	12	7	(7)	(7)	(7)	1,050	1,050
30	39	30039	Fletcher 39	306	290	263	251	(55)	(55)	(55)	8,250	8,250
30	48	30048	Chen Ubbin 48	263	256	251	235	(28)	(28)	(28)	4,200	4,200
31	1	31001	New Town 1	791	758	765	745	(46)	(46)	(46)	6,900	6,900
31	2	31002	Stanley 2	469	449	429	425	(44)	(44)	(44)	6,600	6,600
31	3	31003	Parshall 3	326	327	314	328	2	-	-	-	-
31	137	31137	Plaza 137	74	67	68	24	(50)	(50)	(50)	7,500	7,500
32	1	32001	Lakota Prairie 1	452	455	418	399	(63)	(63)	(63)	9,450	9,450
32	66	32066	Lakota 66	313	290	292	295	(18)	(18)	(18)	2,700	2,700
33	18	33018	Center 18	364	334	320	282	(82)	(82)	(82)	12,300	12,300
34	1	34001	Pembina 1	148	151	155	156	8	-	-	-	-
34	6	34006	Cavelier 6	678	667	660	633	(45)	(45)	(45)	6,750	6,750
34	12	34012	Valley 12	187	174	163	164	(23)	(23)	(23)	3,450	3,450
34	19	34019	Dayton 19	258	252	237	248	(10)	(10)	(10)	1,500	1,500
34	27	34027	Wadena 27	371	355	332	301	(70)	(70)	(70)	10,500	10,500
34	43	34043	St Thomas 43	136	131	129	124	(12)	(12)	(12)	1,800	1,800
34	55	34055	Nechre 55	137	137	129	121	(16)	(16)	(16)	2,400	2,400
35	1	35001	Wolford 1	63	56	68	66	3	-	-	-	-
35	5	35005	Rugby 5	777	757	743	665	(112)	(112)	(112)	16,800	16,800
35	1	35001	Devils Lake 1	2,062	2,042	2,038	2,010	(52)	(52)	(52)	7,800	7,800
35	2	35002	Edmore 2	151	139	136	113	(38)	(38)	(38)	5,700	5,700
36	44	36044	Starkweather 44	139	133	140	121	(18)	(18)	(18)	2,700	2,700
37	2	37002	Sheldon 2	61	56	57	44	(17)	(17)	(17)	2,550	2,550

Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

400 \$ 150 \$ 150

Neg Only
not to

Co	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	exceed 400	Year 1	Year 2
37	6 37006 Ft Ranston 5	35	31	29	24	(11)	(11)	1,650	1,650
37	10 37010 Saturated 10	10	7	7	6	(4)	(4)	600	600
37	19 37019 Leeson 19	715	700	694	690	(25)	(25)	3,750	3,750
37	22 37022 Enderlin 22	411	392	373	352	(59)	(59)	8,850	8,850
38	2 38002 Sherwood 2	146	143	130	130	(16)	(16)	2,400	2,400
38	9 38009 Abbeville 9	304	297	280	269	(35)	(35)	5,250	5,250
38	25 38026 Glenburn 25	293	326	324	320	27	-	-	-
39	5 39005 Alexander 5	27	23	24	22	(5)	(5)	750	750
39	8 39008 Hammons 8	379	345	344	315	(61)	(61)	9,150	9,150
39	18 39018 Fairmount 18	155	144	147	134	(21)	(21)	3,150	3,150
39	28 39028 Lidgenwood 28	279	280	272	251	(28)	(28)	4,200	4,200
39	37 39037 Watopet 37	1,693	1,650	1,580	1,586	(107)	(107)	16,050	16,050
39	42 39042 Wyndmere 42	357	355	338	313	(44)	(44)	6,600	6,600
39	44 39044 Rockland 44	327	324	326	320	(7)	(7)	1,050	1,050
40	1 40001 Danseville 1	515	512	563	547	31	-	-	-
40	3 40003 St John 3	297	317	285	282	(15)	(15)	2,250	2,250
40	4 40004 Mt Pleasant 4	381	398	382	349	(32)	(32)	4,800	4,800
40	7 40007 Belcourt 7	1,882	1,897	1,850	1,733	(120)	(120)	18,000	18,000
40	29 40029 Rollette 29	240	218	216	216	(24)	(24)	3,600	3,600
41	2 41002 Manor 2	301	306	322	337	36	-	-	-
41	3 41003 N Sargent 3	200	200	203	187	(13)	(13)	1,950	1,950
41	6 41006 Sargent Central 6	372	359	347	349	(23)	(23)	3,450	3,450
42	16 42016 Goodrich 16	73	71	65	62	(11)	(11)	1,650	1,650
42	19 42019 McClosky 19	161	150	140	135	(26)	(26)	3,900	3,900
43	3 43003 Solen 3	237	216	197	195	(42)	(42)	6,300	6,300
43	4 43004 Ft Yates 4	217	240	201	192	(25)	(25)	3,750	3,750
43	8 43008 Setbridge 8	87	91	82	74	(13)	(13)	1,950	1,950
44	12 44012 Almarath 12	23	23	18	15	(8)	(8)	1,200	1,200
44	14 44014 Sheets 14	3	5	5	9	6	-	-	-
44	32 44032 Central Elm 32	20	13	7	11	(9)	(9)	1,350	1,350
45	1 45001 Dickinson 1	3,071	3,045	3,012	2,906	(165)	(165)	24,750	24,750
45	3 45003 Taylor 3	116	153	149	129	13	-	-	-
45	4 45004 Richardson 4	179	183	193	187	8	-	-	-
45	9 45009 S Heat 9	304	296	274	274	(30)	(30)	4,500	4,500
45	13 45013 Bedford 13	362	350	318	308	(54)	(54)	8,100	8,100
46	10 46010 Hope 10	186	180	156	154	(32)	(32)	4,800	4,800
46	19 46019 Farley-Sharon 19	177	186	184	181	4	-	-	-

Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

Co	Dist	Codist	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	Neg Only not to exceed 400		Year 1	Year 2
									(196)	(196)		
47	1	47001	Jamestown 1	2,867	2,797	2,741	2,671	(196)	(196)	(196)	29,400	29,400
47	3	47003	Medina 3	192	199	192	170	(22)	(22)	(22)	3,300	3,300
47	10	47010	Pingree-Buchanan	141	136	141	163	22	-	-	-	-
47	14	47014	Montpelier 14	164	152	140	121	(43)	(43)	(43)	6,450	6,450
47	19	47019	Kensal 19	92	98	87	93	1	-	-	-	-
47	26	47026	Spiritwood 26	11	12	13	14	3	-	-	-	-
48	2	48002	Bisbee-Egeland 2	141	130	125	111	(30)	(30)	(30)	4,500	4,500
48	8	48008	Southern 8	335	344	302	308	(27)	(27)	(27)	4,050	4,050
48	28	48028	N Central 28	101	98	89	78	(23)	(23)	(23)	3,450	3,450
49	3	49003	Central Valley 3	320	325	323	311	(9)	(9)	(9)	1,350	1,350
49	7	49007	Hatton 7	284	272	283	270	(14)	(14)	(14)	2,100	2,100
49	9	49009	Hillsboro 9	494	510	480	476	(18)	(18)	(18)	2,700	2,700
49	14	49014	May-Port CG 14	716	707	691	664	(52)	(52)	(52)	7,800	7,800
50	3	50003	Grafton 3	1,167	1,138	1,095	1,010	(157)	(157)	(157)	23,550	23,550
50	20	50020	Minto 20	268	286	263	260	(28)	(28)	(28)	4,200	4,200
50	39	50039	Lankin 39	74	71	71	63	(11)	(11)	(11)	1,650	1,650
50	51	50051	Nash 51	27	28	29	27	-	-	-	-	-
50	78	50078	Park River 78	503	484	485	454	(49)	(49)	(49)	7,350	7,350
50	79	50079	Fordville 79	87	94	86	97	10	-	-	-	-
50	106	50106	Edinburg 106	181	179	170	144	(37)	(37)	(37)	5,550	5,550
50	128	50128	Adams 128	121	116	119	113	(8)	(8)	(8)	1,200	1,200
51	1	51001	Minot 1	7,748	7,531	7,493	7,175	(573)	(400)	(400)	60,000	60,000
51	4	51004	Nedrose 4	265	265	259	248	(17)	(17)	(17)	2,550	2,550
51	7	51007	United 7	725	702	680	673	(52)	(52)	(52)	7,800	7,800
51	10	51010	Bell 10	156	137	136	129	(27)	(27)	(27)	4,050	4,050
51	16	51016	Sawyer 16	195	182	169	165	(30)	(30)	(30)	4,500	4,500
51	19	51019	Eureka 19	17	12	9	16	(1)	(1)	(1)	150	150
51	28	51028	Kennare 28	399	389	380	364	(35)	(35)	(35)	5,250	5,250
51	41	51041	Surrey 41	457	480	476	439	(18)	(18)	(18)	2,700	2,700
51	54	51054	Berthold 54	214	210	218	215	1	-	-	-	-
51	70	51070	S Prairie 70	144	137	133	136	(8)	(8)	(8)	1,200	1,200
51	158	51158	N Shore 158	113	111	108	121	8	-	-	-	-
52	23	52023	Bowdon 23	98	101	91	75	(23)	(23)	(23)	3,450	3,450
52	35	52035	Pleasant Valley	34	30	27	25	(9)	(9)	(9)	1,350	1,350
52	38	52038	Harvey 38	626	604	590	556	(70)	(70)	(70)	10,500	10,500
52	39	52039	Sykes 39	92	89	85	72	(20)	(20)	(20)	3,000	3,000
52	40	52040	Fessenden 40	215	209	198	197	(18)	(18)	(18)	2,700	2,700

Public School District Enrollment

K-12 Fall Enrollments by District for the last 4 years

Co	Dist	Codist	District	Fall 97	Fall 98	Fall 99	Fall 00	Change	Neg Only		Year 1	Year 2
									not to	exceed 400		
53	1	53001	Williston 1	2,780	2,735	2,597	2,493	(287)	(287)	(287)	43,050	43,050
53	2	53002	Nesson 2	249	230	208	198	(51)	(51)	(51)	7,650	7,650
53	6	53006	Eight Mile 6	202	191	191	201	(1)	(1)	(1)	150	150
53	8	53008	New 8	243	247	247	224	(19)	(19)	(19)	2,850	2,850
53	15	53015	Tioga 15	395	379	346	311	(84)	(84)	(84)	12,600	12,600
53	91	53091	Wildrose-Alamo 9	74	68	65	62	(12)	(12)	(12)	1,800	1,800
53	99	53099	Grenora 99	110	97	87	75	(35)	(35)	(35)	5,250	5,250
				116,103	113,929	111,705	108,094	(7,914)	(7,956)		1,193,700	1,193,700
											2,387,400	2,387,400

Prepared Statement on HB 1344
Sens. Layton Fieborg and Gary Nelson
April 6, 2001

Yesterday, several newspapers came out with similar stories about how the Senate Republicans have "betrayed" teachers. Up until this point, we in the Senate Education Committee have tried to publicize our work on HB 1344 as little as possible, trying to let the bill run its course as we have ploughed through idea after idea to find the best way to support and improve education in North Dakota. However, yesterday's comments require a response.

Let me ask you, "How can we in the Legislature betray a promise we never made?" The proposal to raise teachers' salaries did not come from the Legislature, but from the Governor. I think we should give him credit for tackling this issue and sticking to it. No one wants us to be last in the nation in rewarding our dedicated professional teachers. However, this legislative body does not exist for the purpose of "rubber-stamping" the Governor's proposals just because they might be popular or politically wise at the time. As legislators, our job is to deliberate with the utmost care, and when we think we can do better, we are obligated to try.

What we have finally come up with is far from a betrayal. The governor's plan would cost \$52 million over the biennium. Our plan provides a \$52 million increase in spending on K-12 education in the state. It's the same amount of money! We in our caucus have made it a priority to fund education at the highest level possible, and this \$52 million total is the result of this effort.

Our plan puts nearly all of the money into foundation aid. What exactly does that mean? What it means is the largest single increase in foundation aid in the history of the State of North Dakota, which you can see when you look at the handout. In the 2001-02 school year, the per pupil payment to schools would increase by \$197, with another \$63 increase the following year. That's all new money that can be used by schools for operating costs, technology, and yes, paying their teachers more than just the 2% raises they get for inflation.

The biggest problem with the plan to raise teachers' salaries by \$3,500 over the next two years is sustainability. If we as a state give teachers a raise in this biennium, we are obligated to continue providing funds for that raise well into the future. Can we afford it? The data doesn't look too promising. In the next biennium, a \$3,500 payment per year for each teacher and administrator will cost approximately \$70 million. In addition, foundation aid allocations will have to be increased as well, likely costing another \$30 million. Remember, this is all money on top of what we currently spend. It adds up to \$100 million. Even with strong economic growth, coming up with an additional \$100 million would be difficult.

What this plan creates is the high likelihood of a major tax increase two years from now. If the state continues to shoulder the burden, things like income tax or sales tax would go up. If the state pushes the burden back to the individual school districts, they will be forced to raise property taxes. I can't imagine that the people of North Dakota will support anything likely to result in a substantial tax increase.

Many people have asked us the question, "Why is putting the money into foundation aid more sustainable than putting it into teachers' salaries? Isn't it the same amount of money?" The answer is, yes, it is the same amount of money. The difference is in the obligation. If we provide money to raise teacher salaries, the teachers will expect that raise to be built into their salary schedules. If in two years, we don't have the money to provide \$3,500 per year to every teacher, we can hardly ask school boards to negotiate a reduction in salary with their teachers. That is not an option. The money would have to come from a tax increase or somewhere else. However, putting extra money into foundation aid this biennium does not bind us in any way for the next biennium. While we try to increase the per pupil payment every year, if revenues fall flat we can reduce the payout. That's exactly what happened three times during Governor Sinner's administration. If this happens, schools will be forced to tighten their belts, but we will have a far greater chance of avoiding a major tax increase.

Another problem with the Hoeven plan is that it fails to address declining enrollment. For the past ten years, the number of students enrolled in North Dakota K-12 education has begun to drop significantly. During this time the Legislature has made supplemental payments to schools losing students. Our amendments allow for up to \$250 per lost student to compensate these districts. This is an important tool that can help all of our schools, both urban and rural, that are seeing their numbers drop.

Probably the second biggest problem with the plan to raise teachers' salaries is its failure to address the issue of equity. As I'm sure all of you remember, in the early '90's, nine school districts (Bismarck, Devils Lake, Dickinson, Grafton, Grand Forks, Mandan, Surrey, Valley City, and West Fargo) sued the State of North Dakota, claiming that its system for funding education was unconstitutional because of the inequity it created. When the case reached the State Supreme Court in 1994, 3 of the 5 justices agreed, but the law requires a 4-1 majority to declare a statute unconstitutional. At issue was the disparity in funding between "rich" districts and "poor" ones. Property-rich districts with few students were able to provide much more funding for education than property-poor districts with many students. Although the court was not able to mandate change, Chief Justice Gerald VandeWalle sent a warning in his dissenting opinion, writing, "It seems inevitable that the restrictions on the ability of school districts to locally raise necessary funds for education, when coupled with the failure of the deduct to equalize that inability through greater State revenue for those districts having insufficient local tax resources, will eventually require a conclusion that the scheme is unconstitutional at least as applied to the students in those districts."

Since the time of that opinion, the State has done little to move toward greater equity. If anything, the equity problem is worse today due to rapid outmigration from rural areas. This plan would result in even greater inequity and would only hasten the opportunity of property-poor school districts to bring another lawsuit.

As a general rule, rich districts tend to be in rural areas and have low student/teacher ratios, while poor districts tend to contain the larger cities and have higher student/teacher ratios. If we give all teachers the same raise, the result is increased inequity. The teacher with ten students is getting a raise of \$350 per student, while the teacher with 25 kids in his or her classroom is only getting \$140 per student. That is not what the Supreme Court had in mind when they kindly informed us that we needed to pursue greater equity. We would only be creating a larger gap in the resources available to districts per student.

Another issue of concern that has surfaced deals with local control. Our basic Republican philosophy tells us to "keep government close to the people." The Governor's proposal essentially sidesteps this principle. Although schools are not obligated to draw on the teacher dollars, I can't imagine a district that would withstand public pressure and refuse them. I guess in reality schools do have two choices. They can accept the money for teachers or get no money at all. However, such a decision is hardly indicative of local control.

We believe that school districts have the right to allocate this money on their own, rather than having to participate in a "one size fits all plan." They ought to know best the needs of their students and employees. Having said that, we believe that local school boards have a tremendous responsibility in seeing that this money is spent, and spent wisely. If we could speak to all the school boards in the state right now, we would say, "We do not want to see you put this money in the bank, just because it might be nice to have a little bit of a cushion. We do not want you to buy a new bus, just because the old one isn't quite as nice as it used to be. We expect that the money will be spent on things that actually improve education, like technology, classroom materials, and yes, greater compensation to retain and attract the best teachers. With a nearly 12% increase in foundation aid over the next two years, we are giving you the tools you need to provide quality education. Now it's up to you."

**What the Senate Education Committee plan would accomplish
as proposed through HB 1344
April 6, 2001**

Trends in Per Pupil Payments from the state

November 1984 - Democratic Governor Sinner elected

1985-86	\$1,425	
1986-87	\$1,367	(-\$58)

November 1986 - Democratic Senate elected

1987-88	\$1,400	(+\$33)
1988-89	\$1,385	(-\$15)
1989-90	\$1,411	(+\$26)
1990-91	\$1,480	(+\$69)
1991-92	\$1,552	(+\$72)
1992-93	\$1,542	(-\$10)

November 1992 - Republican Governor Schafer elected

1993-94	\$1,570	(+\$28)
1994-95	\$1,636	(+\$66)

November 1994 - Republican Senate elected

1995-96	\$1,757	(+\$121)
1996-97	\$1,862	(+\$105)
1997-98	\$1,954	(+\$92)
1998-99	\$2,032	(+\$78)
1999-00	\$2,145	(+\$113)
2000-01	\$2,230	(+\$85)
2001-02	\$2,427	(+\$197) <i>proposed (largest increase in history of the state)</i>
2002-03	\$2,490	(+\$63) <i>proposed</i>

Foundation Aid as it currently stands in HB 1344

2001-02	\$2,255	(+\$25)
2002-03	\$2,278	(+\$23)

This plan represents only a 2.15% percent increase over two years in foundation aid. This small amount is not enough to keep pace with inflation, creating questions as to how schools will be able to pay their bills. Increased heating costs, as well as raises for non-teaching personnel, still have to be paid for. Something has to give.

3/27/01

Ending fund balance.

Listing of schools who have 60% -74% ending fund balance this past year.

	Current %	total expenditures	Ending balance	60% plus \$20,000	difference
Burke Central	73	1,003,833	733,939	622,300	111,639
Union	67	130,230	87,481	98,138	(10,657)
Zeeland	69	499,998	346,805	319,999	26,806
Sheldon	68	438,286	295,994	282,972	13,022
Pleasant Valley	69	264,294	183,599	178,576	5,023
Alexander	74	959,048	710,885	595,429	115,456
Golden Valley	72	515,350	371,434	329,210	42,224

Schools with negative differences would not be affected by change to 60% plus \$20,000 for ending fund balance.

The lower the ending fund balance percentage the less a school would be affected.

April 2001

FOUNDATION AID, TEACHER COMPENSATION PAYMENTS, AND STATE TUITION FUND

COMPARISON OF 2001-03 SENATE AND HOUSE VERSIONS

	1999-2001 Appropriation	2001-03 Hoevern Budget	2001-03 House Version	2001-03 Senate Version ¹	Senate Version Increase (Decrease) to Hoevern	Senate Version Increase (Decrease) to House
Foundation aid						
Estimated cost to continue 2000-01 payment level (\$2,230 per student) ¹²	\$479,006,259	\$454,400,000 ¹² 3,266,148	\$454,400,000 ¹² 6,635,668	\$454,400,000 ¹² 33,566,148	\$30,300,000 ¹³	\$26,930,480
Proposed funding to increase payment level						
Total foundation aid - General fund	\$479,006,259	\$457,666,148	\$461,035,668	\$487,966,148	\$30,300,000 ¹³	\$26,930,480
Teacher compensation payments - General fund		50,009,575	46,640,055		(50,009,575)	(46,640,055)
Teacher bonus payments - General fund				20,800,000 ¹⁴	20,800,000	20,800,000
Total foundation aid and teacher compensation payments - General fund	\$479,006,259	\$507,675,723	\$507,675,723	\$508,766,148	\$1,090,425	\$1,090,425
Other general fund appropriations contained in HB 1344 (Senate version only)				283,000 ¹⁵	283,000	283,000
Total general fund - Foundation aid, teacher compensation, HB 1344 appropriations	\$479,006,259	\$507,675,723	\$507,675,723	\$509,049,148	\$1,373,425	\$1,373,425
State tuition fund - Other funds	53,528,217	67,239,025	67,239,025	67,239,025		
Total foundation aid, teacher compensation, and tuition fund	\$532,534,476	\$574,914,748	\$574,914,748	\$576,288,173	\$1,373,425	\$1,373,425
Per student payments						
First year	\$2,145	\$2,240	\$2,255	\$2,349	\$109	\$94
Second year	\$2,230	\$2,250	\$2,278	\$2,411	\$161	\$133
Teacher compensation or bonus payments						
First year		\$2,000	\$1,750	\$1,300 ¹⁴	(\$700)	(\$450)
Second year		\$3,500	\$3,500	\$1,300 ¹⁴	(\$2,200)	(\$2,200)
Biennium total per teacher		\$5,500	\$5,250	\$2,600 ¹⁴	(\$2,900)	(\$2,650)

¹¹ The Senate version is based on Legislative Council amendments (#10245,0631) to Reengrossed House Bill No. 1344.

¹² Estimated cost to continue the per student payment level of \$2,230 is based on weighting factors at 75 percent of the five-year average, as provided in current law, and current estimates of enrollment and taxable valuation.

¹³ The Senate version increases foundation aid by \$30.3 million compared to the Hoevern executive budget recommendation. If school districts distribute 70 percent of this \$30.3 million to teachers for additional compensation, the approximately 8,000 eligible teachers will receive an additional \$2,650 during the 2001-03 biennium. In addition, House Bill No. 1344 with Senate amendments (#10245,0631) provides for teacher bonus payments of \$1,300 per year, or \$2,600 for the biennium. The resulting total is an additional \$5,250 per teacher, the same as the House version.

¹⁴ House Bill No. 1344 with Senate amendments (#10245,0631) provides an appropriation of \$20.8 million for teacher bonus payments of \$1,300 per year (\$2,600 for the biennium) to approximately 8,000 teachers.

¹⁵ The proposed Senate version of House Bill No. 1344 includes general fund appropriations of \$20.8 million for teacher bonus payments and \$283,000 for the following:

Teacher compensation
School compensation reporting

\$83,000
\$200,000

1997-98 Ending Fund Balance and General Fund Expenditures (Fund Group 1) by School District

County/ District Number	School District Name	School District Type	Total Expend.	Ending Balance Fund Group 1	Ending Balance divided by Fund Group 1 Expenditures
1003	Reeder 3	2	350,438	200,664	57%
1013	Hettinger 13	1	2,391,558	436,491	18%
2002	Valley City 2	1	5,869,632	318,977	5%
2013	Oriska 13	1	609,048	240,182	39%
2052	Litchville 52	2	745,278	179,033	24%
2065	N Central 65	1	1,371,947	504,628	37%
2082	Wimbledon-Courte	1	1,179,834	428,229	36%
3005	Minnewaukan 5	1	789,178	57,425	7%
3006	Leeds 6	1	1,397,732	397,277	28%
3009	Maddock 9	1	1,295,858	381,711	29%
3016	Oberon 16	2	336,174	146,911	44%
3029	Warwick 29	1	1,461,515	443,841	30%
3030	Fl Totten 30	1	1,542,749	282,881	18%
4001	Billings Co 1	2	1,743,412	5,583,829	320%
5001	Bottineau 1	1	4,248,298	1,203,985	28%
5013	Willow City 13	1	656,735	231,383	35%
5017	Westhope 17	1	1,110,892	205,890	19%
5035	Lansford 35	2	487,458	125,689	26%
5054	Newburg-United 5	1	977,867	181,129	19%
6001	Bowman 1	1	2,533,749	833,494	33%
6017	Rhame 17	1	808,240	529,296	65%
6033	Scranton 33	1	1,087,946	299,454	28%
7014	Bowbells 14	1	772,753	185,410	24%
7027	Powers Lake 27	1	910,243	107,854	12%
7036	Burke Central 36	1	978,307	589,174	60%
8001	Bismarck 1	1	50,759,260	6,576,165	13%
8002	Regan 2	2	193,388	112,844	58%
8025	Naughton 25	3	108,865	50,005	46%
8028	Wing 28	1	678,578	262,377	39%
8029	Baldwin 29	2	117,050	76,894	66%
8033	Menoken 33	2	244,374	134,247	55%
8034	McKenzie 34	3	93,683	40,268	43%
8035	Sterling 35	2	296,389	23,920	8%
8036	Driscoll 36	1	306,421	48,065	16%
8039	Apple Creek 39	2	326,112	66,435	20%
8045	Manning 45	3	95,513	24,751	26%
9001	Fargo 1	1	64,573,044	5,823,128	9%
9002	Kindred 2	1	2,881,662	606,907	18%
9004	Maple Valley 4	1	1,459,841	277,435	19%
9006	West Fargo 6	1	20,695,432	1,032,681	5%
9007	Mapleton 7	2	809,614	147,199	18%
9017	Central Cass 17	1	3,223,638	1,107,721	34%
9080	Page 80	1	1,009,471	260,300	26%
9097	Northern Cass 97	1	2,680,880	614,484	23%
10001	Osnabrock 1	2	308,450	121,202	39%
10014	Border Central 1	1	582,314	120,815	21%
10019	Munich 19	1	948,292	314,860	33%
10023	Langdon 23	1	3,232,968	603,559	19%
10030	Milton 30	1	323,790	66,617	21%
11040	Ellendale 40	1	1,936,788	426,834	22%
11041	Oakes 41	1	2,361,123	85,173	4%
12001	Divide County 1	1	2,160,493	468,185	21%

1997-98 Ending Fund Balance and General Fund Expenditures (Fund Group 1) by School District

County/ District Number	School District Name	School District Type	Total Expend.	Ending Balance Fund Group 1	Ending Balance divided by Fund Group 1 Expenditures
13008	Dodge 8	2	359,301	185,347	52%
13016	Killdeer 16	1	2,092,967	621,784	30%
13019	Hallday 19	1	694,451	388,493	56%
13037	Twin Buttes 37	2	-	-	-
14001	New Rockford 1	1	1,902,745	454,496	24%
14012	Sheyenne 12	1	833,529	69,151	8%
15006	Hazleton-Moffit-	1	1,063,383	264,356	25%
15010	Bakker 10	2	144,022	32,525	23%
15012	Union 12	3	127,049	80,869	64%
15015	Strasburg 15	1	1,014,476	439,853	43%
15036	Linton 36	1	1,862,929	220,425	12%
16010	Carrington 10	1	3,265,032	723,562	22%
17003	Beach 3	1	2,716,809	697,633	26%
17006	Lone Tree 6	2	406,429	130,916	32%
18001	Grand Forks 1	1	44,053,328	11,545,954	26%
18044	Larimore 44	1	2,587,126	913,393	35%
18061	Thompson 61	1	2,123,364	426,430	20%
18125	Manvel 125	2	1,141,001	221,494	19%
18127	Emerado 127	2	791,221	284,277	36%
18128	Midway 128	1	1,736,192	187,097	11%
18129	Northwood 129	1	1,783,379	410,918	23%
18140	Grand Forks AFB	4	9,189,368	-	0%
19018	Roosevelt 18	1	976,840	75,575	8%
19049	Elgin -New Leipzig 49	1	2,067,826	173,424	8%
20007	Midkota 7	1	1,814,120	396,249	22%
20018	Griggs County Ce	1	2,139,600	437,312	20%
21006	Mott 6	1	1,402,266	568,380	41%
21009	New England 9	1	1,633,260	204,262	13%
21014	Regent 14	1	671,422	70,392	10%
22011	Pettibone-Tuttle	2	348,792	263,771	76%
22014	Robinson 14	2	384,953	157,298	43%
22020	Tuttle-Pettibone	1	542,026	228,992	42%
22026	Steele-Dawson 26	1	1,411,428	222,657	16%
22028	Tappen 28	1	667,734	118,538	18%
23003	Edgeley 3	1	1,524,352	402,597	26%
23007	Kulm 7	1	1,023,961	316,256	31%
23008	LaMoure 8	1	1,859,104	177,137	10%
23009	Marion 9	1	749,675	104,796	14%
23011	Verona 11	1	554,892	90,674	16%
24002	Napoleon 2	1	1,503,795	421,176	28%
24056	Gackle-Streeter	1	1,170,982	320,798	27%
25001	Velva 1	1	1,922,325	358,987	19%
25004	Newport 4	1	1,084,609	162,568	15%
25014	Anamoose 14	1	694,626	393,212	57%
25026	Granville 26	1	884,663	5,103	1%
25029	Upham 29	1	806,356	254,678	42%
25057	Drake 57	1	1,060,495	343,979	32%
26004	Zealand 4	1	444,882	316,203	71%
26009	Ashley 9	1	1,147,093	580,190	51%
26019	Wishak 19	1	1,401,882	245,083	17%
27001	McKenzie Co 1	1	4,285,801	1,670,913	39%
27002	Alexander 2	1	956,866	655,713	69%

1997-98 Ending Fund Balance and General Fund Expenditures (Fund Group 1) by School District

County/ School District District Number Name	School District Type	Total Expend.	Ending Balance Fund Group 1	Ending Balance divided by Fund Group 1 Expenditures
27014 Yellowstone 14	2	690,053	220,143	32%
27016 Earl 18	3	67,786	1,101,460	16.25%
27019 Bowline Butte 19	3	93,660	132,735	142%
27032 Horse Creek 32	3	179,860	172,826	96%
27036 Mandaree 36	1	3,656,777	1,318,020	36%
28001 Montefiore 1	1	1,285,571	81,571	6%
28004 Washburn 4	1	1,945,157	461,741	24%
28008 Underwood 8	1	1,797,701	268,823	15%
28050 Max 50	1	992,136	374,334	38%
28051 Garrison 51	1	2,227,260	451,465	20%
28062 Butte 62	1	494,434	251,378	51%
28072 Turtle Lake-Merc	1	1,312,434	598,884	46%
28085 White Shield 85	1	974,607	121,353	12%
29003 Hazen 3	1	4,417,609	905,887	21%
29020 Golden Valley 20	1	469,319	282,972	60%
29022 Stanton 22	1	691,757	42,706	6%
29027 Beulah 27	1	4,906,293	2,312,951	47%
30001 Mandan 1	1	15,281,808	1,487,754	10%
30004 Little Heart 4	2	154,025	61,854	40%
30007 New Salem 7	1	1,907,089	311,713	18%
30008 Sims 8	2	388,513	43,816	11%
30013 Hebron 13	1	1,323,355	662,951	50%
30017 Sweet Briar 17	3	68,409	26,900	39%
30039 Flasher 39	1	1,458,272	673,429	46%
30048 Glen Ullin 48	1	1,454,217	865,360	60%
31001 New Town 1	1	3,948,553	1,211,058	31%
31002 Stanley 2	1	2,268,112	364,494	16%
31003 Parshall 3	1	1,597,518	131,670	8%
31137 Plaza 137	1	537,650	165,405	31%
32001 Dakota Prairie 1	1	3,036,440	706,991	23%
32066 Lakota 66	1	1,544,292	227,587	15%
33018 Center 18	1	1,995,297	293,428	15%
34001 Pembina 1	1	909,834	543,180	60%
34006 Cavalier 6	1	3,473,912	541,324	16%
34012 Valley 12	1	1,188,523	97,600	8%
34019 Drayton 19	1	1,591,777	459,145	29%
34027 Waltham 27	1	1,913,165	719,883	38%
34043 St Thomas 43	1	910,517	195,155	21%
34055 Neche 55	1	944,560	222,783	24%
35001 Wolford 1	1	451,665	242,962	54%
35005 Rugby 5	1	3,610,765	1,065,292	30%
36001 Devils Lake 1	1	9,177,006	1,411,216	15%
36002 Edmore 2	1	1,073,807	349,644	33%
36044 Starkweather 44	1	857,944	142,728	17%
37002 Sheldon 2	2	379,323	192,212	51%
37006 Ft Ransom 6	2	242,131	74,792	31%
37010 Salund 10	3	41,176	25,946	63%
37019 Lisbon 19	1	2,926,205	125,046	4%
37022 Enderlin 22	1	1,863,783	514,129	28%
38002 Sherwood 2	1	874,829	156,157	18%
38009 Mohall 9	1	1,701,583	490,984	29%
38026 Glenburn 26	1	1,505,590	268,442	18%

1997-98 Ending Fund Balance and General Fund Expenditures (Fund Group 1) by School District

County/ School District District Number Name	School District Type	Total Expend.	Ending Balance Fund Group 1	Ending Balance divided by Fund Group 1 Expenditures
39005 Mantador 5	2	248,352	110,123	44%
39008 Hankinson 8	1	1,834,433	299,059	18%
39018 Fairmount 18	1	845,934	113,459	13%
39028 Lidgerwood 28	1	1,271,432	404,250	32%
39037 Wahpeton 37	1	7,375,430	739,804	10%
39042 Wyndmere 42	1	1,729,065	168,728	10%
39044 Richland 44	1	1,524,017	426,868	28%
40001 Dunselth 1	1	3,701,830	1,375,883	37%
40003 St John 3	1	1,390,950	141,638	10%
40004 Mt Pleasant 4	1	1,754,568	12,551	1%
40007 Belcourt 7	1	13,369,677	3,187,539	24%
40029 Rolette 29	1	1,196,166	410,364	34%
41002 Milnor 2	1	1,191,924	195,001	16%
41003 N Sargent 3	1	1,039,195	221,510	21%
41006 Sargent Central	1	1,725,424	435,585	25%
42016 Goodrich 16	1	535,561	123,317	23%
42019 McClusky 19	1	937,878	364,451	39%
43003 Solen 3	1	2,103,023	594,119	28%
43004 Ft Yates 4	1	1,778,311	778,645	44%
43008 Selfridge 8	1	858,195	227,031	26%
44012 Marmarth 12	2	209,673	162,840	78%
44014 Sheets 14	3	43,817	10,258	23%
44032 Central Elem 32	2	188,214	80,170	43%
45001 Dickinson 1	1	13,637,863	1,294,407	9%
45003 Taylor 3	2	632,971	61,213	10%
45004 Richardton 4	1	1,142,713	340,675	30%
45009 S Heart 9	1	1,348,347	413,401	31%
45013 Belfield 13	1	1,344,063	289,948	22%
46010 Hope 10	1	1,097,761	372,954	34%
46019 Finley-Sharon 19	1	1,216,115	430,454	35%
47001 Jamestown 1	1	12,853,719	4,729,441	37%
47003 Medina 3	1	1,043,000	360,931	35%
47010 Pingree-Buchanan	1	857,887	325,168	38%
47014 Montpelier 14	1	1,046,429	(369)	0%
47019 Kensal 19	1	644,212	218,374	34%
47026 Spiritwood 26	2	295,229	270,346	92%
48002 Bisbee-Egeland 2	1	1,101,148	312,307	28%
48008 Southern 8	1	1,483,820	306,626	21%
48028 N Central 28	1	766,884	252,509	33%
49003 Central Valley 3	1	1,605,501	432,067	27%
49007 Halton 7	1	1,369,444	273,611	20%
49009 Hillsboro 9	1	2,460,237	903,466	37%
49014 May-Port CG 14	1	3,234,760	772,851	24%
50003 Grafton 3	1	5,120,808	2,997	0%
50020 Minto 20	1	1,297,506	283,474	22%
50039 Lankin 39	2	418,691	5,782	1%
50051 Nash 51	2	206,899	43,228	21%
50078 Park River 78	1	2,108,880	892,984	42%
50079 Fordville 79	1	537,985	78,420	15%
50106 Edinburg 106	1	892,042	168,302	19%
50128 Adams 128	1	707,851	303,860	43%
51001 Minot 1	1	36,501,767	4,698,409	13%

1997-98 Ending Fund Balance and General Fund Expenditures (Fund Group 1) by School District

County/ District Number	School District Name	School District Type	Total Expend.	Ending Balance Fund Group 1	Ending Balance divided by Fund Group 1 Expenditures
51004	Nedrose 4	2	1,362,582	394,064	29%
51007	United 7	1	2,816,142	404,107	15%
51010	Bell 10	2	824,541	97,866	12%
51018	Sawyer 16	1	956,351	418,488	44%
51019	Eureka 19	2	134,773	43,676	32%
51028	Kenmare 28	1	2,191,651	365,401	17%
51041	Surrey 41	1	1,688,609	266,509	16%
51054	Berthold 54	1	1,260,080	239,607	19%
51070	S Prairie 70	2	1,162,214	165,609	14%
51158	N Shore 158	1	834,669	382,011	43%
51160	Minot AFB 160	4	7,855,180	465,009	6%
52023	Bowdon 23	2	660,144	51,716	8%
52035	Pleasant Valley	2	262,678	107,281	41%
52038	Harvey 38	1	2,839,115	769,056	27%
52039	Sykes 39	1	557,891	113,489	20%
52040	Fessenden 40	1	1,541,614	291,332	19%
53001	Williston 1	1	12,077,791	1,501,427	12%
53002	Nesson 2	1	1,255,650	249,968	20%
53006	Eight Mile 6	1	1,839,661	1,003,328	55%
53008	New 8	2	1,876,987	1,004,286	54%
53015	Tloga 15	1	2,065,267	554,748	27%
53091	Wildrose-Alamo 9	1	512,371	305,306	60%
53099	Grenora 99	1	1,085,867	211,147	19%
	Statewide		604,707,826	124,391,331	21%

TO: HB 1344 Conference Committee Members

FR: Maggie Walsh, Legislative Intern
Ext. 84975, Pioneer Room

DT: 4/23/01

RE: Teachers Fund For Retirement (TFFR)

During the initial conference committee meeting on House Bill 1344, held Friday April 20th, questions arose regarding the bill's impact on TFFR. Through contacting Faye Copp, with TFFR, the following information was clarified:

1. All forms of compensation are considered to be reportable unless otherwise specified under subsection 9 of section 15-39.1-04 of the North Dakota Century Code, which is a the subsection defining "salary" affected by TFFR. (Thus compensation considered reportable would be subject to the 7.75% deduction for TFFR.)
2. The original proposal included in House Bill 1344, of a \$3500 salary increase for teachers, was considered by the actuary in TFFR and it has been determined that there would not be a negative impact on the Fund through the implementation of this salary increase.
3. Copp has been in touch with the actuary for TFFR regarding the impact of the passage of House Bill 1344 with the Senate Amendments, which

includes the option of bonuses for teacher compensation. The option of bonuses for teachers presented by the school districts may possibly have a different impact than that of compensation through a salary increase. Copp is awaiting a response from the actuary contacted and will be forwarding this information onto the committee.

Ending General Fund Balance History - ND Public School Districts

Select		(All)									
GF Ending Balance		FY									
ID	District Name	1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	1999-2000
01003	REEDER 3	75,199	164,651	171,473	143,239	239,735	200,664	167,820	94,683	29%	-44%
01013	HETTINGER 13	385,345	362,226	353,279	390,174	357,155	436,491	428,668	512,955	20%	20%
02002	VALLEY CITY 2	383,018	331,630	145,069	288,784	138,103	318,977	522,088	669,332	11%	28%
02013	ORISKA 13	215,676	215,720	229,570	229,972	231,503	240,182	265,116	317,150	51%	20%
02052	LITCHVILLE 52	180,697	153,833	162,361	170,447	160,917	179,033	166,683	177,727	23%	7%
02065	N CENTRAL 65	354,197	404,460	444,680	478,063	468,026	504,628	442,889	539,859	40%	22%
02082	WIMBLEDON CT	581,225	540,712	477,007	463,439	409,500	428,229	420,466	450,184	35%	7%
02093	KATHRYN 93	17,755									
03005	MINNEWAUKAN 5	49,246	10,780	62,697	94,089	71,554	57,425	103,961	154,891	18%	49%
03006	LEEDS 6	376,592	340,722	363,368	367,928	363,367	397,277	398,650	442,955	31%	11%
03009	MADDOCK 9	355,276	343,261	372,557	390,741	365,407	381,711	416,026	444,414	28%	7%
03016	OBERON 16	26,841	14,082	75,357	122,238	157,281	146,911	165,147	167,320	39%	1%
03025	ESMOND 25	158,364	0								
03029	WARWICK 29	-66,818	-194,537	-283,490	-61,842	150,082	443,941	678,288	769,471	43%	13%
03030	FT TOTTEN	204,241	25,478	160,822	100,447	46,410	282,881	491,624	216,322	9%	-56%
04001	BILLINGS CO 1	6,546,800	6,295,452	5,714,627	5,331,267	5,450,450	5,563,829	5,022,483	4,288,767	226%	-15%
05001	BOTTINEAU	1,356,480	1,285,975	1,408,492	1,426,399	1,441,702	1,203,985	1,174,838	1,293,351	30%	10%
05013	WILLOW CITY 13	268,682	294,694	315,509	255,851	228,486	231,383	262,038	226,078	31%	-14%
05017	WESTHOPE 17	175,120	155,146	182,766	182,656	193,931	205,890	292,361	346,374	30%	18%
05029	SOURIS 29	124,124	131,656								
05035	LANSFORD 35	183,395	142,240	129,112	156,843	148,507	125,689	123,710	111,436	21%	-10%
05054	NEWBURG UNITED	253,526	275,433	301,317	301,412	298,145	181,129	240,595	287,205	31%	19%
06001	BOWMAN	680,485	538,828	518,748	524,398	701,328	833,494	766,120	943,934	38%	23%
06017	RHAME 17	393,655	394,095	395,078	454,762	483,614	529,296	507,885	486,264	53%	-4%
06030	MUD BUTTE 30	36,616	18,693	25,081							
06033	SCRANTON	309,882	225,677	192,587	185,586	248,028	299,454	312,493	342,890	29%	10%
07014	BOWBELLS 14	193,511	186,238	170,023	165,152	205,100	185,410	148,627	239,109	29%	61%
07027	POWERS LAKE 27	232,933	203,773	172,692	113,606	85,193	107,854	156,486	219,919	24%	41%
07034	COLUMBUS 34	68,055	11,697								
07036	BURKE CENTRAL	150,054	190,882	233,493	339,296	492,543	589,174	678,981	733,933	73%	8%
08001	BISMARCK 1	5,244,610	5,448,363	5,623,884	6,607,551	6,831,933	6,576,165	6,966,473	7,813,154	14%	12%
08002	REGAN 2	92,579	90,594	102,379	97,474	113,507	112,844	129,456	94,877	48%	-27%
08025	NAUGHTON	40,252	45,737	47,045	55,164	46,401	50,005	62,776	57,354	78%	-9%
08028	WING 28	232,930	253,584	262,285	239,834	226,657	262,377	267,795	284,090	42%	6%
08029	BALDWIN 29	37,492	29,636	41,447	18,375	38,687	76,894	112,911	145,603	104%	29%
08033	MENOKEN 33	80,039	94,260	90,690	99,901	104,222	134,247	145,167	136,546	47%	-6%
08034	MCKENZIE 34	80,129	94,208	72,857	67,405	36,976	40,268	49,718	44,538	50%	-10%

Ending General Fund Balance History - ND Public School Districts

Select	(All)
GF Ending Balance	
ID	District Name
08035	STERLING 35
08036	DRISCOLL 36
08039	APPLE CREEK
08045	MANNING 45
08046	TELFER 46
09001	FARGO 1
09002	KINDRED 2
09003	DAKOTA 3
09004	MAPLE VALLEY
09006	WEST FARGO
09007	MAPLETON 7
09017	CENTRAL CASS 17
09026	CHAFFEE 26
09054	LEONARD 54
09076	CASS VALLEY NORT
09080	PAGE 80
09097	NORTHERN CASS 97
10001	OSNABROCK 1
10014	BORDER CENTRAL
10019	MUNICH 19
10023	LANGDON 23
10030	MILTON 30
11037	FULLERTON 37
11038	MONANGO 38
11040	ELLENDALE 40
11041	OAKES 41
12001	DIVIDE COUNTY 1
13008	DODGE 8
13016	KILLDEER 16
13019	HALLIDAY 19
13037	TWIN BUTTES 37
14001	NEW ROCKFORD 1
14012	SHEYENNE 12
15006	HAZELTON MOFFIT BRADDOCK
15007	BRADDOCK 7
15010	BAKKER 10
15012	UNION
FY	
1993	1994
1995	1996
1997	1998
1999	2000
GF Expend	1999-2000 Change
14%	-16%
31%	-18%
15%	17%
15%	-38%
10%	24%
18%	8%
21%	18%
5%	20%
19%	7%
29%	0%
26%	9%
21%	-14%
28%	-12%
29%	-5%
39%	6%
21%	14%
13%	28%
22%	3%
4%	-20%
19%	6%
19%	-52%
28%	-6%
52%	-3%
12%	
24%	7%
15%	35%
28%	2%
19%	16%
67%	1%

Ending General Fund Balance History - ND Public School Districts

Select (All)

GF Ending Balance		FY										2000 EFB to		1999-2000	
ID	District Name	1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	2000 Change				
15015	STRASBURG 15	326,971	362,433	302,547	330,575	352,071	439,853	526,220	487,665	38%	-7%				
15030	HAGUE 30	80,000	99,511												
15036	LINTON 36	347,777	369,684	358,193	303,836	188,367	220,425	276,478	314,933	16%	14%				
16010	CARRINGTON 10	567,543	567,237	609,740	597,531	721,167	723,562	809,888	844,552	24%	4%				
16014	GLEN SUT MCHENRY	156,923													
16016	GRACE CITY 16	4,030													
17003	BEACH 3	584,498	585,947	461,699	587,321	805,485	697,633	596,226	990,844	40%	66%				
17006	ELONE TREE 6	136,481	117,074	119,009	126,747	119,132	130,916	185,327	236,015	58%	27%				
18001	GRAND FORKS 1	6,136,297	7,327,555	7,658,762	7,342,775	7,385,838	11,545,954	14,172,133	13,886,530	27%	-2%				
18044	LARIMORE 44	440,822	280,666	450,857	657,644	637,577	913,393	1,013,201	1,110,471	36%	10%				
18061	THOMPSON 61	229,745	247,897	250,414	353,298	330,500	426,430	357,678	465,749	21%	30%				
18125	MANVEL 125	91,537	120,940	182,861	164,862	182,082	221,494	254,855	278,158	20%	9%				
18127	EMERADO 127	187,154	179,022	168,659	224,141	266,719	284,277	278,716	298,824	33%	7%				
18128	MIDWAY 128	264,654	204,051	155,632	181,615	189,883	187,097	204,204	182,068	10%	-11%				
18129	NORTHWOOD 129	154,465	188,206	192,348	281,560	300,721	410,918	398,799	486,552	26%	22%				
18140	GR FORKS AB 140	-15,985	0	0	0	0		0	0	0%					
19015	NEW LEIPZIG 15	204,015	185,094	147,809	143,608	103,506									
19016	ELGIN 16	65,526	89,481	78,196	130,230	155,378									
19018	ROOSEVELT 18	197,585	227,431	192,445	147,033	62,874	75,575	163,413	259,612	26%	59%				
19034	LEAHY 34	29,628	6,316	26,672											
19049	Elgin-New Leipzig 49														
20007	MIDKOTA 7		255,949	322,040	342,511	364,134	173,424	394,885	317,516	15%	-20%				
20018	Giggs County Central														
20018	COOPERSTOWN 18	261,413	275,358	314,565	417,316	525,815	437,312	421,847	492,323	27%	17%				
20722	HANNAFORD	90,401	93,486	108,501	87,495			398,084	336,296	15%	-16%				
20023	BINFORD 23	32,363													
21006	MOTT 6	838,043	739,886	714,215	665,896	540,034	568,380	591,832	588,504	39%	0%				
21009	NEW ENGLAND 9	309,095	289,622	342,734	282,860	229,538	204,262	210,359	214,891	12%	2%				
21014	REGENT 14	127,017	112,900	126,145	114,120	92,437	70,392	-28,974	1,457	0%	-105%				
22011	PETTIBONE 11	206,092	167,103	123,882	165,041	228,671	263,771	308,874	317,411	96%	3%				
22014	ROBINSON 14	110,651	102,465	145,384	131,937	114,348	157,298	137,817	213,788	78%	55%				
22020	TUTTLE 20	156,476	116,286	118,453	161,917	212,593	228,992	264,528	290,547	47%	10%				
22026	STEELE DAWSON 26	319,316	268,295	175,941	186,840	114,801	222,857	223,695	428,599	29%	92%				
22028	TAPPEN 28	183,444	101,510	67,315	51,825	120,540	118,538	135,897	121,915	16%	-10%				
23003	EDGELEY 3	186,684	222,805	255,418	333,178	400,696	402,597	468,636	474,942	31%	1%				
23005	JUD 5	39,902	35,334												
23007	KULM 7	119,770	115,795	153,743	208,761	243,188	316,256	370,720	449,186	41%	21%				

Ending General Fund Balance History - ND Public School Districts

Selected	(All)
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GF Ending Balance	ID	District Name	FY										2000 EFB to		1999-2000
			1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	2000 Change			
	23008	LAMOURE 8	173,358	182,024	150,723	203,771	232,053	177,137	161,165	231,770	15%	75%			
	23009	MARION 9	38,445	57,913	74,392	115,439	130,719	104,796	76,361	117,948	16%	54%			
	23011	VERONA 11	26,637	10,530	37,553	64,432	44,648	90,574	81,881	73,929	12%	-10%			
	24002	NAPOLEON	394,034	402,218	465,611	415,343	394,177	421,175	469,184	548,360	35%	17%			
	24014	GACKLE 14	378,441	391,037	377,389										
	24056	GACKLE STREETER 56													
	25001	VELVA 1	180,838	285,717	177,479	339,991	275,826	320,798	519,020	685,645	56%	32%			
	25004	NEWPORT	131,944	146,264	135,396	199,425	262,951	358,987	415,572	465,290	22%	12%			
	25014	ANAMOOSE	397,404	395,107	359,192	366,977	382,047	393,212	381,771	365,787	36%	59%			
	25025	GRANVILLE 25	41,819	51,369	14,296	3,592	4,700	5,103	12,589	21,083	51%	-4%			
	25029	UPHAM 29	164,000	144,585	209,867	259,766	266,896	254,678	224,186	152,452	2%	67%			
	25037	THURSBY BUTTE 37	104,618	78,141	58,692						24%	-32%			
	25054	KARLSRUHE 54	487	2,163	38,675										
	25057	DRAKE 57	363,739	344,222	336,627	343,296	333,226	343,979	301,914	240,824	21%	-20%			
	26034	ZEELAND 4	339,057	305,338	247,806	250,256	298,800	316,203	332,993	346,805	69%	4%			
	26009	ASHLEY 9	296,869	203,359	160,560	257,919	402,347	580,190	744,646	791,079	59%	6%			
	26010	LEHR 10	94,962	59,568	42,726	8,025	145,276								
	26019	WISHEK 19	130,341	67,877	120,664	144,340	180,779	245,083	274,060	375,763	25%	37%			
	27001	MCKENZIE CO	2,094,527	2,131,985	2,034,526	1,946,476	1,861,356	1,670,913	1,437,028	1,728,906	42%	20%			
	27002	ALEXANDER 2	532,536	565,927	619,173	633,143	629,915	655,713	662,110	710,885	74%	7%			
	27014	YELLOWSTONE 14	194,872	130,090	85,103	140,804	158,154	220,143	226,756	279,227	38%	23%			
	27018	EARL 18	1,164,377	1,144,588	1,126,076	1,118,014	1,102,656	1,101,460	1,089,488	1,089,475	1712%	0%			
	27019	BOWLINE BUTTE 19	158,602	138,884	104,142	114,141	90,011	132,735	139,130	156,879	155%	13%			
	27032	HORSE CREEK 32	341,993	294,287	191,731	184,647	162,868	172,826	174,364	201,889	107%	16%			
	27036	MANDAREE 36	689,364	737,891	1,491,332	1,279,298	1,159,953	1,318,020	1,354,280	261,918	7%	-81%			
	28001	MONTFIORE 1	107,526	90,659	52,812	63,327	69,146	81,571	58,503	21,138	1%	-64%			
	28004	WASHBURN 4	391,683	350,766	487,359	401,009	417,370	461,741	432,628	359,229	18%	-17%			
	28008	UNDERWOOD 8	233,429	223,415	276,976	257,920	258,326	268,823	342,901	500,921	29%	46%			
	28050	MAX 50	179,875	199,867	252,101	330,076	318,124	374,334	335,445	439,658	46%	31%			
	28051	GARRISON 51	143,505	248,009	165,191	33,635	238,238	451,465	647,235	694,463	28%	7%			
	28062	BUTTE 62	283,583	271,314	251,044	232,524	258,955	251,378	229,141	227,090	50%	-1%			
	28072	TURTLE LAKE MERC	447,866	422,045	489,354	530,842	631,024	598,884	606,991	537,163	38%	-12%			
	28085	WHITE SHIELD	193,231	111,819	179,613	130,564	187,397	121,353	34,452	72,057	7%	109%			
	28089	RIVERDALE 89	285,376	0											
	29003	HAZEN 3	1,012,685	1,001,014	998,016	1,029,278	957,590	905,887	954,877	1,049,296	24%	10%			
	29014	ZAP 14	101,148	0											
	29020	GOLDEN VALLEY 20	157,881	177,200	220,957	165,042	254,553	282,972	339,802	371,434	72%	9%			

Ending General Fund Balance History - ND Public School Districts

Select (All)

ID	District Name	FY										2000 EFB to	
		1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	1999-2000	2000 Change	
29022	STANTON 22	116,194	133,450	78,421	32,709	69,352	42,705	30,213	34,612	5%	15%		
29027	BEULAH 27	2,058,900	2,242,418	2,405,967	2,559,142	2,176,170	2,312,951	2,471,477	2,324,120	42%	-6%		
30001	MANDAN 1	2,651,366	2,518,880	2,387,758	2,110,639	2,001,167	1,487,754	1,148,765	1,233,696	7%	7%		
30004	LITTLE HEART 4	38,065	58,721	71,299	78,521	64,236	61,854	68,485	74,593	36%	9%		
30007	NEW SALEM 7	120,025	164,754	157,042	256,138	316,973	311,713	355,324	457,620	23%	29%		
30008	SIMS 8	48,459	32,530	20,651	51,682	41,363	43,816	9,837	21,639	5%	120%		
30013	HEBRON 13	528,473	581,415	591,663	687,620	713,134	662,951	661,753	652,221	47%	-1%		
30017	SWEET BRIAR	17,619	19,554	18,913	13,961	18,453	26,900	40,555	56,001	93%	38%		
30035	OAK COULEE 35	11,374	9,107										
30039	FLASHER 39	275,548	292,014	348,171	443,472	534,288	673,429	770,846	846,890	55%	10%		
30048	GLEN ULLIN 48	707,906	686,725	694,537	735,811	822,187	865,360	964,651	951,468	58%	-1%		
31001	NEW TOWN 1	323,493	494,913	517,474	917,056	736,133	1,211,056	1,403,978	1,358,048	26%	-3%		
31002	STANLEY 2	370,625	377,567	336,205	411,806	401,603	364,494	329,973	391,044	16%	19%		
31003	PARSHALL 3	414,690	233,472	70,032	110,439	181,368	131,670	194,541	296,982	18%	53%		
31137	PLAZA 137	182,444	132,800	137,668	121,925	133,296	165,405	185,612	210,201	38%	13%		
32001	GAKOTA PRAIRIE 1	1,069,315	663,761	490,508	461,788	529,487	706,991	800,482	904,620	30%	13%		
32066	LAKOTA 66	169,363	153,009	195,468	161,915	189,003	227,587	221,159	306,347	20%	39%		
33014	SPRINGBROOK 14	20,347	854										
33018	CENTER 18	359,552	403,373	358,418	337,533	387,484	293,428	287,971	349,240	19%	21%		
34001	PEMBINA 1	85,060	221,384	320,189	441,170	461,559	543,180	570,411	581,895	50%	2%		
34006	CAVALIER 6	672,692	629,707	746,214	636,609	539,697	541,324	569,627	561,057	15%	-2%		
34012	VALEY 12	175,397	150,493	149,722	166,739	135,877	97,600	56,389	138,214	11%	145%		
34019	DRAYTON 19	364,804	404,431	415,537	486,549	577,494	459,145	396,895	383,852	23%	-3%		
34027	WALHALLA 27	420,962	373,095	550,706	654,996	717,984	719,883	691,500	715,546	36%	3%		
34043	ST THOMAS 43	146,609	144,753	190,352	180,517	220,733	195,155	153,767	166,725	18%	8%		
34055	NECHE 55	199,457	222,349	195,109	256,335	207,085	222,783	211,115	224,896	22%	7%		
35001	WOLFORD 1	132,219	144,419	182,041	214,282	204,688	242,962	260,522	253,699	48%	-3%		
35005	RUGBY 5	337,097	461,400	651,909	819,358	986,926	1,065,292	1,232,767	1,075,327	26%	-13%		
35007	BALTA 7	5,737											
36001	DEVILS LAKE 1	1,261,258	1,143,728	1,141,314	1,291,099	1,204,055	1,411,216	1,409,294	1,571,337	16%	19%		
36002	EDMORE 2	298,085	288,159	319,746	360,613	354,364	349,644	360,408	348,920	31%	-3%		
36003	CRARY 3	177,281	99,780	22,341	28,458								
36044	STARKEWEATHER 44	232,698	212,182	162,964	137,727	148,091	142,728	186,869	271,285	32%	45%		
37002	SHELDON 2	183,188	193,910	155,987	88,372	119,840	192,212	237,489	295,994	68%	25%		
37006	FT RANSOM 6	87,632	75,259	49,797	55,660	63,416	74,792	69,967	83,452	34%	19%		
37010	SALUND 10	40,528	40,822	35,963	30,332	22,597	25,946	22,893	4,145	7%	-82%		
37019	USBON 19	258,801	124,308	65,107	52,652	110,006	125,046	63,602	98,127	3%	54%		

Ending General Fund Balance History - ND Public School Districts

Select (All)

GF Ending Balance		FY										2000 EFB to	1999-2000
ID	District Name	1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	2000 Change		
37022	ENDERLIN 22	343,464	446,001	437,592	415,562	477,007	514,129	462,454	432,352	21%	-7%		
38002	SHERWOOD 2	120,475	124,577	130,007	139,513	167,384	156,157	119,015	96,417	10%	-19%		
38009	MOHALL 9	636,853	574,145	627,283	653,315	519,767	490,984	477,792	417,556	23%	-13%		
38026	GLENBURN 26	293,555	268,130	255,193	327,581	330,830	268,442	233,071	265,758	16%	14%		
39005	MANTADOR 5	143,369	100,421	90,786	95,045	109,037	110,123	114,019	126,704	46%	11%		
39008	HANKINSON 8	356,313	312,844	296,101	249,408	268,924	299,059	345,911	401,496	24%	16%		
39018	FAIRMOUNT 18	91,671	63,199	95,369	104,587	116,148	113,459	65,225	101,319	11%	53%		
39028	LUDGERWOOD 28	261,003	265,675	310,403	373,750	402,668	404,250	433,894	447,321	30%	3%		
39037	WAPPETON 37	418,068	595,177	861,293	834,672	731,830	739,604	990,210	1,123,548	15%	13%		
39042	WYNDMERE 42	380,466	352,987	325,613	282,179	254,616	168,728	236,076	450,085	27%	91%		
39044	RICHLAND 44	326,834	336,060	366,617	395,432	370,505	426,868	469,111	475,755	27%	1%		
40001	DUNSEITH	206,924	-150,201	-174,589	159,480	878,410	1,375,883	1,323,161	1,993,049	54%	51%		
40003	ST JOHN 3	270,701	110,575	71,430	62,465	29,682	141,638	453,361	892,169	56%	97%		
40004	MT PLEASANT 4	21,366	23,173	24,722	2,807	18,342	12,551	1,603	131,955	7%	8132%		
40007	BELCOURT 7	1,710,585	1,982,002	3,701,685	3,261,220	2,617,083	3,187,539	4,013,042	4,257,093	35%	6%		
40029	ROLETTE 29	293,756	274,176	311,008	317,126	351,143	410,364	435,488	434,828	32%	0%		
41002	MILNOR 2	32,355	209	16,315	109,409	171,810	195,001	263,292	300,288	23%	14%		
41003	N SARGENT 3	192,635	122,758	191,258	201,649	195,082	221,510	248,339	201,789	17%	-19%		
41006	SARGENT CENTRAL	357,690	309,475	249,371	343,898	368,481	435,585	468,204	556,993	28%	19%		
42016	GOODRICH 16	274,668	245,978	208,479	180,942	139,074	123,317	137,011	131,365	23%	-4%		
42019	MCCLUSKY 19	172,985	327,071	249,787	291,890	309,812	364,451	314,251	448,765	51%	43%		
43003	SOLEN 3	304,228	14,349	-144,330	230,599	488,893	594,119	453,230	591,026	25%	30%		
43004	FT YATES	86,454	-144,081	-6,300	2,619	367,789	778,645	1,635,899	2,045,522	81%	25%		
43008	SELFIDGE 8	115,514	126,881	29,420	69,392	133,287	227,031	324,353	405,105	44%	25%		
44012	MARMARTH 12	115,780	68,388	73,011	90,806	123,497	162,840	189,793	235,427	127%	24%		
44014	SHEETS 14	19,878	16,360	19,491	16,815	15,946	10,258	13,700	11,661	18%	-15%		
44032	CENTRAL ELEM 32	48,391	38,760	37,462	50,299	58,095	80,170	104,540	126,467	75%	21%		
45001	DICKINSON 1	1,087,123	1,018,059	988,398	1,247,855	1,231,472	1,294,407	1,299,443	1,720,662	11%	32%		
45003	TAYLOR 3	138,304	103,723	112,562	114,286	117,860	61,213	68,646	69,328	10%	1%		
45004	RICHARDTON 4	478,494	497,364	498,429	498,942	365,308	340,675	284,088	232,304	18%	-18%		
45009	S HEART 9	160,725	197,383	202,801	335,855	274,695	413,401	490,268	568,128	41%	16%		
45013	ELM GROVE 13	230,946	220,903	264,892	228,433	254,799	289,948	331,758	447,063	31%	35%		
45027	LEFOR 27	34,158	800										
46010	HOPE 10	297,201	300,784	310,178	339,276	351,696	372,954	365,274	329,365	28%	-10%		
46019	FINLEY SHARON	292,306	332,655	307,134	318,350	404,676	430,454	469,129	538,353	42%	15%		
47001	JAMESTOWN 1	3,433,599	3,723,270	3,654,309	3,852,929	4,200,293	4,729,441	3,884,980	3,960,122	30%	2%		
47003	MEDINA 3	152,987	124,069	222,517	234,204	277,364	360,931	391,210	403,469	33%	3%		

Ending General Fund Balance History - ND Public School Districts

Select	(All)
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GF Ending Balance		FY										2000 EFB to	
ID	District Name	1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	1999-2000		
47010	PINGREE BUCHANAN	263,817	229,906	267,959	310,268	299,588	325,168	364,604	419,100	43%	15%		
47014	MONTPELIER 14	283,993	230,652	176,715	99,723	168,003	-369	13,196	90,596	10%	587%		
47019	KENSAL 19	223,871	216,812	250,102	250,063	287,855	218,374	213,054	230,813	35%	8%		
47026	SPIRITWOOD 26	221,457	204,005	183,454	176,309	179,747	270,346	387,114	485,857	151%	26%		
47030	WOODWORTH 30	210,524											
47042	STREETER 42	136,859	123,397	61,290	207,548	224,380	312,307	328,673	365,998	35%	11%		
48002	Bisbee-Egeland 2	231,954	251,867	206,052	306,330	252,268	306,626	378,578	426,509	29%	13%		
48008	SOUTHERN 8	397,534	400,374	376,762	306,330	252,268							
48012	E CENTRAL 12	154,014	147,729	134,347	78,581	56,022							
48028	N CENTRAL 28	238,119	223,466	247,847	243,837	250,552	252,509	174,380	249,816	33%	43%		
49003	CENTRAL VALLEY	237,356	268,664	233,178	342,069	357,522	432,067	530,939	652,218	38%	23%		
49007	HATTON 7	241,336	244,890	257,415	279,682	265,359	273,611	306,207	308,640	20%	1%		
49009	HILLSBORO 9	386,336	386,336	654,400	838,885	821,944	903,468	778,287	776,527	30%	0%		
49014	MAY-PORT CG 14	279,791	392,525	434,016	459,102	622,488	772,851	891,845	831,747	22%	-7%		
50003	GRAFTON 3	248,509	-215,486	9,900	-399,149	4,608	2,997	6,398	13,157	0%	106%		
50020	MINTO 20	275,212	268,776	280,153	255,028	248,875	283,474	307,748	346,616	25%	13%		
50039	LANKIN 39	38,402	45,179	22,736	7,027	1,948	5,782	11,344	29,586	7%	161%		
50051	NASH	46,204	50,647	46,280	44,017	36,784	43,228	55,408	90,689	42%	64%		
50071	PISEK 71	54,161	1,590										
50078	PARK RIVER 78	679,188	812,698	847,739	845,696	780,826	892,984	973,006	715,593	28%	-26%		
50079	FORDVILLE 79	77,554	59,680	37,477	31,230	58,183	78,420	98,976	85,680	14%	-13%		
50106	EDINBURG 106	210,101	210,857	223,815	236,589	186,235	168,302	193,911	213,294	23%	10%		
50128	ADAMS 128	263,057	259,554	292,698	272,553	265,897	303,860	284,203	297,154	38%	5%		
51001	MINOT 1	3,191,729	2,019,652	1,748,048	1,468,517	2,842,548	4,598,409	11,107,878	13,136,915	32%	18%		
51004	NEDROSE 4	191,070	283,262	305,966	467,543	316,474	394,064	316,714	349,190	22%	10%		
51007	UNITED 7	158,784	160,885	248,249	334,776	357,196	404,107	365,751	394,579	14%	8%		
51010	BELL 10	29,288	34,002	72,592	22,757	44,488	97,866	129,145	119,688	14%	-7%		
51016	SAWYER 16	49,209	82,508	140,783	241,000	329,703	418,488	458,168	512,437	48%	12%		
51019	EUREKA 19	48,705	60,043	59,954	56,697	47,647	43,576	62,470	60,858	45%	-3%		
51028	KENMARE 28	252,546	258,523	262,822	283,218	308,788	365,401	418,737	506,782	22%	21%		
51041	SURREY 41	172,928	297,343	185,715	265,811	304,179	266,509	379,002	425,757	22%	12%		
51054	BERTHOLD 54	214,617	207,084	254,986	284,179	324,490	239,607	242,276	308,881	25%	27%		
51070	S PRAIRIE 70	318,069	214,827	235,134	177,618	180,240	165,609	195,987	177,453	19%	-9%		
51156	CARPIO 156	362,298	427,078										
51158	N SHORE 158	288,681	330,451	283,808	332,657	360,537	362,011	406,848	441,879	49%	9%		
51160	MINOT AFB 160	5,915	36,906	33,849	38,665	23,648	465,009	164,172	303,754	4%	85%		
52023	BOWDON 23	253,596	189,763	147,541	79,535	45,991	51,716	66,709	53,082	8%	-20%		

Ending General Fund Balance History - ND Public School Districts

Select	(All)
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GF Ending Balance		FY										2000 EFB to		1999-2000	
ID	District Name	1993	1994	1995	1996	1997	1998	1999	2000	GF Expend	2000 Change				
52035	PLEASANT VALLEY	103,662	101,989	101,700	84,033	82,429	107,281	149,905	183,599	69%	22%				
52038	HARVEY 38	462,850	323,540	379,145	597,395	726,429	769,056	685,007	573,962	18%	-16%				
52039	SYKES 39	123,776	69,554	71,043	71,331	99,164	113,489	122,687	138,230	21%	13%				
52040	FESSENDEN 40	323,874	341,937	356,201	327,810	289,825	291,332	249,483	239,071	14%	-4%				
53001	WILLISTON 1	828,495	679,561	1,140,654	1,203,892	1,309,123	1,501,427	1,332,342	1,483,507	11%	11%				
53002	NESSON 2	173,898	176,002	164,634	173,733	210,666	249,968	258,053	279,965	22%	8%				
53006	EIGHT MILE 6	119,627	51,081	45,496	443,416	683,805	1,003,328	810,128	917,918	52%	13%				
53008	NEW 8	1,071,082	1,053,558	970,204	951,567	966,069	1,004,286	872,481	783,582	35%	-10%				
53015	TIOGA 15	174,535	315,148	393,346	523,665	481,137	554,748	658,058	712,285	34%	8%				
53091	WILDROSE 91	137,544	128,534	146,839	203,677	236,841	305,306	296,353	315,300	52%	6%				
53099	GRENDORA 99	309,396	237,246	248,205	186,788	221,521	211,147	289,452	333,381	32%	15%				
Grand Total		96,779,493	94,034,098	97,611,970	103,533,592	109,064,624	124,511,361	137,876,842	149,322,288	22%	8%				

3-29-01

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Table 16 (Cont.)

2000-01 AVERAGE SALARIES FOR FULL-TIME LICENSED PERSONNEL
BY SIZE OF SCHOOL DISTRICT AND ASSIGNMENT

Average Annual Salary by Major Assignment

No. of Dist.	Enrollment In High School	Avg. Exp.	School Psychol	Avg Exp	Speech Lang Pathol.	Avg. Exp.	Supt Assist	Avg Exp	Supt	Avg Exp	Super- visor
11	600 & Above	13	35,219	15	36,404	27	76,390	30	96,004	17	41,136
1	500 - 599	15	35,148	18	34,696			20	76,230	10	29,715
1	400 - 499										
3	300 - 399							24	72,529		
13	200 - 299			19	33,885			27	65,363		
15	150 - 199	6	24,025	12	25,735			22	59,504	29	35,000
32	100 - 149			17	27,026			25	55,958	13	28,114
30	75 - 99	1	22,600	16	28,088			25	55,498		
26	50 - 74	4	20,100	16	30,525			23	50,807		
36	25 - 49			9	28,317			24	49,871		
8	24 & Less							25	40,752		
176	Avg/HS Dist	12	33,239	15	34,496	27	76,390	25	58,156	17	37,314
41	Avg/EI Dist			4	25,125	26	42,100	28	60,778		
10	Avg/Rur Dist										
227	Avg/All Dist	12	33,239	15	34,431	27	73,533	25	58,101	17	37,314

Average Annual Salary by Major Assignment

No. of Dist.	Enrollment In High School	Avg Exp.	Instr. Staff	Avg Exp.	Elem. Prin.	Avg Exp.	Sec. Prin.	Avg Exp.	Sec Teach	Avg Exp.	Elem Teach	Avg Exp.	All Teach	Avg Exp.	First Year Teach
11	600 & Above	16	34,347	24	59,879	24	66,304	16	33,886	16	34,026	16	33,983		22,141
1	500 - 599	19	32,273	27	60,141	36	64,236	18	32,952	19	31,346	19	31,848		20,143
1	400 - 499	20	32,852	26	61,181	24	64,700	20	32,421	20	32,412	20	32,415		
3	300 - 399	19	32,674	28	67,923	23	62,671	19	32,815	19	32,072	19	32,301		
13	200 - 299	17	30,806	20	45,619	22	51,560	17	31,239	17	30,057	17	30,509		20,479
16	150 - 199	15	28,288	24	46,045	21	46,623	14	27,718	16	28,532	15	28,201		19,695
32	100 - 149	18	27,408	20	37,934	17	40,835	16	27,415	17	27,236	16	27,315		19,662
30	75 - 99	15	27,494	19	37,692	24	43,172	14	27,299	15	27,155	15	27,219		19,884
26	50 - 74	18	26,406	22	38,489	18	38,906	15	26,313	16	26,310	16	26,311		20,162
36	25 - 49	16	25,553	27	41,600	20	37,695	16	26,408	15	25,498	15	25,456		19,165
8	24 & Less	16	24,043	36	24,350	11	49,000	17	23,844	12	24,198	15	23,995		18,750
176	Avg/HJ Dist	16	31,393	23	51,289	21	46,482	16	30,621	16	31,414	16	31,090		20,773
41	Avg/EI Dist	14	25,611	19	43,764			11	24,329	14	25,666	14	25,646		18,633
10	Avg Rur Dist	12	21,360							12	21,360	12	21,360		
227	Avg/All Dist	16	31,194	23	50,777	21	46,482	16	30,612	16	31,095	16	30,891		20,875

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

The following alphabetic listing of educational units contains refined/updated data reported in the accompanying Salary and Fringe Benefit Survey. Certain columns contain asterisks; an explanation for each appears just under the column heading. Please note these additional comments on certain benefits:

- HEALTH INSURANCE: Although the educational survey requested the average amount the district paid per teacher, in most instances, the units reported the maximum benefit paid.
- LTD INSURANCE: An * indicates flat dollar amounts paid by the district; all other figures are based on the percentage paid by the percentage paid by the district, calculated on the average salary.
- TFFR: An * indicates flat dollar amounts paid by the district; all other figures are based on the percentage paid by the district, calculated on the average salary. (See page 28)

District	Student Enrollment from Dyr	Number of Teachers	Average Salary	Health Insurance	Catastrophic/ Flex Plan	Life Insurance	Dental Insurance	Vision Insurance	LTD Insurance	Annuity - tiered	Other Fringe(s)	TFFR	Total Fringe Benefits	Total Compensation
Adams	113	12 00	23,900	2,750	0	0	0	0	0	0	0	2,008	4,758	28,658
Alexander	105	14 50	24,350	0	3,150	0	0	0	0	0	0	0	3,150	27,500
Anamoose	96	12 50	24,497	2,300	0	0	0	0	0	1,400*	0	2,058	4,358	28,855
Apple Creek	45	3 50	26,750	0	0	0	0	0	0	0	0	0	0	26,750
Ashley	203	19 50	23,242	4,385	0	0	0	0	172	0	0	600*	5,157	28,399
Bakker	10	2 00	17,500	1,500	0	0	0	0	0	0	0	9	1,500	19,000
Baldwin	14	2 00	17,750	0	0	0	0	0	0	0	0	746	746	18,496
Beach	392	34 00	25,584	2,100	0	0	0	0	0	0	0	1,480*	3,580	29,164
Beaumont	1,762	105 50	34,267	5,162	0	32	0	0	113	0	0	2,879	8,186	42,453
Bellevue	308	23 00	25,687	0	2,106	0	0	0	0	0	0	0	2,106	27,793
Bell	129	12 00	22,751	2,303	0	0	0	0	0	0	0	0	2,303	25,054
Berthold	215	21 50	23,645	0	2,000	0	0	0	128	0	0	0	2,128	25,773
Beulah	1,021	66 00	33,813	6,036	0	0	0	0	130	1,100*	0	0	6,036	39,849
Billings County	79	13 40	28,981	0	2,106	0	317	120	0	0	0	2,435	5,108	34,089
Busbee-Egeland	111	15 00	24,337	0	2,532	0	0	165	56	0	0	0	2,532	26,869
Bismarck	10,476	749 77	34,724	4,896	0	54	158	0	0	0	0	0	5,339	40,063
Border Central	32	7 00	24,757	2,646	0	0	0	0	0	0	0	0	2,646	27,403
Bottleau	801	60 16	30,825	2,350	0	16	0	0	0	0	0	2,590	4,956	35,781
Bowbells	114	14 25	21,275	0	2,700	0	0	0	0	0	0	0	2,700	23,975
Bowdon	75	10 00	18,000	4,262	0	0	0	0	0	0	0	1,512	5,774	23,774
Bowling Butte	2	1 00	19,500	1,500	0	0	0	0	0	0	0	0	1,500	21,000
Bowman	445	24 50	25,260	5,200	0	31	638	0	136	0	0	2,122	8,127	33,387
Burke Central	114	21 00	26,233	2,500	0	0	0	0	0	0	0	0	2,500	28,733
Burlington County Special Ed	26	3 00	22,300	2,880	0	0	0	0	0	0	0	0	2,880	25,180
Carrollton	706	48 23	27,500	3,800	0	0	0	0	91	0	0	2,310	6,201	33,701
Cavalier	633	47 50	33,409	2,824	0	0	0	0	0	0	0	2,807	5,631	39,040
Center	282	25 00	28,205	2,646	0	34	0	0	0	0	0	764	3,444	31,650
Central Cass	826	50 31	30,526	0	2,930	0	0	0	98	0	0	0	3,028	33,554
Central Elementary	11	1 00	24,700	0	0	0	0	0	0	0	0	2,075	2,075	26,775
Central Valley	311	18 00	29,134	2,646	0	0	317	120	233	0	0	2,448	5,764	34,898
Dakota Prairie	399	32 50	30,298	2,646	0	0	0	0	0	0	0	0	2,646	32,944
Devils Lake	2,010	159 14	29,478	2,106	0	45	317	100	42*	0	0	0	2,610	32,088
Dickey LaMoure Special Ed	213	13 60	26,293	2,398	0	0	384	0	0	0	0	0	2,782	29,075
Dickinson	2,906	212 50	32,239	4,163	0	78	0	0	152	0	0	0	4,303	36,542

Handwritten notes:
 * indicates flat dollar amounts paid by the district
 * indicates flat dollar amounts paid by the district
 * indicates flat dollar amounts paid by the district

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

District	Student Enrollment from DPI	Number of Teachers	Average Salary	Health Insurance	Cafeteria/ Flex Plan	Life Insurance	Dental Insurance	Vision Insurance	LTID Insurance	Annuitiy - on Incr	Other Fringe(s)	TFR	Total Fringe Benefits	Total Compensation
Divide County	332	29.91	28,879	2,556	0	50	618	0	84	0	500	2,113	5,921	34,800
Dodge	51	5.00	27,056	0	0	0	0	0	0	2,300	0	0	2,300	29,356
Drale	152	17.12	24,707	2,646	0	0	0	0	0	0	0	2,076	4,722	29,429
Dayton	248	22.00	29,862	2,400	0	0	0	0	100*	0	0	2,509	5,009	34,871
Dawson	19	6.80	20,000	0	0	0	0	0	0	0	0	0	0	20,000
Dawson	547	51.50	28,010	0	2,761	0	0	0	0	0	0	2,353	5,114	33,124
Earl	10	1.14	21,500	0	0	0	0	0	0	0	0	0	0	21,500
ECCFEC Special Ed	272	8.48	29,703	3,100	0	24	772	0	122	0	0	2,495	6,513	36,216
Edgeley	271	25.00	23,128	0	3,100	102	0	0	126*	0	0	0	3,328	26,456
Edinburg	144	15.00	27,885	4,000	0	0	0	0	0	0	0	2,343	6,343	34,229
Edmore	113	17.00	28,631	2,900	0	0	0	0	106	0	0	0	3,006	31,637
Eight Mile	201	24.00	25,135	0	2,750	0	0	0	0	0	0	2,112	4,862	29,997
Elgin-New Leipzig	248	26.20	22,634	0	3,650	0	0	0	69	0	0	0	3,718	26,352
Ellendale	390	30.00	27,636	0	3,963	19	0	0	0	0	0	0	3,982	31,618
Emerado	116	11.80	21,174	0	2,402	0	0	0	0	0	0	0	2,402	23,576
Enderlin	352	27.80	27,252	3,100	0	0	150	0	0	0	0	2,289	5,539	32,791
Eureka	16	2.00	19,215	0	0	0	0	0	0	0	0	1,614	1,614	20,829
Fairmount	134	12.20	25,937	0	2,138	0	0	0	0	0	0	2,179	4,317	30,254
Fargo	11,382	799.00	36,006	4,980	0	51	605	0	91	0	0	3,025	8,732	44,758
Fessenden	197	22.41	26,517	2,800	0	0	0	0	0	0	0	2,228	5,028	31,545
Finley-Sharon	181	19.00	24,239	4,200	0	0	0	0	120*	0	0	2,036	6,356	30,595
Flasher	251	20.06	21,260	0	3,100	0	0	0	0	0	0	691	3,791	25,051
Fontville	97	9.00	24,500	1,750	0	0	0	0	0	0	0	0	1,750	26,250
Fort Ransom	24	3.00	23,939	2,254	0	26	0	0	0	0	400	0	2,680	26,619
Fort Totten	164	21.00	28,039	3,200	0	0	200	0	0	0	0	0	3,400	31,439
Fort Yates	192	26.00	25,986	4,200	0	0	276	0	0	0	250	0	4,726	30,712
Gackle-Streeter	176	18.50	25,589	2,000	0	0	0	0	95*	0	0	0	2,095	27,684
Garrison	362	30.00	26,318	3,018	0	20	0	0	84	0	0	2,211	5,333	31,651
Glen Ullin	235	21.29	26,409	0	2,915	0	0	0	124	0	346	0	3,385	29,794
Glenburn	320	28.00	24,007	1,800	0	0	0	0	72	0	0	0	1,872	25,879
Golden Valley	71	5.00	23,809	4,110	0	0	0	0	0	0	0	0	4,110	27,919
Goodrich	62	10.00	22,300	2,646	0	0	0	0	0	0	0	0	2,646	24,946
Grafton	1,010	63.00	29,953	3,250	0	0	0	0	0	0	0	0	3,250	33,203
Grand Forks	8,351	735.00	36,142	3,081	0	25	0	0	125*	0	0	0	3,231	39,373
Granville	142	19.00	25,500	0	2,232	19	0	0	0	0	0	0	2,251	27,751
Grenora	75	13.00	24,486	3,600	0	0	0	0	0	0	0	0	3,600	28,086
Groggs Co	355	27.42	28,446	2,646	0	126	0	0	85	0	0	2,390	5,247	33,693
GST Special Ed	353	22.00	31,267	0	2,700	25	317	85	153	0	0	2,627	5,907	37,174
Hakliday	93	6.00	19,595	0	2,850	0	0	0	0	0	0	0	2,850	22,445
Hankinson	318	23.00	28,911	0	3,580	0	0	0	120*	0	0	0	3,700	32,611
Harvey	556	43.96	31,320	3,410	0	43	0	0	112*	0	0	2,631	6,196	37,516
Hatton	270	19.50	27,165	4,600	0	0	0	0	179	0	0	2,282	7,061	34,226
Hazen-Moffit Braddock	161	20.00	22,000	0	4,500	0	0	0	0	0	0	0	4,500	26,500

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

District	Student Enrollment from CPA	Number of Teachers	Average Salary	Health Insurance	Cafeteria/Fltn Plan	Life Insurance	Dental Insurance	Vision Insurance	LTID Insurance	Annunity - in lieu	Other Fringes(s)	TFR	Total Fringe Benefits	Total Compensation
Hazen	808	50.33	31,120	5,283	0	0	80	0	210*	0	0	2.02	7,597	38,717
Hedron	196	17.52	25,656	0	2,100	144	0	0	103	0	0	0	2,347	28,003
Hettinger	406	33.73	26,603	0	2,748	0	0	0	0	0	0	2.235	4,583	31,586
Hillsboro	476	30.50	31,347	3,100	0	0	317	148	0	2,100*	0	0	3,565	34,912
Hope	154	16.00	26,731	2,646	0	0	0	0	0	0	0	2.246	4,882	31,623
Horse Creek	4	1.00	20,600	450	0	0	0	0	0	0	0	0	450	21,050
Jamestown	2,671	198.69	32,038	6,293	0	26	0	0	142*	0	0	0	6,461	38,499
Kennmare	364	32.00	27,400	0	3,420	0	0	0	0	0	0	1.225*	4,645	32,045
Kensal	93	8.50	22,110	3,018	0	19	0	0	64	0	0	0	3,101	25,211
Kuldeer	364	31.00	26,076	3,696	0	0	0	0	0	2,498*	0	848	4,544	30,620
Kundred	726	48.00	28,884	0	2,517	0	258	0	83*	0	0	0	2,858	31,742
Kulm	157	15.73	30,860	0	0	0	0	0	0	0	0	0	0	30,860
Lake Region Special Ed	303	25.50	30,259	2,106	0	24	296	100	118	0	0	0	2,644	32,903
Lakota	295	21.00	25,917	1,700	0	31	0	0	0	0	0	0	1,731	27,648
Lamoure	396	27.00	23,606	0	2,800	0	0	0	0	0	0	0	2,800	26,406
Langdon	589	43.39	32,242	2,966	400	26	0	0	158*	0	0	0	3,550	35,792
Lankin	63	7.70	23,682	1,750	0	0	0	0	0	0	0	0	1,750	25,432
Lansford	37	4.90	22,229	0	3,300	0	0	0	0	0	0	0	3,300	25,529
Lanmore	583	40.79	28,460	2,650	0	0	0	0	174	1,050*	0	0	2,824	31,284
Leeds	202	18.45	27,686	1,500	0	0	0	0	0	0	0	1,550*	3,050	30,736
Lidenwood	251	19.00	26,300	2,532	0	19	0	0	0	0	0	2.208	4,760	31,060
Linton	375	29.60	26,465	0	4,600	0	0	0	160*	0	0	0	4,700	31,165
Liston	690	48.50	26,289	3,600	0	29	0	0	53	0	0	2.208	5,891	32,180
Litchville	99	11.30	25,224	2,940	0	0	144	0	84*	0	0	0	3,168	28,392
Little Heart	28	3.00	20,483	0	0	0	0	0	0	0	0	0	0	20,483
Lone Tree	55	6.50	21,071	0	2,500	50	268	120	0	0	0	828	3,766	24,837
Maddock	233	19.86	24,594	2,550	0	0	0	0	0	0	0	0	2,550	27,144
Mandan	3,495	243.03	28,878	5,040	0	38	0	0	162*	216*	0	0	5,240	34,118
Mandaree	232	34.00	24,928	2,484	0	170	317	100	0	0	0	0	3,071	27,999
Manning	12	1.00	25,000	0	0	0	0	0	0	0	0	0	0	25,000
Mandador	22	4.00	15,508	1,350	0	37	0	0	0	0	375	0	1,762	17,271
Marvel	192	14.00	27,894	2,646	0	0	0	0	56	1,800*	0	0	2,702	30,596
Maple Valley	212	18.20	28,312	2,646	0	0	0	0	0	600*	0	0	2,646	30,958
Mapleton	116	9.65	27,850	2,322	0	0	258	120	114	0	0	2,340	5,154	33,194
Marion	109	10.32	24,962	3,018	0	50	144	0	84*	0	481	0	3,777	28,739
Marmarth	15	2.00	22,580	0	0	0	0	0	0	0	0	0	0	22,580
Max	168	15.00	25,630	2,303	0	0	277	113	205	1,600*	0	0	2,898	28,528
May-Port CG	664	47.00	30,731	4,400	0	0	0	0	0	0	0	750	5,150	35,881
McClusky	135	14.65	26,182	0	2,200	0	0	0	0	0	0	0	2,200	28,382
McKenzie	6	1.00	21,500	0	0	0	0	0	0	0	0	1,806*	1,806	23,306
McKenzie County	657	49.84	34,953	0	4,890	0	0	0	0	0	0	0	4,890	39,843
Medina	170	19.00	24,590	0	2,750	0	0	0	0	0	0	207	2,967	27,547
Menoken	34	4.00	24,500	0	3,000	0	0	0	0	0	0	0	3,000	27,500

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

District	Student Enrollment from DPA	Number of Teachers	Average Salary	Health Insurance	Cafeteria Plan	Life Insurance	Dental Insurance	Vision Insurance	LTD Insurance	Annuity	Other Fringe(s)	TFR	Total Fringe Benefits	Total Compensation
Madoka	210	20 00	23,436	4,200	0	0	0	0	127	0	0	0	4,327	33,763
Madison	328	26 00	27,338	0	3,000	0	0	0	0	0	0	0	3,000	30,338
Manor	337	18 79	27,097	2,900	0	56	0	0	0	900*	0	2,276	5,232	32,329
Marion	32	5 00	23,967	2,000	0	0	0	0	0	0	0	0	2,000	25,967
Marquette	148	14 00	24,500	2,509	0	0	317	142	0	0	0	2,058	5,026	29,526
Marquette	7,175	555 80	35,543	4,893	0	17	0	0	0	0	0	0	4,910	40,453
Marquette	260	17 50	25,731	2,700	0	0	0	0	0	0	0	1,000*	3,700	29,431
Marquette	269	25 00	28,389	4,645	0	31	0	0	105	1,300*	0	0	4,781	33,170
Marquette	233	25 00	24,000	2,040	0	0	0	0	0	0	0	0	2,040	26,040
Marquette	121	11 60	22,297	0	2,500	0	0	0	0	0	0	0	2,500	24,797
Marquette	235	17 00	26,345	6,100	0	0	0	0	0	0	0	0	6,100	32,445
Marquette	349	30 00	21,726	2,602	0	9	0	0	0	0	0	0	2,611	24,337
Marquette	155	15 00	26,558	0	2,532	0	0	0	0	0	0	0	2,532	29,090
Marquette	266	24 07	24,186	2,800	0	62	0	0	190*	0	0	450*	3,502	27,688
Marquette	27	4 00	25,470	0	0	0	0	0	0	1,800	0	0	1,800	27,270
Marquette	5	1 00	23,488	2,322	0	0	0	0	0	0	0	0	2,322	25,810
ND School For The Blind	350	12 55	30,196	4,197	0	3	0	0	0	0	0	1,309	5,509	35,705
ND School For The Deaf	33	17 50	29,381	4,197	0	3	0	0	0	0	16	1,274	5,490	34,871
ND Youth Correction Center	378	Not reported	29,281	4,197	0	3	0	0	0	0	15	1,370	5,485	34,766
Nedra	121	13 50	26,435	0	2,720	0	194	7	139*	0	0	0	3,060	29,495
Nedra	248	19 00	26,707	3,117	0	0	0	0	0	600*	0	2,244	5,361	32,068
Nedra	198	17 00	24,319	0	4,388	0	0	0	0	0	0	0	4,388	28,707
New 8	224	22 00	30,476	4,740	0	25	0	0	0	0	0	2,560	7,325	37,801
New England	230	19 42	33,974	0	6,840	0	0	0	0	0	0	0	6,840	40,814
New Rockford	373	28 50	25,433	2,850	0	24	321	0	0	0	0	2,137	5,332	30,765
New Salem	397	29 00	27,820	0	1,600	0	0	0	0	0	0	1,650*	3,250	31,070
New Salem	745	67 00	26,828	3,117	0	0	0	0	0	0	0	0	3,117	29,945
Newburg-United	85	12 80	25,436	0	3,100	0	0	120	0	0	0	0	3,220	28,656
Newport	202	11 07	22,602	0	2,500	0	0	0	0	0	0	0	2,500	25,102
North Central 28 (Rock Lake)	78	12 93	22,900	0	2,106	0	0	0	0	0	0	0	2,106	25,006
North Central of Barnes (Rogers)	190	21 00	28,561	0	1,800	0	0	0	86	0	0	0	1,886	30,447
North Sargent	187	17 00	23,272	3,240	0	0	0	0	0	1,255*	0	1,955	5,195	28,467
North Shore	121	13 97	26,048	2,600	0	0	0	0	0	0	0	2,440	5,040	34,088
North Valley Voc Ed	390	8 00	26,073	4,300	0	25	0	0	0	0	0	2,185	6,510	32,523
Northern Cass	485	35 06	28,743	2,478	0	0	250	0	69	1,000*	0	2,415	5,212	33,955
Northernwood	359	27 00	26,671	0	2,500	0	605	0	0	0	0	2,241	5,346	32,017
Oak Grove	305	21 50	23,650	2,052	0	0	0	0	0	0	0	1,123	3,175	26,825
Oak Grove	555	32 00	29,350	2,900	0	25	0	0	0	0	0	0	2,925	32,275
Oregon	43	7 00	22,606	6,815	0	0	0	0	0	0	0	1,500*	8,315	30,921
Oregon	388	23 00	29,868	0	3,521	0	279	190	0	0	0	1,943	5,933	35,801
Oregon	67	8 00	22,954	0	0	0	0	0	131*	2,800	0	1,928	4,859	27,813
Oregon	19	4 50	26,300	2,000	0	0	0	0	0	0	0	0	2,000	28,300
Oregon	148	13 00	25,399	2,500	0	0	0	0	0	0	0	2,134	4,634	30,033

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

District	Student Enrollment From 1971	Number of Teachers	Average Salary	Health Insurance	Cafeteria/ Flex Plan	Life Insurance	Dental Insurance	Vision Insurance	LTD Insurance	Annulity "in lieu"	Other Fringe(s)	TFR	Total Fringe Benefits	Total Compensation
Park River	454	25 00	28 450	4,340	0	97	0	0	260	0	0	0	4 697	33 147
Paradise	328	25 92	28 515	2 650	0	0	0	0	96	0	200	0	2 946	31 461
Pacific Garden Special Ed	255	4 60	32 816	2 350	0	16	0	0	0	0	0	2,757	5,123	37,939
Pendora	156	16 00	28 144	3 300	0	50	0	0	0	0	100	0	3,450	31,594
Petaluma-Tuttle	24	4 50	22 767	3 000	0	0	0	0	0	0	0	0	3 000	25,767
Progreso-Buchanan	163	14 00	20 026	2 398	0	0	0	0	0	0	0	0	2 398	22,424
Prize	24	5 00	20 736	2 402	0	0	0	0	0	0	0	702	3 102	23,838
Placerville Valley	26	3 00	20 000	4 400	0	0	0	0	0	0	0	1,680	6,080	26,080
Powers Lake	128	14 45	27 243	0	2 600	0	0	0	270	0	0	0	2,870	30,113
Regan	15	2 00	25 000	0	0	0	0	0	0	0	2,100	0	2,100	27,100
Regent	98	12 50	21 890	4,152	0	0	0	0	72	0	0	0	4,224	28,114
Rhame	96	14 00	21 399	1 950	0	0	0	0	0	0	0	1,798	3,748	25,147
Richardson	187	15 71	27 445	2 750	0	81	0	0	165	1,025	0	0	2,996	30,441
Richardson	320	27 50	23 680	2 284	0	0	0	0	0	0	0	0	2,284	25,964
Richardson Voc Ed	534	Not reported	32 320	6 036	0	0	0	0	91	1,800	0	2,715	8,842	41,162
Richardson	14	3 33	23 750	2 646	0	0	0	0	0	0	0	0	2 646	26 396
Robbie	216	19 70	25 762	2 532	0	31	0	0	0	0	0	0	2 563	28 325
Roosevelt	141	16 63	20 548	0	2 500	38	0	0	0	0	0	1,726	4,264	24,812
Rugby	665	55 00	29 642	2 200	0	0	0	0	129	0	0	0	2 329	31,971
Rural Cass Special Ed	538	19 80	27 101	0	4,299	0	285	0	73	0	0	2,277	4,934	32,035
School	6	1 00	19 200	0	0	0	0	0	0	0	0	0	0	19 200
Sargent Central	349	24 00	29 171	5 050	0	0	0	0	0	1,350	0	0	5 050	34,221
Sawyer	165	17 15	24 111	2 250	0	0	0	0	70	0	0	0	2 320	26 431
Scandin	198	19 50	24 432	2 500	0	0	0	0	0	2,300	0	2,053	4 553	28 985
Schulz	74	11 40	20 905	0	2 646	23	824	0	0	0	0	0	3 493	24 398
Shelby	9	1 00	22 950	0	0	0	0	0	0	0	0	0	0	22 950
Shelton	44	3 71	23 029	0	2 200	0	0	0	0	0	0	967	3 167	26 196
Shenwood	130	16 00	24 815	5 985	0	49	244	0	43	0	0	0	6 321	31 136
Shenwood	145	13 00	22 000	2 500	0	0	0	0	0	0	0	1,848	4 348	26 348
Shenwood Valley Special Ed	369	21 80	30 476	4 000	0	25	0	0	122	0	0	0	4 147	34 623
Sims	35	5 54	19 745	0	2 700	0	0	0	0	0	0	900	3 600	23 345
Solida	195	30 00	23 240	0	6 024	0	0	0	0	0	0	1,952	7 976	31 216
Southern Valley Special Ed	542	17 00	37 729	3 500	0	50	0	0	0	0	0	0	3 550	41 279
South Hart	274	21 00	26 935	0	3 000	0	0	0	0	0	0	0	3 000	29 935
South Prairie	136	11 30	23 240	0	2 976	0	0	0	0	0	0	0	2 976	26 216
South Valley Special Ed	239	417 00	24 940	0	3 000	0	19	0	0	0	0	2,095	5 114	30 054
Southeast Area Voc Ed	325	9 00	26 129	4 222	0	25	0	0	0	1,600	0	0	4 247	32 376
Southern	308	23 00	26 420	2 192	0	0	348	0	0	0	0	0	2 540	28 960
Spokane	14	3 00	25 717	0	0	0	0	0	0	2,500	0	0	2 500	28 217
St John	282	21 00	25 600	0	0	0	0	0	0	0	0	2,151	2 151	27 751
St Thomas	124	12 00	26 171	4 334	0	0	0	0	0	1,912	0	0	4 334	30 505
Stanley	425	35 06	25 103	0	4 900	0	0	0	0	0	0	0	4 800	29 903
Stanley	93	11 00	23 902	6 055	0	19	0	0	0	0	0	0	6 074	29 976

2000-01 SALARY AND FRINGE BENEFIT COMPILATION

District	Student Enrollment from 1991	Number of Teachers	Average Salary	Health Insurance	Catastrophe Plan	Life Insurance	Dental Insurance	Vision Insurance	LTID Insurance	Annuity "in lieu"	Other Fringe(s)	TIFR	Total Fringe Benefits	Total Compensation
Stamwath	121	11 00	28,227	2,106	0	64	0	0	0	0	0	0	2,170	30,397
Steele-Dawson	263	27 00	26,001	2,280	0	60	0	0	0	0	0	0	2,340	28,341
Sterling	37	3 60	18,361	1,200	0	0	0	0	0	0	600	0	1,800	20,161
Stearburg	233	16 36	27,056	2,532	0	0	0	0	0	0	0	0	2,532	29,588
Surrey	439	32 75	22,554	0	1,920	0	0	0	52	0	0	1,895	3,867	26,421
Sweet Bear	7	1 00	19,110	0	0	0	0	0	0	0	0	0	0	19,110
Sylveston	72	10 20	21,811	0	2,450	0	0	0	0	0	0	1,832	4,282	26,093
Tappen	121	15 00	19,088	1,500	0	0	0	0	0	0	0	0	1,500	20,588
Taylor	129	11 40	25,607	0	2,750	19	0	0	0	0	0	0	2,759	28,376
Thompson	518	36 50	25,264	1,500	0	0	150	0	107	505	0	0	2,262	27,526
Toga	311	28 07	28,139	0	3,700	0	0	0	0	0	0	0	3,700	31,839
Trade Lake-Mercer	207	21 00	27,143	2,646	0	0	0	0	0	0	0	0	2,646	29,789
Trade-Peblouse	72	7 00	26,100	3,000	0	0	0	0	0	0	0	0	3,000	29,100
Underwood	273	25 00	25,063	1,900	0	0	0	0	0	0	0	2,106	4,006	28,069
Union	5	1 00	20,600	0	0	0	0	0	0	0	0	0	0	20,600
United	673	52 00	26,158	2,602	0	24	0	0	105	0	0	0	2,731	28,889
Upham	67	10 50	22,913	0	2,900	0	0	0	91	0	0	1,925	4,916	27,829
Upper Valley Special Ed	282	30 80	26,455	4,220	0	0	0	0	108	1,631*	0	0	4,328	30,783
Valley	164	15 16	28,130	3,850	0	70	0	0	175*	0	0	0	4,095	32,225
Valley City	1260	74 00	32,737	6,433	0	54	205	0	105	0	0	2,750	9,548	42,285
Valley City Voc Ed	431	10 67	25,150	4,440	0	96	0	0	111	0	0	2,113	6,760	31,910
Veha	467	33 50	28,908	2,900	0	0	0	0	0	0	0	0	2,900	31,808
Vernon	72	8 50	27,559	2,398	0	0	0	0	0	0	0	0	2,398	29,957
Westport	1595	106 00	30,568	0	5,973	32	0	0	67	1,102*	0	2,568	8,640	39,208
Westville	301	29 00	29,356	2,646	0	0	0	0	0	0	0	0	2,646	32,002
Westwick	229	21 00	28,175	0	2,550	31	0	0	221*	0	0	2,367	5,169	33,344
Westboro	409	28 50	29,413	0	2,362	0	0	0	0	0	0	0	2,362	31,775
West Fargo	5,025	331 59	33,093	4,771	0	36	346	118	103	0	0	2,780	8,104	41,197
West River Special Ed	181	2 00	27,866	0	3,050	69	0	0	223	0	0	0	3,342	31,208
Westhope	167	22 00	24,609	0	2,400	21	0	0	0	0	0	0	4,488	29,097
Wildrose-Alamo	62	10 50	25,165	1,800	0	0	0	0	0	0	0	2,067	4,488	29,097
Wildrose	2,493	189 70	30,000	3,865	0	67	0	0	0	0	0	0	1,800	26,985
Willow City	86	12 00	23,158	2,398	0	0	0	0	127*	0	0	2,520	6,452	36,452
Willie Special Ed	333	25 00	31,542	3,566	0	35	0	0	0	0	0	1,946	4,471	27,629
Winchester-Courtesy	176	15 85	30,561	2,646	0	0	317	142	0	0	0	2,650	6,251	37,793
Wing	75	10 50	24,720	3,550	0	0	0	0	0	0	0	0	3,550	33,666
Woback	264	23 64	23,200	2,503	0	0	0	0	0	0	0	1,205*	3,805	27,005
Wolcott	66	10 40	23,870	0	0	0	0	0	0	1,000	0	0	1,000	24,870
Wyndmere	313	20 50	25,871	2,990	0	0	0	0	124*	0	0	0	3,114	28,985
Yellowstone	82	9 00	29,573	2,532	0	0	0	0	0	0	243	0	3,114	32,348
Zachland	65	11 00	22,500	2,646	0	0	0	0	0	0	0	0	2,646	25,146

Proposed House version:

Inclusion

- 70 Teacher, Special Education Teacher
- 72 Tutor in Training
- 22 Coordinator Program Coordinator
- 40 Instructional Programmer
- 56 Pupil Personnel
- 59 School Psychologist
- 62 Speech/Language Pathologist
- 68 Supervisor
- 37 Guidance Counselor, School Counselor
- 38 Counselor Designate, Guidance Counselor Designate
- 41 Library Media Specialist

	Public	Voc Ed	Spec ed	Total
	7,751.42	62.82	180.25	7,994.49
	21.80		3.00	24.80
	96.06	3.91	24.86	124.83
	2.75			2.75
	3.43			3.43
	32.09	0.38	15.00	47.47
	159.53		57.00	216.53
	11.71		0.40	12.11
	235.11	11.50		246.61
	21.06	1.00		22.06
	188.74			188.74
	8,523.70	79.61	280.51	8,883.82

44,749,425.00 417,952.50 1,472,677.50 46,640,055.00

Exclusion

- 4 Assistant Director
- 25 County Superintendent
- 5 Assistant Principal
- 53 Principal
- 66 Assistant, Administrative Assistant, or Deputy Superintendent
- 67 Superintendent of Schools
- 291 Director (Voc Ed or Special Ed)
- 292 Director (Other)

	4.00		2.00	6.00
	0.82			0.82
	50.90			50.90
	348.59			348.59
	12.14			12.14
	136.57			136.57
	10.70	5.99	19.63	36.32
	39.06		1.00	40.06
	602.78	5.99	22.63	631.40

3,164,595.00 37,447.50 118,807.50 3,314,850.00

1999-2000 FUND GROUP 1 EXPENDITURES BY FUNCTION

The following summary table and the accompanying data reported by school district personnel is provided in response to the many requests for data aggregations.

The following table contains a summary of the reported Fund Group 1 expenditures by function categorized by average daily high school membership. Also presented are the average expenditures per pupil and percent of expenditures by function for each size category. Each column contains the aggregated expenditure and average expenditure per pupil in average daily membership by function and the percent the aggregated expenditure for that function or group of functions was of the total Fund Group 1 expenditure for all purposes.

Columns headed SALARY/BENEFITS TEACHERS contains only the reported expenditures for salaries and benefits for teachers. SALARY/BENEFITS SUPPORT contains only the reported salary and benefits expenditures for support staff including librarians, counselors and other support staff. OTHER INSTRUCTIONAL contains the reported expenditures for instructional supplies, books and equipment including audio visual equipment and computers. SCHOOL ADMINISTRATION contains the reported expenditures for the school principal's office. GENERAL ADMINISTRATION contains the reported expenditures for the school board superintendent's office, business office and other general administrative purposes.

OPERATION AND MAINTENANCE OF PLANT contains the reported expenditures for the operation and maintenance of school plants in the school district.

STUDENT TRANSPORTATION contains the total reported expenditures for transporting students to and from school and home. CAPITAL PROJECTS contains the total reported expenditures of Fund Group 1 money for capital projects such as the purchase of land for school sites and remodeling projects. EXTRA CURRICULAR contains the reported Fund Group 1 expenditures for extra curricular activities including transportation for extra curricular activities. ALL OTHER EXPENDITURES contains the reported expenditures for debt service, transfers, tuition and other programs. TOTAL EXPENDITURES contains the total reported.

Fund Group 1 expenditures for all functions. COST PER PUPIL FUND GROUP 1 contains the average Fund Group 1 expenditures per pupil in average daily membership for all purposes. AVERAGE COST PER PUPIL is computed by dividing the reported costs for instruction, administration, and operation and maintenance of plant by the total average daily membership for the appropriate grouping of school districts.

The reported school district data for these categories are found on the following pages.

STATEWIDE SUMMARY OF 1999-2000 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO DIST	ENROLLMENT INHS	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	COST PER PUPIL FUND GROUP 1	AVERAGE COST PER PUPIL
12	550 AND UP	7,829,916.01 125.28 2.32	2,594,856.27 41.52 0.77	6,602,346.99 105.64 1.96	16,249,327.52 259.99 4.81	337,568,603.20	5,401.01	4,868.60
0	500 - 549	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	0.00	0.00	0.00
1	400 - 499	210,017.53 158.50 3.36	0.00 0.00 0.00	197,808.95 149.29 3.17	644,524.90 486.44 10.32	6,247,536.92	4,715.16	3,920.92
4	300 - 399	927,674.25 244.01 4.75	0.00 0.00 0.00	634,068.30 166.79 3.25	1,870,281.90 491.96 9.57	19,538,198.76	5,139.32	4,236.56
13	200 - 299	2,709,056.94 298.18 5.72	89,846.18 9.89 0.19	1,314,941.17 144.73 2.78	3,401,530.02 374.40 7.18	47,354,404.43	5,212.27	4,385.06
17	150 - 199	2,273,066.35 305.68 5.45	148,749.44 20.00 0.36	1,202,889.33 161.76 2.88	3,213,584.45 432.15 7.70	41,743,060.94	5,613.49	4,693.89
33	100 - 149	4,369,040.67 410.42 7.20	71,485.78 6.72 0.12	1,796,977.56 168.80 2.96	4,150,739.37 389.91 6.84	60,677,098.39	5,699.90	4,724.04
29	75 - 99	2,989,178.42 424.92 7.17	102,445.09 14.56 0.25	1,220,885.98 175.26 2.96	2,306,271.69 327.84 5.53	41,716,804.25	5,930.13	4,987.55
29	50 - 74	2,905,119.71 607.05 7.90	69,046.05 14.44 0.19	742,392.82 155.24 2.02	2,374,942.04 496.61 6.46	36,735,982.20	7,681.62	6,408.29
31	25 - 49	1,832,314.42 521.38 7.04	65,118.23 18.55 0.25	498,708.76 141.91 1.92	2,408,008.78 685.20 9.25	26,035,407.17	7,408.36	6,641.34
10	24 OR LESS	341,255.26 613.74 6.58	9,258.17 16.65 0.18	68,464.83 123.13 1.32	321,650.25 578.48 6.20	5,188,701.80	9,331.69	7,999.70
179	HS TOTAL	26,894,659.36 238.38 4.24	3,150,805.21 28.47 0.51	14,291,484.67 129.12 2.29	36,940,860.92 333.76 5.93	622,805,798.06	5,627.00	4,897.27
40	ELEM TOTAL	2,131,256.07 762.98 8.71	105,590.07 37.80 0.43	234,863.90 84.08 0.96	5,455,624.44 193.08 22.29	24,474,746.66	8,761.82	5,923.88
10	RURAL TOTAL	91,794.42 1,399.95 9.70	0.00 0.00 0.00	0.00 0.00 0.00	392,221.25 5,981.72 41.43	946,595.92	14,436.42	7,054.75
2	NONOPERATING	366,289.00 0.00 2.02	0.00 0.00 0.00	0.00 0.00 0.00	17,576,119.59 0.00 96.91	38,136,230.50	0.00	0.00
231	GRAND TOTAL	28,974,078.85 255.19 4.35	3,256,395.28 28.68 0.49	14,526,348.57 127.94 2.18	60,364,826.20 531.66 9.06	666,363,371.54	5,868.94	4,925.47

STATEWIDE SUMMARY OF 1999-2000 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO DIST	FUNDALMENT INHS	TOTAL ADMA	INSTRUCTION						OPERATION AND MAINTENANCE OF PLANT
			SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION		
12	550 AND UP	62,500.98	195,762,783.20	21,280,429.61	23,921,336.57	17,703,644.00	16,306,573.77	29,317,390.06	
			3,112.16	340.48	382.74	283.25	260.90	469.07	
0	500 - 549	0.00	57.99	6.30	7.09	5.24	4.83	8.68	
		0.00	0.00	0.00	0.00	0.00	0.00	0.90	
		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1	400 - 499	1,324.99	3,355,593.71	281,936.34	514,241.28	277,148.59	327,539.02	438,726.82	
			2,532.54	212.78	388.11	209.17	247.20	331.12	
			53.71	4.51	8.23	4.44	5.24	7.02	
4	300 - 399	3,801.71	9,528,019.66	969,464.60	1,260,548.38	918,931.91	1,521,742.54	1,907,467.22	
			2,506.25	255.01	331.57	241.72	400.28	501.74	
			48.77	4.96	6.45	4.70	7.79	9.76	
13	200 - 299	9,095.17	24,660,444.47	1,845,205.48	3,290,713.58	2,315,490.28	3,232,150.87	4,495,025.44	
			2,774.36	203.10	362.21	254.86	355.76	494.77	
			52.08	3.90	6.95	4.89	6.83	9.49	
17	150 - 199	7,430.21	20,878,702.84	1,273,971.97	3,349,838.40	2,207,590.60	3,155,161.54	4,039,506.02	
			2,807.71	171.32	450.48	296.57	424.30	543.22	
			50.02	3.05	8.02	5.29	7.56	9.68	
33	100 - 149	10,645.30	29,512,479.95	1,943,955.78	4,779,956.95	2,935,183.67	5,137,462.53	5,979,816.13	
			2,772.35	182.61	449.02	275.73	482.60	561.73	
			48.64	3.20	7.88	4.84	8.47	9.86	
29	75 - 99	7,034.72	20,573,918.26	977,367.92	4,120,217.85	1,796,199.61	3,816,337.95	3,801,981.46	
			2,924.63	138.93	585.70	255.33	542.50	540.46	
			49.32	2.34	9.88	4.31	9.15	9.11	
29	50 - 74	4,782.32	17,353,108.06	838,293.73	3,434,348.06	1,702,629.93	3,924,199.94	3,392,901.86	
			3,628.60	175.29	718.13	356.03	620.56	709.68	
			47.24	2.28	9.35	4.63	10.68	9.24	
31	25 - 49	3,514.33	12,521,510.65	361,603.51	2,396,389.55	813,236.09	2,835,613.76	2,302,903.42	
			3,562.99	102.89	681.89	231.41	806.87	655.29	
			48.09	1.39	9.20	3.12	10.89	8.85	
10	24 OR LESS	556.03	2,523,769.98	141,419.24	484,940.06	101,156.25	716,144.55	480,643.21	
			4,538.91	254.34	872.15	181.93	1,287.96	864.42	
			48.64	2.75	9.35	1.55	13.80	9.26	
179	HS TOTAL	110,681.76	336,670,330.80	25,913,647.53	47,352,530.48	30,771,210.93	40,972,926.47	56,157,361.64	
			3,041.79	270.27	429.63	278.02	370.19	507.36	
			54.06	4.80	7.64	4.94	6.58	9.02	
40	ELEM TOTAL	2,793.34	9,485,458.44	285,571.81	1,732,575.25	627,063.38	2,120,375.15	2,296,412.15	
			3,395.74	102.22	620.25	224.49	759.08	822.10	
			38.76	1.17	7.08	2.56	8.66	9.38	
16	RURAL TOTAL	65.57	286,412.03	4,224.72	65,368.48	1,600.00	49,303.90	55,671.62	
			4,368.03	64.42	996.93	24.40	751.93	849.04	
			30.26	0.45	6.91	0.17	5.21	5.88	
2	NONOPERATING	0.00	0.00	0.00	0.00	0.00	193,772.31	0.00	
			0.00	0.00	0.00	0.00	0.00	0.00	
231	GRAND TOTAL	113,540.67	346,442,201.27	30,203,399.61	49,350,474.21	31,399,874.31	43,336,327.83	58,509,445.41	
			3,051.26	266.01	434.65	276.55	381.68	515.32	
			51.99	4.53	7.41	4.71	6.50	8.78	

- NDSBA supports legislation which moves the state's funding of the cost of education toward the 70% level
- We support the intent of HB 1344 to help raise teacher compensation levels to assist in recruitment & retention of quality educational staff.
- We support the current definition of "compensation" and clearly understand it includes: increases in salary (including movement on indexed salary schedules) and subsequent increases in employer obligation of TFFR and FICA; increases in employer paid insurance premiums.
- If all new employer costs for contracted compensation are not clearly included in the definition, the foundation aid payments would have to be much higher
- We need to be very clear, also, on the definition of "teacher" so that districts don't enter into binding contracts w/ employees only to find out, after the fact that some don't meet DPI's or OMB's definition. We would suggest an AMENDMENT for clarification:
P. 2 ln. 5 after "board" ADD: and for who's position such license is required by law or SPB."
- We are pleased with the \$50 million funding level in 1344 and with the serious consideration it gives to increasing support to K12 education in our state.